

Gregory-Portland Independent School District



Gregory-Portland Early Childhood Center

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

- What is the breakdown of students by grade, ethnicity, and gender?
- What is the breakdown of students by at-risk indicator?
- How many students are considered economically disadvantaged?
- What is the breakdown of students by special instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?
- Has there been any changes in the district/community that impacted demographics?
- How do teacher-student ratios impact instruction?

Student Learning

Summary

- How are our students performing on state assessments?
- Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.
- How are our students performing on local metrics for learning?
- Which students are making progress and which students are not?
- How are at-risk students performing compared to students who are not at-risk?
- How are students in special instructional programs performing?
- Does student behavior impact student achievement?
- How are our instructional programs aligned from EC-12 and beyond?

School Processes & Programs

Summary

- How is professional development planned to support student achievement?
- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?
- What is our instructional technology plan?
- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.?)

Strengths

[Brought over from 23-24 plan for now: G-PECC's philosophy for learning is based on a play-based, experiential learning model. We focus on preparing students for the next level of elementary school by instilling a love for learning through experiences and play, with a focus on foundational academic skills and self-regulation skills. Play allows children to process ideas, find ways to effectively communicate, understand those around them and make sense of the world when they are given the opportunity to find meaning in experiences and then connect those experiences to new learning. Research shows that early learners make greater learning gains in language and literacy, social emotional skills and numeracy in settings that use a mix of explicit instruction, authentic experiences and play.

Our new school is designed where every space in the building is meant for learning. Eighteen of the thirty-eight classrooms will be theme-based experience rooms ready for exploration and learning. Another eighteen classrooms will be well-organized environments that reinforce a sense of calm, belonging and learning. Two classrooms will be well-planned spaces for specialized instruction, tools and supports. Pods or neighborhoods of 6 classrooms will be linked to a multi-purpose space for bringing groups together for collaboration and messy activities. Other spaces such as the physical education room, the fine arts classroom and the outdoor courtyard will foster physical, social & emotional, and creative development.

Each and every day, every student will have:

- Rich, responsive language exchanges with their teachers and peers that will enhance their background knowledge of the world, vocabulary and communication skills.
- Positive interactions that build confidence and a sense of safety.
- Active, self-directed learning and play experiences that increase curiosity and a love for learning.
- Numeracy experiences to build the capacity to use mathematics in daily life and problem-solving.
- Literacy experiences that build the foundation for reading, writing and verbal communication.
- Opportunities for practicing social and emotional competencies.

For the past two school years, launch teams have been preparing to move into this innovative new school by transforming their traditional classrooms into themed rooms where they have begun the process of experiential teaching and learning.]

Perceptions

Summary

- How do students, staff and parents describe our culture and climate?
- Do students, staff and parents feel safe on campus and within the district?
- Do we continue to retain high quality and effective teachers?
- How do parents and families engage in the education of their child?
- Do we provide an effective educational experience?



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
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- 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
- Pregnancy and related services 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership 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

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

Key Strategic Action 1

Implement Amplify Reading Curriculum in K and CLI in PK with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: As evidenced by walkthroughs, teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2

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

Key Strategic Action 1

Implement Eureka Math Curriculum in K and CLI in PK with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: As evidenced by walkthroughs, teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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.

Strategy's Expected Result/Impact: As evidenced by walkthroughs and documented conversations with students, students will demonstrate increased background knowledge of experiences when asked an open-ended question related to essential ideas of experiences.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

January

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 provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. Focused support will be provided for the implementation of the new science TEKS.

Strategy's Expected Result/Impact: Instructional resources will meet High Quality Instructional Material (HQIM) criteria as defined by TEA.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 2

* Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year. The campus will be exploring options for how we will educate parents about compulsory attendance laws and how we might offer positive incentives to parents/guardians for good or improved attendance.

Strategy's Expected Result/Impact: Improved attendance rates as evidenced by PEIMS Attendance Reports

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 3

* Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading while utilizing data to guide instruction. Develop and implement an aligned district assessment calendar to monitor the academic progress of all students and student groups for grades PreK-12. As part of this action, campus instructional leaders will develop a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.

Strategy's Expected Result/Impact: DDI protocols in place for MAP, mCLASS & CIRCLE and data collection procedures for formative assessments in between interim assessments.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

January

March

June

June

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.

Strategy's Expected Result/Impact: MTSS plans will demonstrate collaborative goal setting and student progress

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 5

* Supports for At-Risk Students: In prekindergarten or kindergarten, students who did not perform satisfactorily on readiness tests or assessment instruments measuring progress across the five primary developmental domains will be monitored and guidance and support strategies

will be given to families to facilitate their child's development at home. Multiple data sources, including assessments, will be used to determine differentiation and/or intervention needs.

Strategy's Expected Result/Impact: Utilize Eduphoria Aware to document MTSS and student progress.

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 6 Results Driven Accountability

* Emergent Bilingual Support: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.

