

Gregory-Portland Independent School District



Andrews Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Andrews Elementary serves a diverse student population of 510 students, with the majority identifying as Hispanic/Latino and a nearly even split between male and female students. Over half of the students are economically disadvantaged, and/or are identified as at-risk. The campus supports a wide range of special instructional programs, including Special Education, Gifted and Talented, and Emergent Bilinguals. Notably, Andrews hosts the district's bilingual early exit and dual language programs, which positions the campus as a linguistic and cultural hub. The demographic profile highlights the need for differentiated instruction and culturally responsive practices to meet the needs of a linguistically and economically diverse student body.

Total Enrollment

- **Total Students: 510**

Ethnicity Breakdown

The majority of students identify as Hispanic/Latino, followed by White students.

- **Hispanic/Latino:** 357 students (70%)
- **White:** 120 students (23.5%)
- **Black or African American:** 5 students (1%)
- **Asian:** 10 students (2%)
- **American Indian or Alaska Native:** 1 student (0.2%)
- **Pacific Islander:** 4 students (0.8%)
- **Two or More Races:** 13 students (2.5%)

Gender Breakdown

- **Male:** 240 students (47%)
- **Female:** 270 students (53%)

At-Risk and Economically Disadvantaged

- **At-Risk Students:** 228 (≈45%)
- **Economically Disadvantaged:** 293 (≈57.5%)

Special Instructional Programs

- **Special Education:** 59 students (11.6%)
- **Gifted and Talented (GT):** 11 students (2.2%)
- **Emergent Bilingual (EB):** 116 students (22.7%)
- **504 Services:** 125 students (24.5%)
- **ESL:** 16 students (3.1%)
- **Homeless, Migrant, Foster:** Very low or no reported enrollment

Prioritized Concern

Concern: High percentage of economically disadvantaged and at-risk students.

- The economically disadvantaged and emergent bilingual groups often face barriers to academic success, requiring targeted interventions and support services.

Strengths

Andrews Elementary serves a richly diverse student population, with 70% Hispanic/Latino, 22.7% Emergent Bilinguals, and 57.5% economically disadvantaged students. The campus is recognized as a linguistic and cultural hub, hosting the district's bilingual early exit and dual language programs. Early identification systems are in place for SPED, Dyslexia, 504, and GT, ensuring students receive timely support. The school's proactive approach to student data tracking, child find procedures, and program referrals reflects a commitment to equity and inclusion.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Andrews Elementary serves a student population with a high percentage of economically disadvantaged students and emergent bilingual learners, which presents challenges in meeting academic performance benchmarks across all domains.

Limited access to early academic interventions, language development support, and community resources for economically disadvantaged families may contribute to lower readiness levels upon school entry and slower academic growth over time.

 = Priority

Student Learning

Summary

Prioritized Concern:

Low performance in STAAR Reading and Math at the "Meets Grade Level" and "Masters Grade Level" standards, especially among at-risk and emergent bilingual students.

Summary & Answers:

- **State Assessment Performance:**
 - STAAR results show that fewer than 50% of students meet grade-level expectations in Reading and Math.
- **Domain Ratings:**
 - **Student Achievement:** C
 - **School Progress:** C
 - **Closing the Gaps:** B
 - **Overall Rating:** B (Scaled Score: ~81)
- **Local Metrics:**
 - Benchmark assessments and progress monitoring tools show incremental growth, but not consistently across all grade levels.
- **Progress by Student Groups:**
 - GT and non-at-risk students show steady progress.
 - Emergent bilinguals and SPED students show limited growth.
- **At-Risk vs. Non-At-Risk Performance:**
 - At-risk students perform significantly below their peers, especially in Reading.
- **Special Program Performance:**
 - SPED and EB students underperform in STAAR, particularly in Reading and Writing.
- **Behavior Impact:**
 - Behavior incidents are low, but attention and engagement challenges affect academic performance.
- **Instructional Alignment (EC-12):**
 - Vertical alignment efforts are underway, but gaps exist in curriculum continuity and rigor between grade levels.

Strengths

Despite challenges in overall STAAR performance, Andrews Elementary earned a B rating in School Progress, demonstrating that students are making measurable academic gains year-over-year. This growth is attributed to targeted instructional practices, such as WIN time, PLC-driven lesson planning, and data-informed interventions. The Balanced Scorecard shows improvement targets in

Reading and Math, with structured supports like HB 1416 tutoring, student data folders, and small group instruction helping students close gaps. Notably, Emergent Bilinguals are outperforming expectations, with 100% passing rates in some areas.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Student achievement scores in core subjects (Reading, Math, Science) are below the state average, particularly in STAAR performance at the "Meets Grade Level" and "Masters Grade Level" standards.

Instructional gaps in curriculum implementation and differentiated instruction strategies may be limiting students' ability to master grade-level content. Additionally, inconsistent use of formative assessments to guide instruction may hinder timely interventions.

 = Priority

School Processes & Programs

Summary

Prioritized Concern:

Lack of distinction designations suggests instructional programs may not be fully optimized for high achievement.

Summary & Answers:

- **Professional Development Planning:**
 - PD is offered regularly but needs more focus on data-driven instruction and differentiation.
- **Access to Challenging Curriculum:**
 - All students have access to TEKS-aligned curriculum, but enrichment opportunities are limited.
- **Instructional Technology Plan:**
 - Technology is available in classrooms (Chromebooks, smartboards), but integration into instruction varies by teacher.
- **Instructional Time Planning:**
 - Master schedule includes PLCs, intervention blocks, and tutorials.
 - Summer school and enrichment programs are offered but not consistently attended.
 - Clubs and transitions are supported but could be expanded.

Strengths

The campus has a well-established Professional Learning Community (PLC) system that facilitates weekly curriculum internalization, vertical alignment, and instructional reflection. Teachers engage in data-driven planning, supported by instructional coaches and interventionists. The master schedule is strategically designed around teacher strengths and student needs, incorporating WIN blocks, tutorials, and summer enrichment. The use of a PD tracking spreadsheet ensures equitable access to professional development aligned with TTESS goals and campus priorities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Despite existing instructional programs, the campus has not earned distinction designations in academic achievement areas, indicating that current school processes may not be effectively driving high performance.

Professional development may not be sufficiently targeted toward data-driven instruction and evidence-based practices. There may also be a lack of systematic monitoring of program effectiveness and fidelity of implementation.

 = Priority

Perceptions

Summary

Prioritized Concern:

Parent engagement and perception of academic rigor need improvement to build stronger school-home partnerships.

Summary & Answers:

- **Culture and Climate Perception:**
 - Staff report a positive and collaborative environment.
 - Students feel safe and supported.
 - Parents express concerns about academic rigor and communication.
- **Safety Perception:**
 - Campus safety protocols are strong; surveys show high levels of perceived safety.
- **Teacher Retention:**
 - Teacher retention is stable, but recruitment of bilingual and SPED-certified staff remains a challenge.
- **Family Engagement:**
 - Family engagement is moderate; events are well-attended, but academic involvement (e.g., curriculum nights) is lower.
- **Educational Experience Quality:**
 - Students receive a well-rounded experience, but academic outcomes suggest a need for deeper instructional impact.

Strengths

Stakeholder feedback indicates that Andrews Elementary maintains a “work hard, play hard” culture, emphasizing kindness, resilience, and collaboration. Staff morale is supported through recognition systems (e.g., PAWSitive Praise), peer learning walks, and customized PD opportunities. Students report feeling safe and supported, with PBIS systems, monthly safety drills, and character education contributing to a secure environment. Parent engagement is visible through after-school events, though academic involvement is an area for growth. Overall, the climate fosters trust, belonging, and shared accountability.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Performance disparities persist among student groups, particularly economically disadvantaged students, emergent bilinguals, and students receiving special education services, as reflected in the Closing the Gaps domain.

Insufficient targeted support and intervention systems for underperforming student groups, including limited access to specialized instructional strategies and progress monitoring tools, may be contributing to the achievement gap.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data



Priorities

Priority 1 Exceptional Student Performance

Goal 1 HB3 Priority

1.1 Annually increase performance in READING for all students and all student groups.

Key Strategic Action 1

Implement Amplify Reading Curriculum with fidelity in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs), vertical alignment, and high-yield strategies. Instructional coach will lead model lessons and coaching cycles as needed, while interventionists provide tiered support during WIN time. Teachers will engage in peer observations to strengthen internal capacity.

Strategy's Expected Result/Impact: Increase literacy rates and STAAR Reading performance at Meets and Masters levels; evidence through walkthroughs, student growth data, and PLC documentation.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Interventionists
Teachers

Funding Sources: Fund 199 State SCE (PIC 24,26,28,30) (55%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Moderate Progress

January

March

June

June

Goal 2 HB3 Priority

1.2 Annually increase performance in MATH for all students and all student groups.

Key Strategic Action 1

Implement Bluebonnet Math Curriculum in grades 1-5 with embedded fact fluency routines, problem-solving strategies and weekly curriculum planning and internalization through professional learning communities (PLCs) that will focus on unit unpacking, misconceptions analysis, and engagement strategies. Instructional coach will lead model lessons, coaching cycles as needed, while interventionists deliver targeted small-group instruction during WIN

time. Teachers will engage in peer observations to strengthen internal capacity.

Strategy's Expected Result/Impact: Increase STAAR Math performance at Meets and Masters levels; evidence through walkthroughs, formative assessments, and fluency assessments.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Interventionists
Teachers

Funding Sources: Fund 199 State SCE (PIC 24,26,28,30) (55%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Goal 3 HB3 Priority

1.3 Annually increase performance in COLLEGE, CAREER and MILITARY READINESS (CCMR) for all students and all student groups.

Evaluation Data Source: TAPR CCMR percentages

Key Strategic Action 1

* Career and Technical Education: The campus will offer real-world experience connections. The campus will offer Career and Technical Education exploration through integrated STEAM projects, tours of middle school and high school CTE programs, IHE parent engagement opportunities, informative parent meetings, and monthly career spotlight sessions during announcements.

Strategy's Expected Result/Impact: Increase student awareness of career pathways offered in GPISD and parent engagement in CCMR activities; evidence through event sign-ins, and student field trip attendance.

Staff Responsible for Monitoring: Principal
Asst. Principal
Director of CCMR
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Some Progress

Key Strategic Action 2

* College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness. Additional support will be provided to upcoming 6th graders while in 5th grade to ensure strong planning for future endeavors.

Strategy's Expected Result/Impact: The expected impact is to increase enrollment into CTE programs and increase student, parent, and community awareness.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Goal 4

1.4 Annually increase student engagement for all students and all student groups.

Key Strategic Action 1

* Instruction: The campus will deliver HQIM TEKs-aligned instructional resources supported by embedded coaching cycles (as needed), peer observations, and PLC-driven lesson refinement. Integrate high-yield strategies, instructional technology digital learning tools for engagement and instructional resources across all subject areas.

Strategy's Expected Result/Impact: Increase engagement and academic rigor; evidence through walkthroughs, student surveys, and PLC documentation.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach

Funding Sources: Fund 199 State SCE (PIC 24,26,28,30) (55%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* Increasing Attendance, Drop-Out Prevention: The campus will implement tiered attendance interventions. Recognize attendance through weekly shout-outs, grading period incentives, and grade-level competitions.

Strategy's Expected Result/Impact: Achieve 95% attendance rate; evidence through attendance reports.

Staff Responsible for Monitoring: Principal
Asst. Principal
Attendance/PEIMS Clerk
Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 3

* Progress Monitoring: Teachers will implement data-driven instructional protocols using universal screeners for reading, formative assessments, and aligned district assessment calendar to monitor the academic progress of all students and student groups for grades 1-5. Teachers will conduct monthly data meetings to adjust tiered supports and document interventions

Strategy's Expected Result/Impact: Increase student growth across all tiers; evidence through assessment data and intervention logs.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Interventionists
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Moderate Progress

Key Strategic Action 4 Results Driven Accountability

* Multi-Tiered System of Support: Strengthen Tier I instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model. The campus will enhance MTSS by embedding WIN time in master schedule and providing PD on differentiation and intervention strategies.

Strategy's Expected Result/Impact: Improved tiered support effectiveness; evidence through student growth data.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Interventionists
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 5

* Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.

Strategy's Expected Result/Impact: Close gaps for at-risk students; evidence through STAAR growth

Staff Responsible for Monitoring: Principal
Asst. Principal
Interventionists
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 6 Results Driven Accountability

* Emergent Bilingual Support: The campus will implement systematic language development protocols aligned to TELPAS and ELPS standards. Teachers will use sentence stems, academic vocabulary routines, and structured oral language practice daily. Incorporate K12 Summit resources and monitor progress through formative assessments for the development of academic language in the areas of listening, speaking, reading and writing.

Strategy's Expected Result/Impact: Increase student progress towards the English Language proficiency and improved TELPAS composite scores

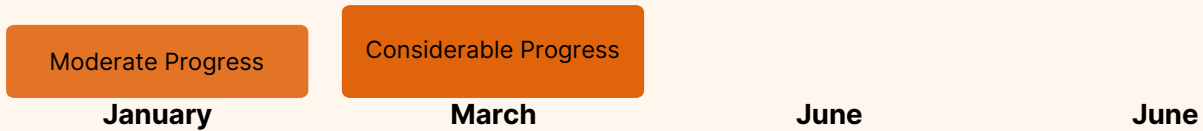
Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
LPAC Coordinator
ESL & Bilingual Teachers

Funding Sources: Fund 199 State Bilingual/ ESL (PIC 25) (55%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Key Strategic Action 7

* Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow the district's established procedures for child find, referrals and evaluations.

Strategy's Expected Result/Impact: Increase STAAR performance for SPED students and reduce achievement gaps.
Reduce the number of students receiving SPED services.

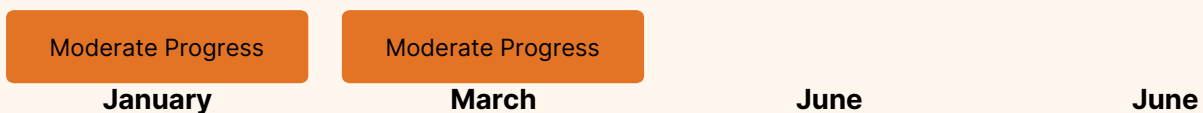
Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Diagnostician
Teachers (Sped & Gen Ed)

Funding Sources: Fund 199 Special Education (PIC 23) (55%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Key Strategic Action 8

* Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. The campus will implement early screening protocols in 1st-2nd and ensure structured literacy interventions.

Strategy's Expected Result/Impact: Identified students will demonstrate growth in knowledge, decoding and comprehension skills for successful reading
Increase the number of students exiting Dyslexia Program with enhanced reading skills

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach
Interventionist
Dyslexia Specialist
Teachers

Funding Sources: Fund 199 Dyslexia (PIC 37, 43) (100%),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 9

* 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will follow the district's established procedures for child find, referrals and evaluations.

Strategy's Expected Result/Impact: 100% of students receiving 504 services will have access to accommodations and annual reviews.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
504 Coordinator
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 10

* Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to the district established guidelines for GT nominations, screening, selection and placement. Develop a GT enrichment calendar featuring project-based learning, advanced research opportunities, and peer collaboration sessions.

Strategy's Expected Result/Impact: All teachers are in compliance with GT PD and increased student engagement in enrichment activities.

Staff Responsible for Monitoring: Principal
Asst. Principal
GT Coordinator
Teachers

Funding Sources: Fund 199 State GT (PIC 21) (100%),

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 11

* Homelessness and Foster Care: The campus will work with the district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.

Strategy's Expected Result/Impact: Students will have access to resources as needed.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 12

* Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood

Strategy's Expected Result/Impact: Policy in place if needed.

Staff Responsible for Monitoring: Principal

Asst. Principal

Counselor

Nurse

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

January

No Progress

March

June

June

Goal 5

1.5 - Annually increase the percentage of students who feel safe at school.

Key Strategic Action 1

* Early Intervention: The campus will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.

Strategy's Expected Result/Impact: Decrease discipline referrals and increase positive behavior indicators.

Staff Responsible for Monitoring: Principal

Asst. Principal

Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles.

Strategy's Expected Result/Impact: Policy in place

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Priority 2 High Performing and Engaged Workforce

Goal 1

2.1 Annually increase the percentage of staff satisfaction.

Key Strategic Action 1

*Professional Development: The campus will provide professional development for teachers, administrators, paraprofessionals, and other staff as needed. A professional development plan will be annually designed to encompass required trainings and district prioritized trainings to increase student achievement such as, but not limited to: TTESS, TPESS, TAPESS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training. Administrators will provide all new staff with monthly New Teacher Meetings to ensure a smooth and well-prepared school year.

Strategy's Expected Result/Impact: Increase teacher satisfaction scores and improve instructional quality to enhance student engagement and academic performance

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Goal 2

2.2 Annually increase the retention rate of highly effective faculty and staff.

Key Strategic Action 1

* Attract/Retain Staff: The campus will hire high quality staff, highly qualified paraprofessionals and increase retention rates by offering meaningful and purposeful professional development. The district will utilize the Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation. The campus will leverage teacher expertise to facilitate professional learning. Ongoing feedback will be gathered through surveys and team lead input to inform instructional decisions. Additionally, the campus will enhance staff recognition through a comprehensive system that includes positive praise,

school board acknowledgments, and strategic social media highlights celebrating instructional excellence and student success.

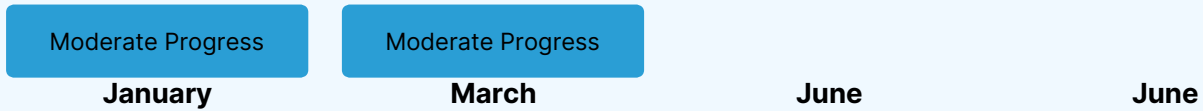
Strategy's Expected Result/Impact: Ensuring all classroom positions are filled based on student need, in a timely manner.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Key Strategic Action 2

Provide consistent feedback to teachers through a common walkthrough tool with emphasis on the improvement of teaching and learning, monitoring instructional delivery and the provision of collaboration and feedback for improvement. The campus will offer teacher-selected coaching focus areas and conferences.

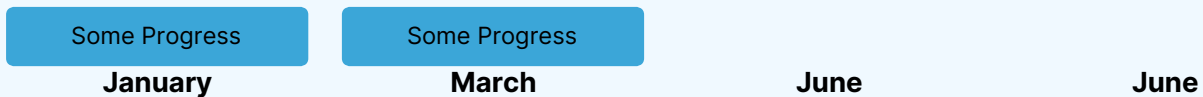
Strategy's Expected Result/Impact: Campus administration will complete required number of walkthroughs to increase quality of instruction.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Priority 3 Quality Service and Impactful Community Engagement

Goal 1

3.1 Annually increase the percentage of student satisfaction.

Key Strategic Action 1

* Successful Transitions: The campus will provide academic counseling support services to elementary students transitioning to secondary campuses.

Strategy's Expected Result/Impact: 5th-grade students and families will participate in transition activity

Published calendar of invites to support milestone events.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

The campus will develop opportunities for engagement and use Skyward to track student engagement in co-curricular and extra-curricular clubs, sports, and school-sponsored activities to establish a baseline for goal-setting. Recognizing students through monthly awards and social media highlights. Strengthening campus culture with PurposeFull People programs

Strategy's Expected Result/Impact: Increase student participation in extracurricular activities and improve student satisfaction survey

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
PEIMS

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Goal 2

3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Key Strategic Action 1

* Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc. Enhance home-to-school connection by consistently sending monthly "Campus Currents" newsletter updates via ParentSquare, monthly campus event calendars, scheduled parent-teacher conferences and progress updates, and digital access to student grades and attendance.

Strategy's Expected Result/Impact: Families report satisfaction with communication on annual survey; evidence through ParentSquare analytics and parent feedback.

Staff Responsible for Monitoring: Principal
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students. Expand family involvement through Family Instructional Nights aligned to academic goals, and implement volunteer programs for parent contributors.

Strategy's Expected Result/Impact: Parent and Family Engagement Plan on file.

Staff Responsible for Monitoring: Principal

Funding Sources: Finance to add TI PFE required set aside Grant: Fund 211 Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Moderate Progress

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June

Goal 3

3.3 Annually increase the percentage of community satisfaction and engagement.

Key Strategic Action 1

* Public Meeting: The campus holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the campus improvement plan. Stakeholders will discuss key priorities and strategies, and provide feedback for continuous improvement. The campus will post documents online for transparency.

Strategy's Expected Result/Impact: Stakeholders will have increased awareness and understanding of campus performance and improvement priorities; evidence: required compliance documentation will be posted online

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

Priority 4 Efficient and Effective District and Campus Operations

Goal 1

4.1 Annually improve operational processes.

Key Strategic Action 1

*The campus will continue long-range planning with the use of demographic data/surveys, campus-wide facility condition assessments, capacity and utilization analytics, financial forecasting, educational planning and stakeholder input to ensure that capital outlay maintenance/replacement needs, technology obsolescence/replacement needs, bond completion, future bond planning, building/grounds maintenance, and other considerations for current operations and future growth are effective and efficient.

Strategy's Expected Result/Impact: Administration will remain abreast of District processes, procedures, and happenings which will culminate in better informed & District-aligned decision making.

Operational priorities aligned with Balanced Scorecard goals; evidence through updated CIP and SBDM records.

Staff Responsible for Monitoring: Principal
Asst. Principal
Leadership Team
Lead Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Goal 2

4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Key Strategic Action 1

* Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will communicate with the district during the budgeting process to coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. The campus will receive ongoing support to ensure fiscal

alignment and compliance by coordinating federal, state, and local funds during budgeting. Conduct quarterly budget reviews and maintain documentation of all expenditures in Plan4Learning.

Strategy's Expected Result/Impact: Compliance with fiscal policies; evidence through audit reports and CIP documentation.

Staff Responsible for Monitoring: Principal
Asst. Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

*Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

Strategy's Expected Result/Impact: Title I Part A compliance report will be submitted with all requirements meeting compliance.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Goal 3

4.3 Ensure strategic alignment of resources.

Key Strategic Action 1

* Goal Setting (CNA/CIP/DIP): The campus has an established site-based decision making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the campus calendar of events, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc. SBDM will conduct quarterly review CNA priorities, update CIP goals, and ensure budget allocations align with Balanced Scorecard metrics.

Strategy's Expected Result/Impact: Documented alignment of resources to campus priorities; evidence through meeting minutes and CIP updates.

Staff Responsible for Monitoring: Principal
Asst. Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.

Strategy's Expected Result/Impact: Classrooms equipped with required technology; evidence through inventory logs.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Goal 4

4.4 Annually improve safety and security.

Key Strategic Action 1

* Student Safety: The campus will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Plans and specialized Emergency Action Plans, and conduct safety/security audits and ensure compliance with safety standards. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, exterior door audits, require visitors to use the RAPTOR system, use random metal detector checks, security cameras, ensure perimeter doors are locked and other precautions, as necessary.

Strategy's Expected Result/Impact: Students, staff, and volunteers are abreast of current policies and procedures concerning safety protocols.

Zero safety compliance violations; evidence through audit reports and drill documentation.

Staff Responsible for Monitoring: Principal

Asst. Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

* Addressing Abuse: The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and DFPS reporting by staff and administrators.

Strategy's Expected Result/Impact: Campus will adhere to policy in place
Staff trained and compliance maintained; evidence through training logs

Staff Responsible for Monitoring: Principal

Asst. Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June



State Compensatory Education

State Compensatory

Budget for Andrews Elementary

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Funding Summary

Funding Summary

Fund 199 State GT (PIC 21) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	10		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$30,549.00
				+/- Difference	\$30,549.00

Fund 199 State CTE (PIC 22) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,466,137.00
				+/- Difference	\$1,466,137.00

Fund 199 Special Education (PIC 23) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$7,336,917.00
				+/- Difference	\$7,336,917.00

Fund 199 State SCE (PIC 24,26,28,30) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
1	4	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,344,852.00
				+/- Difference	\$2,344,852.00

Fund 199 State Bilingual/ ESL (PIC 25) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	6		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$57,637.00
+/- Difference					\$57,637.00

Fund 199 Dyslexia (PIC 37, 43) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	8		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$513,655.00
+/- Difference					\$513,655.00

Fund 199 Early Education (PIC 36) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,364,990.00
+/- Difference					\$1,364,990.00

Fund 199 CCMR (PIC 38) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$173,959.00
+/- Difference					\$173,959.00

Grant: Fund 211 Title I, Part A

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
3	2	2	Finance to add TI PFE required set aside	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$661,008.00
+/- Difference					\$661,008.00

Grant: Fund 224 IDEA B Formula

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$955,635.00
+/- Difference					\$955,635.00

Grant: Fund 225 IDEA B Preschool

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,942.00
+/- Difference					\$16,942.00

Grant: Fund 244 Carl Perkins

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,758.00
+/- Difference					\$55,758.00

Grant: Fund 255 Title II, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$148,032.00
				+/- Difference	\$148,032.00

Grant: Fund 263 Title III

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$25,816.00
				+/- Difference	\$25,816.00

Grant: Fund 289 Title IV, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$48,978.00
				+/- Difference	\$48,978.00

Grant: Fund 429 School Safety

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$167,286.00
				+/- Difference	\$167,286.00

BELIEFS



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

In G-PISD, WE BELIEVE our

Students

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

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

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

Principals and Campus Leadership

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

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

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

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Educate.
Inspire.
EMPOWER!

2021-2025



Balanced Scorecard (BSC)

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

PRIORITY 1

Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

PRIORITY 2

High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

PRIORITY 3

Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security

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Educate.
Inspire.
EMPOWER!

Gregory Portland ISD

Policies, Procedures and Requirements for the District Improvement Plan

1. Bullying Prevention – [FFI](#)
Person Responsible:
Review Date:
2. Child Abuse and Neglect – [FFG](#)
Person Responsible:
Review Date:
3. Coordinated Health Program – [EHAA](#)
Person Responsible:
Review Date:
4. Decision-Making and Planning Evaluation – [BQ](#), [BQB](#), [BQA](#)
Person Responsible:
Review Date:
5. Disciplinary Alternative Education Program (DAEP) – [FOCA](#), [FOC](#), [FO](#), [FOE](#), [BQ](#), [FFB](#), [FOA](#), [FODA](#),
[GRAA](#), [FNCC](#), [FOF](#), [FEA](#), [AIB](#), [EHBC](#)
Person Responsible:
Review Date:
6. Dropout Prevention – [FFB](#), [EHBC](#)
Person Responsible:
Review Date:
7. Dyslexia Treatment Program – [BQ](#), [EHB](#), [EHBC](#)
Person Responsible:
Review Date:
8. Title I, Part C Migrant – **Priority for Services Plan**, [EHBAA](#)
Person Responsible:
Review Date:
9. Pregnancy Related Services - [FNE](#)
Person Responsible:
Review Date:

10. Post-Secondary Preparedness – [EEL](#), [EHBF](#), [EHDD](#), [FFEA](#), [FEA](#), [EHAD](#), [FFC](#)
Person Responsible:
Review Date:
11. Recruiting Teachers and Paraprofessionals – [FFBA](#), [DMA](#), [EA](#), [DEA](#), [DC](#), [AE](#)
Person Responsible:
Review Date
12. Student Welfare: Crisis Intervention Programs and Training – [FFBA](#), [FFB](#), [CKE](#)
Person Responsible:
Review Date:
13. Student Welfare: Discipline/Conflict/Violence Management – [FFEB](#), [FFB](#), [DMA](#), [EHAA](#), [BQ](#), [FFEA](#),
[CKC](#), [EHBCA](#), [FOCA](#), [AIB](#), [FFH](#), [FFI](#)
Person Responsible:
Review Date:
14. **Texas Behavior Support Initiative (TBSI)** –
Person Responsible:
Review Date:
15. Technology Integration – **eRate Plan**, [BQ](#), [DMA](#), [EHAB](#), [EHBC](#), [EHAA](#), [EHAC](#), [CKC](#), [EHBD](#)
Person Responsible:
Review Date:
16. Job Description for Peace Officers, Resource Officers & Security Personnel – [CKE](#)
Person Responsible:
Review Date: