

Gregory-Portland Independent School District

Gregory-Portland Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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

Revised/Approved: October 30, 2019

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. Today, Gregory and Portland have a combined population of 18,300. The school district covers a 101 square mile area and maintains an enrollment in excess of 4,000 students.

- Middle School enrollment is currently 1,060 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 Middle School percentage of economically disadvantaged students has decreased from 55.68% in 2017 to 45.28% in 2018. This is a 10.4% decrease over two years.

2018 - Middle School Economic Disadvantage Percentage: 45.28

2017 - Middle School Economic Disadvantage Percentage: 55.68

2016 - Middle School Economic Disadvantage Percentage: 37.6

Middle School enrollment in special education has increased from 8.4% (2017) to 10.75% (2018).

- Middle School percentages of English Learners (EL) have increased dramatically from 1.7% in 2015 to 5.66% in 2018.

2018 - G-P Middle School (5.66%)

2017 - G-P Junior High (6.3%)

- The Hispanic population continues to increase from 54.4 % in 2017 to 57.0% in 2018.

Demographics Strengths

- Attendance rates improved slightly from 2015-2016 to 2016-2017 and continue to maintain around the state average. 2015 - 2016 (95.0%) and 2016 - 2017 (95.4%) Special education and economical disadvantaged student populations lag behind with 92.9% and 94.5% attendance rates respectively.
- The mobility rate for 2016-2017 was 14.6%, which was below the state average of 16.2%
- The average core class size for 2016-2017 has on average two less pupils in it compared to the state average.
- Teacher experience in 2016-2017 continues to be a strength of the middle school. Only 2.8% of our teachers are designated as “Beginning Teachers” while the state average for the year was 7.8%. 58.1% of the district’s teachers have 11 or more years of experience where the state average is 43.3%.

Student Academic Achievement

Student Academic Achievement Summary

Gregory-Portland Middle School achieved Met Standard for the 2017-2018 school year, and received five distinction designations for Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth, Post secondary Readiness, and Top 25 Percent: Comparative Closing the Gaps. The campus STAAR results showed progress on five out of eight assessments that were given in the spring of 2017. On the remaining three assessments, the percentage of students passing stayed the same. It is important to note that Algebra I EOC did not show growth because 100% of the students passed both years.

GR	Subject	All Students		ECD		Hispanic		White	
		# Students	% Approaches	# Students	% Approaches	# Students	% Approaches	# Students	% Approaches
6	Reading	360	77	215	68	211	71	131	85
6	Math	360	85	215	81	211	82	131	87
7	Reading	334	77	172	67	191	69	119	91
7	Math	336	86	173	79	193	80	119	96
7	Writing	339	72	176	64	194	64	121	84
8	Reading	339	84	184	78	187	81	137	86
8	Math	339	89	184	87	187	88	137	90
8	Social Studies	334	67	179	59	184	40	135	76
8	Science	335	83	180	76	184	76	136	92

The LEP and Economically Disadvantaged subpopulations showed growth from 2017 to 2018 but remain areas of focus. Both of these demographic groups had lower Meets Grade Level and Masters Grade Level achievement than other subpopulations that met minimum size requirements.

Content	All Students Meets	All Students Masters	ECD Meets	ECD Masters	LEP Meets	LEP Masters	Hispanic Meets	Hispanic Masters	White Meets	White Masters
Reading/ELA	55%	29%	44%	21%	N/A	N/A	49%	23%	65%	36%
Math	63%	33%	52%	22%	47%	18%	56%	26%	73%	41%
Social Studies	35%	19%	29%	16%	%	%	30%	19%	43%	22%

Science	61%	35%	54%	29%	%	%	56%	31%	67%	41%
Writing	49%	15%	66%	17%	%	%	44%	9%	56%	21%

Problem Statement:

GPMS did not meet standard with regard to ELL's in Reading.

Root Cause: Teachers and students lack resources

1. Teachers do not have sufficient training in Sheltered Instruction in order to meet the needs of English Language Learners
2. English Language Learners need additional support in acquiring the English Language.

Problem Statement:

GPMS did not meet standard with regard to Special Education in Mathematics.

Root Cause: There is a lack of resources/professional development to support Special Education Students and Special Education Professionals. Although we have seen big gains in one year and feel that the full inclusion model played an integral part in these gains, adjustments to the model will be made on a continual basis.

1. General Education teachers do not have enough training in how to address specific student accommodations in the classroom.
2. There is no time for collaboration between the Special Ed teachers, paras and General Ed teachers.

Student Academic Achievement Strengths

GPMS met Standard in every single area and had a total of five distinctions (Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth, Post secondary Readiness, and Top 25 Percent: Comparative Closing the Gaps). We saw significant increases with regard to the Hispanic populations in Reading, Mathematics, and Social Studies.

School Processes & Programs

School Processes & Programs Summary

Gregory-Portland Middle School provides all teachers with an aligned curriculum through the TEKS Resource System 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 commits to focus on curriculum and instruction, with the assistance of District Curriculum Administrators, to provide for an appropriate level of support to better meet students' academic needs. Intentional efforts and processes will be continued in order to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

Gregory-Portland ISD has prepared a common vision for the use of technology. Middle School staff will identify strategies to ensure the use of technology to improve the academic achievement of all students. Implementation of these strategies will provide alternative instructional methods for engaging all types of learners, provide enhanced resources, and assist students in the development of higher level skills. 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 Junior High provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. Gregory-Portland Junior High teachers are allowed common planning times throughout the year. They are also utilizing a common PLC time to continuously update student and curriculum needs.

The GPJH curriculum 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. Developed assessments are adjusted based on teacher input to provide timely feedback for adjustments and reteaching when necessary. Student data is gathered through teacher observations, walk throughs and assessment data in an on-going manner in order to provide validation in classroom instruction as well as to inform improvements to the curriculum. GPJH administrators work cooperatively with teachers in strengthening their ability to be instructional facilitators and leaders. GPJH incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at the campus level.

Each classroom has an LCD projector 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. Student responders are available for teacher and student use. Teachers have a portable computer (ie laptop, tablet computer, or other portable device). In addition, the classroom is equipped with a digital camera, sound system, miniature microphones for voice amplification and wireless networking.

Perceptions

Perceptions Summary

Results from GPMS most recent parent and student engagement surveys conducted in May of 2018 reveal average to above-average satisfaction. 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 GPMS Campus Site-Based Decision Making (SBDM) Committees 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 District;
3. Further development of college awareness and the 21 Century Workforce
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. Continued development of campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.
7. Further development of community outreach through various measures of communication.

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 GPMS 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.
8. Positive feedback from students through observations and rewards such as CATS CLub, Birthday Recognition, Announcements and etc.
9. Parent programs such as ABC programs are in place at the campus
10. 8th Grade Breakfast, Open House and other programs are in place to invite parents to our campus

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Accountability Distinction Designations
- 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- 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
- 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

Goals

Revised/Approved: October 30, 2019

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 3 points from an 91 (A) to a 94 (A) by 2023.

Evaluation Data Source(s) 1: The state's adopted A-F accountability system

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</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.			
Funding Sources: 199/11 - General Funds - 100.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Increase the use of technology (i.e. Laptops, iPads, and graphing calculators) in grade 8 through purchase of classroom sets as well as sets for student checkout. TEC 11.252(a)(3)(D) TEC 28.001</p>	2.4, 2.5	Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Principals District Directors	District Technology Plan Increase devices available for students.			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) 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 align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>4) Implement the district's technology plan. (see Addendum)</p>	<p>2.4, 2.5</p>	<p>Director of Technology Campus Principal</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 align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>5) Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. TEC 11.252 TEC 11.253</p>	<p>2.5, 2.6</p>	<p>District Intervention Specialist GIS Principals</p>	<p>The percent of students meeting the NWEA projected RTI growth measure in both reading and math from Fall (beginning of year) to Spring (end of year) will increase.</p>			
	<p>Funding Sources: 199/24 or 30 - State Compensatory - 10000.00</p>					
<p align="center">Targeted Support Strategy</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 align="center">Comprehensive Support Strategy Targeted Support Strategy</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>			

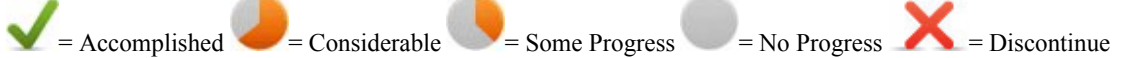
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Participate in South Texas Curriculum Collaborative (STCC) to provide professional development to staff. PL 107-110 Sec 2123(b)</p>		<p>Directors of Instructional Services Principals Classroom Teachers</p>	<p>Teachers and administrators will receive training that will be delivered to build capacity on campuses.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Provide general and special education teachers, GIS, 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>	<p align="center">2.6</p>	<p>Directors of Instructional Services Director of Assessment & Accountability Campus Administration</p>	<p>Teachers and administrators will use the data analyzed and implement strategies to address respective campus needs to see an increase in academic achievement.</p>			
<p align="center">Targeted Support Strategy</p> <p>10) Require new hires and encourage current staff to become ESL and/or Bilingual certified with district reimbursement of testing and certification costs. PL107-110 Sec. 2123(b)</p>	<p align="center">2.4, 2.6</p>	<p>Director of Human Resources Principals</p>	<p>The district will meet state compliance of required ESL and bilingual requirements.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 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"> -Instructional Field Guides -Leading Learning Series to include: implementation support, leadership coaching, Think Conference -Accountability Connect -Field Guides -Student Learning Reports -Content Snapshot -Instructional Strategies Playlist -Academic Vocabulary -IQ Analysis -Engaging Experiences -Frequency of Distribution by TEKS Cluster -Thinking Stems -TEKS Scaffold -TCMPC TEKS Resource 	<p align="center">2.4</p>	<p>Assistant Superintendent of School Leadership Assistant Superintendent of C&I Directors of Instructional Support Principals Teachers</p>	<p>Teachers and administrators will use the lead4ward resources to implement strategies necessary to improve student performance on STAAR assessments.</p>			<p>Funding Sources: 199/11 - General Funds - 1000.00</p>

<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>12) Administer Curriculum Based assessments in math and reading grades 6 through End of Course (EOC) and social studies and science grades 6-8.</p>	2.4	Directors of Instructional Services Principals Teachers	Teachers and administrators will use the CBA data to implement strategies and plan instruction effectively to improve student performance on STAAR assessments.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>13) Provide staff development in effective instructional strategies to improve engagement and student performance. -Lead4ward -Kagan -Bilingual Instructional Support -Empowering Writers -Bill MacDonald -TAGT for Gifted & Talented PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>	2.4, 2.5, 2.6	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">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>14) Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (6-8) -Imagine Math (6-8) -SHMOOP -Remind -Moby Max -Odyssey -Language Live!</p>	2.4, 2.6	Directors of Instructional Services District-wide Instructional Specialist Principals Gap Intervention Specialists Classroom Teachers	Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>15) Provide training through EduHero to all campus staff in recognizing students with characteristics of dyslexia and/or related disorders and establish district procedures for identification and assessment. TEC 11.252(3)(F)</p>	2.4, 2.6	Director of Federal and Special Programs Director of Special Education Director of Instructional Services District-wide Instructional Specialist Counselors Principals Dyslexia Teachers	Earlier detection of dyslexia and related disorders to begin necessary interventions.			
<p align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>16) 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>	2.4, 2.6	Director of Federal and Special Programs Director of Human Resources Principals	Strategies from ELPS academy will be implemented and we will see an increase in EL student achievement.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>17) Provide professional development in Sheltered Instruction Observation Protocol (SIOP) to Secondary Teachers.</p>	2.4, 2.6	Director of Federal and Special Programs Principals	Strategies from the Sheltered Instruction Observation Protocol trainings will be implemented and we will see an increase in EL student achievement.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 7</p> <p>18) Create and implement a New Teacher Mentoring program</p>		Assistant Superintendent of C&I Directors of Instructional Services Principals Teachers	Offer at least two opportunities for a Central Office and Campus administration to meet with new teachers to provide support and training			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>19) Work with Justice of the Peace and Truancy Prevention Coordinator regarding truancy.</p>	2.5	Directors of Instructional Support Principals	There will be a reduction in chronic absenteeism which will positively impact student achievement.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 6</p> <p>20) Enhance curriculum through guest speakers and cooperative initiatives with local private and public entities.</p>	2.5	Directors of Instructional Support Principals	Guest speakers from private and public entities will present to students to enhance curriculum.			

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>21) Implement community/districtwide reading programs that encourage partnerships between the community library and school libraries.</p>	2.4, 2.5	District Librarian Library Aides Principals Classroom Teachers	Strengthening of the collaboration between school district and community partners.			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>22) Students will utilize Community in Schools to access community resources.</p>	2.6, 3.2	Counselors Community in Schools Counselors	Students placed in foster care will utilize community resources provided through Community in Schools.			
<p>Targeted Support Strategy Critical Success Factors CSF 5</p> <p>23) Analyze information from parent and student surveys and implement activities to strengthen parental and family engagement. Section 1116(a)(2)(B)</p>	3.1, 3.2	Communications Officer Campus Principal	Increase in activities for parent and family engagement.			
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>24) Utilize appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, Schoolmessenger, Survey platforms, Remind, social media and mobile technology.</p>	2.6	Communications Officer Principals Teachers	Community and Parent communication will be timely, positive, correct and often.			
<p>Targeted Support Strategy Critical Success Factors CSF 5</p> <p>25) Implement feedback tools (surveys) to determine best mechanism for communicating with each stakeholder group.</p>	3.1	Communications Officer Campus Principal	Gather stakeholder feedback through effective and efficient communication mechanisms.			
<p>Critical Success Factors CSF 6</p> <p>26) Improve and standardize operating procedures for district communication across campuses.</p>		Communications Officer Campus Principal	Standard operating procedures will be refined and shared across the district to improve communication across campuses.			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>27) Align job descriptions of Instructional Technology teachers to support classroom instruction to ensure the delivery of the technology TEKS.</p> <p>TEC 11.252(a)(3)(D) TEC 28.001</p>	2.4	Assistant Superintendent of C&I Directors of Instructional Services Campus Principal	Compliance with the delivery of technology TEKS and an increase in the utilization of technology in the classroom.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>28) Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.</p>	2.4, 2.6	Directors of Instructional Services Director of Technology Principals	Increase student achievement through additional access to technology beyond the normal school hours.			
<p align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>29) Provide non-English speaking English Learners (EL) students access to an iPad assist with translation during the school day.</p>	2.4, 2.6	Director of Federal and Special Programs Director of Technology Principals Teachers	Strengthen English competency and communication skills for EL students.			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>30) Utilize PLC meetings to strengthen Tier 1 instruction by requiring departments to meet monthly to discuss data, curriculum, instruction, and various instructional strategies.</p>	2.4, 2.5, 2.6	Campus Principals Department Heads Teachers	Increase student achievement by analyzing data, developing curriculum, instruction, and instructional strategies that meet the needs of all students.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>31) Implementation of Instructional Rounds to increase the quality of student responses.</p>	2.4, 2.5, 2.6	Campus Principals Instructional Rounds Team Teachers	Increase the quality of student responses in order to validate the learning taking place in the classroom			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>32) Implementation of a newly designed Gifted and Talented program that focuses on an array of higher level thinking skills and college and career readiness.</p>	2.5	Campus Principals G-T Coordinator Intensive Teachers	Expose our G-T students to a variety of skills and careers in order to provide them with opportunities for success in high school and beyond.			
Funding Sources: 199/21 - State Gifted and Talented - 9000.00						


Targeted Support Strategy Critical Success Factors CSF 1	2.5	Campus Principals UIL Coordinator UIL Coaches	Increase the skill sets of participating students			
33) Participate in Academic UIL in order to increase the skill sets of participants		Funding Sources: 199/11 - General Funds - 2000.00				
Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 34) Implement the Youth Odyssey Program for At-Risk Middle School Students	2.6	Campus Principals Counselors	At-Risk students will improve leadership skills, coping skills, and academic achievement.			
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 35) Provide additional instruction to eligible students in the Grand Central Station (GCS) class/program	2.6	Campus Principal Counselors Grand Central Station Staff	Increased student performance of eligible students			
Targeted Support Strategy Critical Success Factors CSF 1 36) Provide the ELL Elective Course for eligible ELL students.	2.6	Campus Principal Counselors LPAC Committee Members GCS Staff	Increased scores on the TELPAS assessment.			
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 37) Provide students with rewards for grades, attendance, and good behavior	2.4, 2.6	Campus Principals Cat's Club Coordinators Attendance Clerk	Increased attendance rates and grades, and decreased referrals.			
						

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:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Analyze NWEA MAP data in order to screen and identify dyslexia and related disorders at the end of the kindergarten and first grade school years.	2.6	District-wide Instructional Specialist Dyslexia Specialists	Early identification and intervention for a child with dyslexia to improve the child's academic success.			
2) Evaluate student progress and learning to guide instruction and remediation in Pre-K by assessing multiple domains of development including reading, writing, math, health-wellness and language-communication.		Pre-K Teachers District-wide Instructional Specialist Principals Assistant Principals	Students to be Kindergarten ready by the end of the school year.			
3) Complete and publish the High-Quality Prekindergarten Self-Assessment tool in order to evaluate the quality of the prekindergarten program and define specific pathways for continuous improvement leading to positive child outcomes.		Pre-K Teachers District-wide Instructional Specialist Principals Assistant Principals Pre-K Committee Members	Completed Self-Assessment tool with strategies for improvement.			
						

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

Performance Objective 2: The campus will provide information to families that may have eligible Pre-K children in the home in order to facilitate the district's goal of increasing 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>1) Registrar and counselors will provide appropriate information at registration regarding Pre-K programs if they are made aware of eligible Pre-K students during the registration process.</p>		Counselors Registrar	Increase Pre-K awareness and enrollment.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: The campus will educate, accelerate, and prepare students for high school programs so as to increase the amount of students that 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: the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 5</p> <p>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 Campus Principal	Partnerships will be formed to enhance district and campus engagement.			
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>2) Utilize Communities in Schools (CIS) to access community resources.</p>	2.6	MS Principal CIS Counselor	Students will utilize community resources through Communities in Schools staff and program.			
<p>PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>3) Utilize Career Cruising in grades 6-8 to inventory career interests and inform students of available college and career opportunities. TEC 11.252(4) TEC 11.252(3)(G)</p>	2.5	Directors of Instructional Services MS Counselors MS Diagnosticians	Inventory results will be reviewed and discussed during transitional meetings with students to make appropriate personal graduation plans.			

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>4) Provide students access to SHMOOP for test prep assistance on EOC exams as well as the PSAT.</p>	2.4	Directors of Instructional Services Principals Counselors	Increase the number of students prepared to take the Algebra I EOC and PSAT			
<p>PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>5) Counselors will work with parents and students to introduce High School and College plans for students.</p>	2.4	Counselors Campus Principal	Students will enter high school with the knowledge to make informed decisions regarding CCMR.			
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>6) Students will become familiar with a wide array of Colleges and Universities by being provided general information about various institutions of higher learning every Wednesday through announcements and participation in College Shirt Day.</p>	2.5	Counselors Gazette Staff Campus Principals	Increased awareness of institutions of higher learning.			
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Students will be offered the opportunity to take the PSAT to determine the areas of strength and challenges.</p>	2.5	Campus Principals Counselors	Students will become aware of their areas of strengths and weaknesses regarding the SAT test.			
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>8) Students have the opportunity to take several High School Credit courses as Middle School students in order to provide room in their schedule for advanced classes in high school.</p>	2.5	Counselors Campus Administrators	Students will have the opportunity to leave middle school with some high school credit courses.			
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>9) Create a new Career Investigations semester course for 6th grade students</p>	2.5	Campus Principals Career Investigations Teacher Counselors	Students will gain knowledge of future career opportunities.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>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)</p>	2.4	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.			
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Monitor and evaluate intervention and enrichment programs/resources being implemented including (GT, RTI, GCS Dyslexia and Gap Intervention Specialists). TEC 11.252</p>	2.4	Director of Federal and Special Programs District Intervention Specialist Director of Special Education Campus Principal GIS G-T Coordinator	The district will adopt a Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Review current implementation services provided to English Learner students and provide recommendations for expansion and refinement of the ESL program.</p>	2.4, 2.6	Assistant Superintendent of C&I Assistant Superintendent of School Leadership Director of Federal and Special Programs Campus Principal ESL Coordinator	The district will meet state compliance of a required and best-practices regarding ESL requirements.			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 6</p> <p>4) Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices. TEC 11.253(d)(10)</p>	2.5	Principals PE Teachers Health Teachers	Students' will make healthy choices through nutrition and health education in the schools.			
<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide counseling services on every campus to ensure students' social and emotional needs are being met. Include suicide prevention, self-responsibility, and conflict resolution. TEC 11.252(3)(B)(I) and (ii)</p>	2.4, 2.6	Counselors	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Regularly Monitor discipline reports. TEC 11.252(3)(E)</p>		Director of Special Education Principals	Discipline reports will be analyzed to reduce discipline infractions.			
<p>7) Provide classroom teachers training regarding de-escalation strategies and techniques. TEC 11.252(3)(F)</p>		Director of Special Education	Teachers will attend training and be equipped to de-escalate situations when needed.			
<p>8) 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</p>		SROs Principals	Students will be aware and educated in dating violence, bullying and harassment.			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 6</p> <p>9) Review and inform staff and students (when appropriate) of district policies related to:</p> <ul style="list-style-type: none"> -Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment <p>TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831</p>		<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 align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>10) Implement a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency.</p>		<p>Director of Federal and Special Programs Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Directors of Instructional Services</p>	<p>Two content areas will be evaluated under the proposed process. The campus will provide information such as utilization and feedback on whether or not the program is aligned to campus needs.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>11) Support a safe learning environment by implementing strategies to decrease disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence.</p> <p>TEC 11.252(3)(E) TEC 11.252(3)(B)(iii)</p>	<p>2.4, 2.5</p>	<p>Principals Counselors SROs</p>	<p>Disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence will be decreased.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>12) Allocate a yearly budget dedicated to supporting the expansion of new and relevant digital technology.</p> <p>TEC 11.252(a)(3)(D)</p>	<p>2.4</p>	<p>Director of Technology Campus Principal</p>	<p>The district will see an increase in hardware available for instructional purposes.</p>			

<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>13) Maintain and expand technology infrastructure to support digital technology for teaching and learning. TEC 11.252(a)(3)(D)</p>	2.4	Director of Technology Campus Principal	Students and staff will experience an increase in internet connectivity to ensure access to web-based applications for educational purposes.			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>14) Make available to every student and teacher access to compatible technology devices for teaching and learning. TEC 11.252(a)(3)(D)</p>	2.4	Director of Technology Campus Principal	Campuses will see an increase in the number of devices available to students for instructional delivery.			
<p>15) Investigate the pros and cons to leasing technological equipment to maximize Managing Information System performance</p>		Director of Technology	Analysis to include benefits and disadvantages to leasing technological equipment			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) Continue to implement training and strategies district-wide to improve threat assessment and management, relationship building, leadership, safety and communication skills.</p>	2.4	Assistant Superintendents Campus Administration Director of Safety and Security	Administrators and the CRISIS team will utilize techniques acquired during the training in order to strengthen communication between students, staff, families and communities.			
<p align="center">PBMAS Critical Success Factors CSF 6</p> <p>17) Strengthen campus safety and security programs for all campuses.</p>		Assistant Superintendents Director for Safety & Security Campus Administration	The district will add personnel to monitor entrances and exits to to all district buildings. The district will continue to monitor needs and add equipment as needed.			






<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>18) Continue addressing repairs and equipment needs across the district, and provide a prioritized list to Central Office Personnel</p>	<p>Assistant Superintendents Chief Financial Officer Director of Maintenance and Operations Director of Safety & Security Director of Food Service Director of Technology Construction Manager Transportation Supervisor Communications Officer</p>	<p>The district will continue to address repairs and equipment needs as able/appropriate.</p>			
 = 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 2: The Superintendent will make recommendations for the purchase and sale of real estate, and annually assess the use of property owned by the district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>1) Conduct Exterior Facilities Assessments for all district facilities.</p>		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals District Directors	Gather monthly assessments from assigned staff that reviews district facilities for needs and enhancements.			
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>2) Conduct landscape improvement plans for district facilities.</p>		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.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. TEC 11.252 TEC 11.253
1	1	7	Require Summer Academy for students at -risk of not meeting promotion criteria at elementary and secondary levels.
1	1	14	Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (6-8) -Imagine Math (6-8) -SHMOOP -Remind -Moby Max -Odyssey -Language Live!
1	1	16	Provide professional development in the ELPS Academy for new core content teachers. TEC 11.252(3)(F) TEC 11.252 (a)(3)(B)(iv)
1	1	29	Provide non-English speaking English Learners (EL) students access to an iPad assist with translation during the school day.
4	1	3	Review current implementation services provided to English Learner students and provide recommendations for expansion and refinement of the ESL program.

State Compensatory

Personnel for Gregory-Portland Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela McMahan	GIS	ELAR	1.0
Angil Wilburn	GCS Aide	GCS	1.0
Caroline Martini	GIS	GIS	1.0
Shannon Casas	GIS	Math	1.0
Sharon Brashear	GCS Teacher	GCS	1.0
Vivian Ibarra	GIS	GIS	

Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,551.00
+/- Difference					\$3,551.00
199/21 - State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	32			\$9,000.00
Sub-Total					\$9,000.00
Budgeted Fund Source Amount					\$11,529.00
+/- Difference					\$2,529.00
199/11 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100.00
1	1	11	Travel Funds		\$1,000.00
1	1	33			\$2,000.00
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$217,651.00
+/- Difference					\$214,551.00
199/24 or 30 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$19,411.00
+/- Difference					\$9,411.00

Grand Total	\$22,100.00