Strategy's Expected Result/Impact: PLCs, Lesson Planning and walkthroughs will demonstrate evidence of the use of ELPS to support Emergent Bilingual students.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

March

June

June

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: Special Education Teachers will participate in PLCs.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 8

* Dyslexia Services: Prekindergarten and Kindergarten teachers will receive professional development on the early indicators for possible dyslexia in PK & Kindergarten students. as well

as the importance of implementing effective reading programs in prekindergarten and kindergarten to potentially reduce or close the achievement gap between a dyslexic and typical reader. Systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. All kindergarten students will be screened for possible dyslexia at the end of the school year.

Strategy's Expected Result/Impact: Screening results will support students as they transition to first grade.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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, Counselor, Teachers

Formative Reviews

Moderate Progress

January

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 referrals, screening, selection and placement.

Strategy's Expected Result/Impact: 100% of students who need G/T services will receive services by a trained teacher.

Staff Responsible for Monitoring: Principal, counselor, teacher

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 11

* Homelessness and Foster Care: The campus will work with the district liaison to 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: 100% of identified students will have access to resources as needed.

Staff Responsible for Monitoring: Counselor

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 12

* Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics. The district will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare. Develop and pilot innovative instructional approaches to experiential play-based teaching and learning.

Strategy's Expected Result/Impact: Increased engagement as evidenced by walkthroughs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Formative Reviews

Moderate Progress

January

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 including Conscious Discipline strategies.

Strategy's Expected Result/Impact: Positive Behaviors supports and interventions will be utilized on as needed basis.

Staff Responsible for Monitoring: Principal Assistant Principal, Counselor

Formative Reviews

Considerable Progress

January

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.

Formative Reviews

Moderate Progress

January

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, TAPSS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training.

Strategy's Expected Result/Impact: Instructional staff will have an increased opportunity to collaborate to increase student engagement and performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Formative Reviews

Moderate Progress

January

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.

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

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Moderate Progress

January

March

June

June

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.

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

Staff Responsible for Monitoring: Principals, Assistant Principals

Formative Reviews

Moderate Progress

January

March

June

June

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 form a committee to develop a transition plan for ECC students transitioning to first grade.

The campus will provide academic and social emotional information to elementary administrators, counselors, teachers and parents for students transitioning to first grade.

Strategy's Expected Result/Impact: A written transition plan will be developed.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 2

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.

Formative Reviews

No Progress

January

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.

Strategy's Expected Result/Impact: Family/Teacher conferences will be held at least twice yearly to report student progress.

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

Some Progress

January

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.

Strategy's Expected Result/Impact: Collaboratively developed Parental and Family Engagement Plan published on ECC website.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Considerable Progress

January

March

June

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.

Strategy's Expected Result/Impact: TPEIR & TAPR report published to website.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

January

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: Campus administration to participate as requested by the district.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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 regarding fiscal policies and procedures.

Strategy's Expected Result/Impact: Completed district developed budget planning documents; SBDM agendas & minutes

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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

Funding Sources: Finance to enter TI FTEs and budget (FT of TII and TIV) Grant: Fund 211 Title I, Part A,

Formative Reviews

Some Progress

January

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.

Strategy's Expected Result/Impact: The campus SBDM meets regularly to ensure compliance of all Federal and state requirements.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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: Teachers and students will have access to an appropriate amount of technology for teaching and learning.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

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: Campus to adhere to policy in place.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

January

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 to adhere to policy in place

Staff Responsible for Monitoring: Principal

Formative Reviews

No Progress

January

March

June

June



State Compensatory Education

State Compensatory

Budget for Gregory-Portland Early Childhood Center

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 13, 2026 @ 4:00 PM	ECC Family Room	Jan 13 Sign In Sheet.pdf	26.01.13 SBDM Agenda.docx.pdf
October 7, 2025 @ 4:00 PM	ECC Family Room	--	25.10.07 SBDM Agenda - Minutes .docx.pdf

Members

First Name	Last Name	Position	Committee Role
Amy	Atkinson	Teacher	Teacher
Amy	Winckler	Teacher	Teacher
Anne	Merritt	Instructional Coach	Instructional Coach
Brittany	Flores	Teacher	Teacher
Charissa	Bergman	Teacher	Teacher
Cindy	Beck	Parent	Parent
Danny	Grantham	Business Representative	Business Representative
Debbie	Cortez	Community Member	Community Member
Kristen	Brittain	Parent	Parent
Laura	Sellers	Parent	Parent
Michael	Norris	District-level Professional Representative	District-level Professional Representative
Norma	Ortiz-Mariscal	Teacher	Teacher
Robin	Rice	Principal	Principal
Sandra	Aleman	Teacher	Teacher
Sarah	Belaire	Assistant Principal	Assistant Principal
Suzanne	Gardner	Community Member	Community Member



Funding Summary

Funding Summary

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$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
				--	\$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
				--	\$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
				--	\$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
				--	\$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
4	2	2	Finance to enter TI FTEs and budget (FT of TII and TIV)	--	\$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.
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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: