

Gregory-Portland Independent School District



Gregory-Portland High School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

- Focused interventions in Math and ELA to increase mastery and TSI readiness.
- Increase autonomy, recognition, and access to professional growth to sustain high-quality instruction.
- Improve consistency in instructional practices, technology integration, and departmental implementation.
- Create equitable, interactive, and structured opportunities for parent and community involvement.
- Ensure all students benefit fully from digital tools to support learning and higher-order thinking.

Demographics

Summary

Total number of students	1525
Total number of female students	745
Total number of male students	780
Total number of Hispanic students	920
Total number of white students	510
Total number of African-American students	16
Total number of other ethnic students	79
Total number of English learner students	130
Total number of SPED students	188
Total number of 504 students	234
Total number of economically disadvantaged students	651
Total number of OSP students	89

Strengths

Diverse cultural and linguistic environment

- With 920 out of 1,525 students being Hispanic, plus a portion of “other ethnic” students, the Gregory-Portland High School has a strong base of cultural and ethnic diversity.
- The presence of 130 English Learner (EL) students suggests multilingualism and cross-cultural exchange can be part of the school’s identity.
- A diverse student body can foster greater cultural awareness, empathy, and cross-cultural competence among students.
- It also allows for programming (clubs, curricula, language courses, multicultural events) that draws on students’ backgrounds and builds inclusivity.

Balanced gender distribution

- The gender split is reasonably balanced (745 female, 780 male). This balance can facilitate equitable participation in clubs, athletics, leadership roles, and class offerings without severe gender skewness in demand.

Scale & critical mass for programs

- With total enrollment of 1,525, Gregory-Portland High School is large enough to sustain a variety of elective courses, extracurriculars, advanced courses, and specialized programs (e.g. bilingual education, AP/IB, career-technical tracks).
- You can have enough students to support niche clubs or interest-based groups (e.g. cultural clubs, language clubs) without fear of too-low participation.

Opportunity for representation and influence

- Because EL, SPED, 504, and economically disadvantaged students form meaningful portions of the campus, there’s scope for those groups to have visible and influential student leadership, advocacy, and voice in school decisions.
- Gregory-Portland High School can position itself as a leader in equity, inclusion, and accessibility within its district or region.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Gregory-Portland High School serves a diverse student population of 1,525 students. While this diversity is a strength, the large number of students requiring additional academic and social support creates challenges in ensuring equitable access to rigorous coursework, closing achievement gaps, and providing sufficient targeted resources to meet varied needs.

Root causes based on our problem statement: language barriers (9%), economically disadvantaged (43%), and a large SPED/504 population (12%/15%).

 = Priority

Student Learning

Summary

ELA STAAR Data	Approaches = 79%, Meets = 63%, Masters = 16%
Math STAAR Data	Approaches = 84%, Meets = 38%, Masters = 12%
Science STAAR Data	Approaches = 93%, Meets = 63%, Masters = 23%
Social Studies STAAR Data	Approaches = 96%, Meets = 74%, Masters = 43%
Met TSI criteria in both ELA and Mathematics	32.4%
Earned an IBC (Industry Based Certification)	36.1%
Enlisted in the Armed Forces	2.5%
Graduation Rate	93.7%
Annual Dropout Rate	0.6%
Academic Growth (RLA and Mathematics)	Academic Growth Score = 73

Strengths

High Grade-Level Proficiency:

- STAAR "Approaches" rates are strong across subjects: ELA 79%, Math 84%, Science 93%, Social Studies 96%.

Strong Mastery in Social Studies and Science:

- Social Studies Masters: 43%
- Science Masters: 23%

Consistent Academic Growth:

- Academic Growth Score in RLA and Math: 73, indicating measurable year-over-year progress.

High Graduation and Low Dropout Rates:

- Graduation rate: 93.7%
- Annual dropout rate: 0.6%

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Only 32.4% of students meet TSI criteria in both ELA and Math.

Only 32.4% meeting TSI criteria suggests that while many students are graduating, a smaller portion are fully prepared for college-level coursework in Math and ELA.

 = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- Core Academics: ELA, Math, Science, and Social Studies curriculum aligned with Texas Essential Knowledge and Skills (TEKS).
- Instructional Outcomes: Students demonstrate strong proficiency in STAAR “Approaches” (79–96%) and mastery in Social Studies (43%) and Science (23%).
- College & Career Readiness: Industry-Based Certifications (36.1%) and TSI readiness (32.4%) integrated into curriculum.
- Differentiated Instruction: Supports English Learners, SPED, and 504 students through targeted strategies and accommodations.

Professional Development

- Staff report feeling enabled to grow (66%) and have access to ongoing professional development opportunities.
- Development focuses on instructional strategies, technology integration, and content mastery.
- Supports teacher retention (95%) and instructional effectiveness.

Leadership & Decision-Making Processes

- Principal-led campus leadership with assistant principals handling and/or assisting with discipline, curriculum, scheduling, safety, and student services.
- Department Chairs and Instructional Coaches support content-specific decisions, mentor teachers, and provide instructional guidance.
- Decisions are made through a combination of campus leadership, department collaboration, and alignment with district goals.

Communication

- Internal communication is effective, with high staff alignment to district direction (69%).
- Channels include staff meetings, emails, professional learning communities (PLCs), and informal collaboration.
- Opportunities exist to strengthen feedback loops and increase staff empowerment (49%) and recognition (54%).

Organization & Context

- Scheduling: Standard high school schedule with structured periods for core classes, electives, and support services.
- Support Services: Includes counselors, SPED staff, SPED/504 coordinator, and interventionists to meet diverse student needs.
- Extracurricular & Co-curricular Opportunities: Career and technical programs, athletics, clubs, and leadership

organizations support holistic student development.

Technology Integration & Plan

- 2:1 Chromebook Program ensures all students have personal access to devices.
- Classroom Technology: BenQ SmartTVs, Chromebooks, and interactive tools in almost every classroom.
- Educational Software: Microsoft 365, Canva Education, Nearpod, Flocabulary, and online textbooks support learning and instruction.
- Integration Focus: Technology is generally used effectively, with opportunities to enhance usage for Math and ELA mastery.

Strengths

Curriculum & Instruction:

- Strong alignment with TEKS; robust core and elective programs.
- High STAAR performance and mastery in Social Studies and Science.
- Integrated college and career readiness programs (TSI, IBCs).

Professional Development:

- Ongoing training supports instructional effectiveness and staff growth.
- Contributes to high staff retention (95%).

Leadership & Decision-Making:

- Clear chain of command with principal, assistant principals, and department chairs.
- Collaborative decision-making within departments and content areas.

Communication:

- Effective internal communication and alignment with district goals.
- Multiple channels for staff collaboration and feedback.

Organization & Support Services:

- Structured scheduling and access to counselors, SPED, 504 coordinators, and interventionists.
- Comprehensive extracurricular and co-curricular programs.

Technology Integration:

- 2:1 Chromebook program, classroom devices, SmartTVs.
- Wide access to Microsoft 365, Canva, Nearpod, Flocabulary, and online textbooks.

Community Partnerships & Postsecondary Support:

- Connections to local businesses and industry for IBC certifications.
- College, career, and military readiness programs.

Student Support Programs:

- Targeted interventions for academic growth.
- Enrichment programs addressing achievement gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

There are opportunities to increase consistency and effectiveness in how school processes are implemented.

While curriculum is aligned and resources are available, teachers may vary in using instructional strategies, interventions, and technology effectively across classrooms.

 = Priority

Perceptions

Summary

Stakeholder Feedback & Engagement

- Surveys, Interviews, and Focus Groups: Staff surveys indicate strong alignment with district direction (69%), professional growth opportunities (66%), and feeling seen and appreciated (66%). However, only about half of staff feel fully empowered (49%) or consistently valued (54%).
- Parent Engagement: Strong student outcomes and low dropout rates suggest effective parent-school communication and involvement. Participation levels in events and school initiatives could be further monitored to ensure equitable engagement.
- Student Feedback: Students demonstrate strong engagement in learning, as reflected in high STAAR “Approaches” percentages across subjects (79–96%), high graduation rates (93.7%), and participation in postsecondary pathways (college, career certifications, military enlistment).

School Culture, Climate, and Values

- Staff alignment with district values and culture is high (69%), suggesting a cohesive understanding of mission and vision.
- Staff growth and recognition are moderate to strong (66% enabled to grow, 66% feel seen/heard), supporting professional development and retention.
- Culture and climate strengths are reinforced by a high staff retention rate of 95%, well above the state average of 87%.

Community Partnerships & Volunteerism

- Student success in IBC certifications (36.1%) and military enlistment (2.5%) suggests the Gregory-Portland High School maintains connections to local businesses, industries, and community organizations to support student career pathways.

Communication & Transparency

- Strong internal communication appears evident through staff alignment with district values and engagement in professional growth.
- Areas for improvement include increasing staff empowerment (49% feel fully empowered) and ensuring consistent recognition and value across all staff roles (54% feel valued).

Staff Recruitment and Retention

- Recruitment efforts through online postings and job fairs are effective, maintaining a high retention rate of 95%, which contributes to stability, continuity, and institutional knowledge.
- Staff quality is high, as evidenced by student academic performance and STAAR results, demonstrating that business operations support instructional excellence.

Student Outcomes & Instructional Effectiveness

Student achievement demonstrates that school operations effectively support teaching and learning:

- STAAR performance “Approaches”: ELA 79%, Math 84%, Science 93%, Social Studies 96%.

- Mastery highest in Social Studies (43%) and Science (23%).
- Academic growth score = 73.
- Postsecondary readiness: 32.4% met TSI criteria; 36.1% earned IBCs.
- Graduation rate of 93.7% and a low dropout rate (0.6%) suggest strong operational support for student success.

Technology Integration & Resource Management

- The campus effectively leverages technology: 2:1 Chromebook program, classroom Chromebooks, BenQ SmartTVs, and multiple digital learning tools (Microsoft 365, Canva Education, Nearpod, Flocabulary, online textbooks).
- Technology is generally integrated well into instruction, though opportunities exist to maximize usage to support mastery in Math and ELA.

Strengths

Strengths in conducting business:

- High-quality staff supported by strong retention and professional growth opportunities.
- Positive culture and climate, with alignment to district values and recognition of staff contributions.
- Effective student outcomes, academic growth, and postsecondary readiness.
- Robust technology infrastructure and access to instructional tools.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

While Gregory-Portland High School demonstrates strong operational effectiveness, evidenced by high staff retention (95%), alignment with district values (69%), positive student outcomes (high STAAR "Approaches," graduation rate 93.7%, low dropout rate 0.6%), and robust technology integration, there are areas where staff empowerment (49%) and consistent recognition (54%) are lower than optimal.

Staff may not have sufficient authority, resources, or clarity to make independent instructional or operational decisions, reducing feelings of empowerment. Also, while many staff feel seen and appreciated (66%), recognition is not uniformly applied across all roles, leading to lower perceived value (54%).

 = 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
- 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**
- PSAT**
- 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**
- Dual-credit and/or college prep course completion 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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 High Priority

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

Evaluation Data Source: MTSS Data (Built in data meetings), Credit acquisition scores, EOC scores, and TSIA2 scores

Key Strategic Action 1

Incorporate additional curriculum supports including, but not limited to Lowman Education and NMSI AP lesson resources, IXL for ELA/Math, and College Bridge with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: Increase in EOC scores for English I and English II. TSI English pass rate to increase with the implementation of College Bridge program embedded in English IV courses.

Staff Responsible for Monitoring: Dean of Instruction and Principal

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

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

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2 High Priority

1.2 Annually increase performance in MATH for all students and all student groups. Will increase TSI Math pass rates with the implementation of College Bridge program. Will utilize IXL Math for added intervention help.

Evaluation Data Source: MTSS Data (Built in data meetings), Credit acquisition scores, EOC scores, and TSIA2 scores

Key Strategic Action 1

Incorporate additional curriculum supports including, but not limited to Lowman Education, NMSI AP lesson resources, and continued support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Staff Responsible for Monitoring: Dean of Instruction and Principal

Formative Reviews

Moderate Progress

January

March

June

June

Goal 3 High Priority HB3 Priority

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

Evaluation Data Source: TAPR CCMR percentages, number of industry-based certifications earned, CTE Enrollment, TSI, SAT, ACT scores.

Key Strategic Action 1

* Career and Technical Education: The campus will continue to enhance the CTE program, certifications offered and real-world experience connections. Create a partnership with TAMUCC to offer a wider range of dual credit courses.

Strategy's Expected Result/Impact: More dual credit courses earned.

Staff Responsible for Monitoring: CCMR Director and Principal

Formative Reviews

Moderate Progress

January

March

June

June

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.

Staff Responsible for Monitoring: CCMR Director, CCMR Counselor, and Principal

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 3

* Higher Education Requirements: The campus will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid

opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

Staff Responsible for Monitoring: CCMR Director, CCMR Counselor, and Principal

Formative Reviews

Moderate Progress

January

March

June

June

Goal 4

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

Evaluation Data Source: Numbers increase in extracurricular programs/clubs/student organizations.

Key Strategic Action 1

Implement a Positive Behavior Referral for teachers to recognize positive behavior rather than negative behaviors.

Strategy's Expected Result/Impact: Expected results - To be more positive and less punitive reinforcements with student behavior to build trusting relationships between students and staff.

Staff Responsible for Monitoring: Admin (Principal, Dean, APs)

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 2

* 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.

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 3

* Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year.

Strategy's Expected Result/Impact: The campus attendance rate, graduation rate

Staff Responsible for Monitoring: At-Risk Coordinator, Principal

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 4

* 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.

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 5 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: Increased EOC scores

Staff Responsible for Monitoring: Academic Dean, teachers, C & I department

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 6

* 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: December EOC scores. Spring EOC scores for incoming Freshman.

Staff Responsible for Monitoring: Academic Dean. Teachers

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 7 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: TELPAS and EOC scores.

Staff Responsible for Monitoring: LPAC coordinator.

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 8

* 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.

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 9

* 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.

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 10

* 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.

Formative Reviews

Moderate Progress

January

March


June

June

Key Strategic Action 11

* 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.

Formative Reviews

 Accomplished

January

March


June

June

Key Strategic Action 12

* 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.

Formative Reviews

 Accomplished

January

March


June

June

Key Strategic Action 13

* 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

Formative Reviews

 Accomplished

January

March

June

June

Goal 5

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

Evaluation Data Source: Anonymous surveys

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.

Formative Reviews

Some 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

Considerable Progress

January

March

June

June

Priority 2 High Performing and Engaged Workforce

Goal 1

2.1 Annually increase the percentage of staff satisfaction.

Evaluation Data Source: Use of annual anonymous surveys.
Recognize and celebrate staff.

Key Strategic Action 1

Implement employee of the month recognitions using staff input.

Formative Reviews

Some Progress

January

March


June

June

Key Strategic Action 2

Incorporate Teacher Spotlight on Learning in weekly staff newsletters.


Formative Reviews

 Discontinue

January

 Discontinue

March

 Discontinue

June

June

Key Strategic Action 3

Implement new excessive tardy response system using Securly Pass

Staff Responsible for Monitoring: assistant principals

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 4

Form the following three committees on campus to gain input from staff and help with implementation:

Sunshine Committee- faculty, staff, and admin to create ways for staff to feel appreciated, engaged with others, and heard.

PBIS Committee- faculty, staff, and admin discuss and create ways to reward positive behaviors and which behaviors need different targeted approaches.

Attendance Committee- faculty, staff, and admin discuss trends and problems they see in attendance regularly. Committee will also be responsible for positive supports ideas and help with implementation.

Staff Responsible for Monitoring: AP in charge of each committee:

Sunshine- Brittany Brown

PBIS- Darius Robertson

Attendance- Chandler Davis

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

January

March

June

June

Goal 2 High Priority

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

Evaluation Data Source: Provide meaningful professional growth. Offer targeted incentives (TIA).

Key Strategic Action 1

Increase the number of Wildcat Walks to build admin presence in classrooms and a culture of regular constructive feedback and communication.

Staff Responsible for Monitoring: principal, dean, and assistant principals

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

January

March

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June

Key Strategic Action 2

Implement regular instructional rounds with teachers on home campus and other district campuses.

Staff Responsible for Monitoring: dean of instruction

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.

Evaluation Data Source: Create student advisory council that meets with the principal monthly, Celebrate student success through social media postings, Dean's list celebrations, and rewarding students with high attendance.

Key Strategic Action 1

* Successful Transitions: The campus will provide academic counseling support services to elementary students transitioning to the secondary campus and seniors transitioning to post-secondary setting.

Formative Reviews

Considerable 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

Some Progress

January

March

June

June

Goal 2

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

Evaluation Data Source: Measure satisfaction annually through a short survey, Improve communication with newsletters and by stressing parent contacts and documentation by teachers.

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.

Formative Reviews

Moderate 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.

Formative Reviews

 Accomplished

January

March

June

June

Goal 3


3.3 Annually increase the percentage of community satisfaction and engagement.

Evaluation Data Source: Build two-way partnerships by including community members on committees. Improve visibility by sharing updates through social media, emails, and school-branded media.

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.

Formative Reviews

 Accomplished

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

Admin responsibilities (work order submissions, instructional resource needs, campus SPED processes, etc.) will be assigned to specific admin and process needs will be shared in weekly admin meetings. Decisions from these meetings will be shared out in both the monthly staff meeting and the monthly office staff meeting.

Strategy's Expected Result/Impact: Streamline the process for facility needs and efficient follow-up.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

 Accomplished

January

March

June

June

Goal 2

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

Key Strategic Action 1

Campus allotment for functions 11 and 13 will be pooled to streamline campus purchasing needs for like uses.

Strategy's Expected Result/Impact: Streamline and prioritize campus budgeting needs.

Staff Responsible for Monitoring: Campus Administration, Campus Secretary, and Department Heads

Formative Reviews

 Some Progress

January

March

June

June

Key Strategic Action 2

A process with timeline will be shared with all budget overseers at the beginning of the year to ensure timely submission of requests and allows for examination of details by approvers.

Staff Responsible for Monitoring: Campus Principal and Campus Secretary

Formative Reviews

Some Progress

January

March

June

June

Goal 3

4.3 Ensure strategic alignment of resources.

Key Strategic Action 1

Teachers will discuss and implement the supplementary and primary use of vetted high quality instructional materials, including but not limited newly adopted science textbooks, Lowman Resources, Sirius Resources, and other digital resources for STAAR 2.0 such as Quizizz.

Strategy's Expected Result/Impact: Content PLCs will discuss the most appropriate use of each instructional resource for upcoming units of study and reflect on the results of each use.

Staff Responsible for Monitoring: Campus Administration and Dean of Instruction

Formative Reviews

Considerable Progress

January

March

June

June

Goal 4

4.4 Annually improve safety and security.

Key Strategic Action 1

Increase the communication between safety staff and safety admin with at least one check-in meeting per month to review procedures and adjustments.

Strategy's Expected Result/Impact: Review of entry layout, possible Garrett placements, student behaviors, etc.

Staff Responsible for Monitoring: Assistant Principal in charge of Safety and Security

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 2

Increase the visibility of security staff and assistant principals in common trouble spots such as restrooms, student parking, and outer buildings.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

Considerable Progress

January

March

June

June


Key Strategic Action 3

Use the principal advisory committee (students) to gather feedback on trends of concern for students.


Strategy's Expected Result/Impact: Heightened admin awareness of how to deploy security and admin staff.

Staff Responsible for Monitoring: Principal


Formative Reviews

 Discontinue

January

 Discontinue

March

 Discontinue

June

June



State Compensatory Education

State Compensatory

Budget for Gregory-Portland High School

Total SCE Funds: \$44,580.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Winter Night School, EOC Interventions, PackBack program.



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

- Stakeholders include administrators, teachers, support staff, parents, community members, and students. Participants are selected to represent the diversity of the campus, including various grade levels, programs (SPED, EL, CTE), and community partnerships.
- The CNA process examines multiple domains, including student achievement, curriculum and instruction, staff quality, school culture and climate, family and community engagement, technology integration, and campus processes/organization.
- Both quantitative and qualitative data are reviewed, including STAAR results, TSI and IBC attainment, graduation/dropout rates, staff and parent surveys, discipline reports, attendance, and focus group/interview feedback.
- Notes, agendas, and sign-in sheets are collected for each meeting, and the final CNA summary is stored in the Campus OneDrive shared folder for staff, families, and district review.

1.2 Location for Evidence of Multiple Meetings Held

Gregory-Portland High School offers two Title I parent meetings each year, scheduled during Open House nights to maximize attendance. The sessions are presented by Mrs. Brown, with all information and resources stored in the campus OneDrive shared folder for parent access. The first meeting was held on September 24 at 5:30 PM, and the second meeting is planned for the spring semester (date TBD).

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the Schoolwide Plan/Campus Improvement Plan follows an annual cycle:

- Early Fall: Present the draft plan to staff, families, and stakeholders for feedback and revisions.
- Fall: Finalize and submit the plan for approval; begin implementation.
- Spring: Collect and review data (student performance, surveys, staff input) to identify needs.
- Summer: Leadership team drafts goals, strategies, and action steps aligned with district priorities and Title I requirements.
- Throughout the Year: Monitor progress, collect evidence of implementation, and adjust strategies as needed.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are actively included in the development of the Schoolwide Plan/Campus Improvement Plan through a variety of opportunities:

- Staff Input: Teachers and staff provide feedback during faculty meetings, professional learning communities (PLCs), and planning sessions where academic data and campus needs are reviewed.

- Family Engagement: Parents are invited to participate during Title I meetings, Open House nights, and through parent surveys. Feedback is gathered on priorities, programs, and supports needed for students.
- Community Participation: Local business and community partners are engaged through advisory meetings, and direct invitations to provide input on student readiness and community partnerships.
- Feedback Collection: Surveys, focus groups, and open feedback sessions are used to ensure all voices are heard. Suggestions are reviewed by the leadership team and incorporated into the plan.
- Documentation: The list of stakeholders, including sign-in sheets with names and roles, is maintained in the Campus OneDrive shared folder for transparency and accountability.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to the district, parents, and the public in multiple ways to ensure transparency and accessibility. Copies are shared with the district office and posted on the campus website in an easy-to-read format. Families are notified through school communication channels (newsletters, email, and meetings) and may request printed copies from the front office. When needed, the plan is translated into Spanish and other languages to ensure all families can access the information in a language they understand.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 18, 2026 @ 5:00 PM	High School Library	--	--
September 30, 2025 @ 4:30 PM	High School Library	--	--

Members

First Name	Last Name	Position	Committee Role
Elizabeth	Schubert	Campus Principal	Campus Principal
Darius	Robertson	Assistant Principal	Assistant Principal
Chandler	Davis	Assistant Principal	Assistant Principal
Hilda	Salinas	CTE Director	District Professional
Brittany	Brown	Assistant Principal	Campus Professional (Non-teaching)
Lucia	Verret	Teacher	Teacher
Tena	Walls	Teacher	Teacher
Salena	Pereida	Teacher	Teacher
Donna	Mitchell	Teacher	Teacher
Nick	Catalano Sr.	Business Representative	Business Representative
Braden	Reed	Community Member	Community Member
Nick	Catalano Jr.	Community Member	Community Member
Amy	Klaus	Parent	Parent
John	Reed	Parent	Parent



Addendums

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: