

# Gregory-Portland Independent School District



## 2025-2026 District Improvement Plan



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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

The needs assessment overview section is for use by district level stakeholders to provide a summary of needs and current works in process.

Business - Finance Division -

Construction -

### **Capital Projects and Infrastructure**

The District employs a Facility Master Planning approach to help district leaders create long-term facility master plans and capital replacement strategies in a timely and effective manner. These plans are guided by the board of trustees' Balanced Scorecard (BSC), which outlines four key priorities: Priority 1 - Exceptional Student Performance, Priority 2 - High Performing and Engaged Workforce, Priority 3 - Quality Service and Impactful Community Engagement, and Priority 4 - Efficient and Effective District and Campus Operations.

A key example of how the District aligns its strategies with the BSC for capital improvement projects is through the establishment of bond stakeholder committees. These committees include not only District leadership but also crucial members from district staff, business partners, and the local community. Their primary responsibility is to prioritize the District's needs. The bond stakeholder committee collaborates to develop a plan for ranking capital projects by holding public meetings, collecting community input through surveys, and ultimately presenting the board with recommendations for the most urgent District needs.

This process ensures that any bond proposals put before voters for capital projects, funded by taxpayer dollars, have strong backing from the local community, which has actively participated in the bond stakeholder committee, either directly or indirectly

Communication -

Curriculum and Instruction -

Food Services -

Add cameras in the kitchen and serving lines for SFA, TMC, EC and WCA  
Improve the HS dock/ramp going into the kitchen. The ramp and steps are separating from the dock.  
Parking bumps at East Cliff dock similar to what we have at SF Austin.  
ADA Ramp for FNS office door #2 between the office and the warehouse.

Human Resources -

Library -

Maintenance -

Safety and Security -

School Leadership and Accountability -

Highlighted needs include:

- Developing campus principals as instructional leaders.
- Support the development of campus budgets.
- Assist campus leadership with the analysis of data.
- Develop CTE pathways and IBCs to ensure completers.
- Strengthen relationship with local industry.
- Develop and implement strategies to increase student attendance to 95%.
- Leadership development for teachers.
- Support Title I compliance needs.

Corresponding works in progress include:

- Observe campus administration and the effects of their leadership efforts (bi-weekly campus admin team and 1:1 time) with focus on improving teacher effectiveness, student learning and achievement. Principal and AP PLCs monthly.
- Examine school-level goals (quarterly) and strategies (weekly) for campus improvement using comprehensive needs assessment (annual).
- District-wide use of data guidelines, implementation of a data dashboard, and assist campus administrators in the analysis of data.
- Successful implementation that aligns with HS programs of study.
- CTE Advisory Board, etc.
- Establish systems for attendance documentations, home visits, truancy, etc.
- Establish Leadership Academy for Aspiring Administrators
- Collaborate with Title I coordinator to provide well informed campus teams.

Special Education -

State and Federal Programs -

Superintendent -

Technology -

Testing and Assessment -

Transportation -

1. Student Enrollment and Demographics
  - a. Evaluate current routes to optimize routes
  - b. Evaluate current growth trends in Portland

## 2. Fleet Assessment

- a. Review the conditions of the buses for potential needs for repairs or replacements
- b. Assess the needs for additional vehicles

## 3. Technology and Communications

- a. Continue the integration of the Wayfinder Driver Application for routing purposes
- b. Improve on the Stopfinder Parent Application for bus related communications

### Career and Technology -

\* Elementary Campuses - A need for more exposure to CTE pathways; more parent engagement in CTE events; provide more opportunities for hands-on experiences in CTE pathways

\* Middle School - Annual CTE fair; increased collaboration between MS and HS industry visits, IHE visits; be more intentional when informing 8th grade parents and students

\* High School - be more intentional in giving teachers more information on CTE pathways, CCMR, and opportunities for ALL students

# Demographics

## Summary

- What is the breakdown of students by grade, ethnicity, and gender?

School Population	Count	Percent
<b>Student Total</b>	<b>5,025</b>	<b>100%</b>
Early Education Grade	22	0.44%
Pre-Kindergarten Grade	181	3.60%
Kindergarten Grade	327	6.51%
1st Grade	362	7.20%
2nd Grade	360	7.16%
3rd Grade	381	7.58%
4th Grade	372	7.40%
5th Grade	361	7.18%
6th Grade	400	7.96%
7th Grade	389	7.74%
8th Grade	359	7.14%
9th Grade	375	7.46%
10th Grade	406	8.08%
11th Grade	408	8.12%
12th Grade	322	6.41%

Student Demographics	Count	Percent
<b>Gender</b>		
Female	2,415	48.06%
Male	2,610	51.94%
<b>Ethnicity</b>		
Hispanic-Latino	3,086	61.41%
<b>Race</b>		
American Indian - Alaskan Native	11	0.22%
Asian	131	2.61%
Black - African American	54	1.07%
Native Hawaiian - Pacific Islander	11	0.22%
White	1,626	32.36%
Two-or-More	106	2.11%

CCMR Data Comparison						
	2024 State	2024 (Class of 2023)	2023 (Class of 2022)	2022 (Class of 2021)	2021 (Class of 2020)	Change
<b>Total Graduates</b>	376,638	334	291	299	325	
<b>Total Credit for CCMR Criteria</b>	286,874	215	180	161	190	
<b>Component Score</b>	76%	64%	62%	54%	58%	6%

### Program Enrollment

Dual Credit Advanced Placement

215      483

- 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)?

Student Indicators	Count	Percent
At-Risk	2,173	43.24%
Foster Care	6	0.12%
IEP Continuer	4	0.08%
Immigrant	101	2.01%
Intervention Indicator	160	3.18%
Migrant	0	0.00%
Military Connected	289	5.75%
Transfer In Students	159	3.1642%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	2,424	48.24%
Free Meals	1,698	33.79%
Reduced-Price Meals	40	0.80%
Other Economic Disadvantage	686	13.65%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	21	0.42%
Shelter	0	0.00%
Doubled Up	19	0.38%
Unsheltered	0	0.00%
Hotel/Motel	2	0.04%
Not Unaccompanied Youth	14	0.28%
Is Unaccompanied Youth	7	0.14%

Special Education Services	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	1	0.12%
Other health impairment	102	11.85%
Auditory impairment	8	0.93%
Visual impairment	9	1.05%
Deaf-Blind	2	0.23%
Intellectual disability	60	6.97%
Emotional disturbance	55	6.39%
Learning disability	331	38.44%
Speech impairment	160	18.58%
Autism	109	12.66%
Developmental delay	0	0.00%
Traumatic brain injury	2	0.23%
Noncategorical early childhood	22	2.56%
<b>Instructional Settings</b>		
Speech Therapy	155	18.00%
Homebound	1	0.12%
Hospital Class	0	0.00%
Mainstream	183	21.25%
Resource Room	383	44.48%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	119	13.82%
Full-Time Early Childhood	19	2.21%
Nonpublic Day School	0	0.00%

- Has there been any changes in the district/community that impacted demographics?

With the projected growth in industry and availability of housing in the coming years, we can expect to see an increase in enrollment. District percentage of Emergent Bilingual students (EB) has increased from 5% % in 2021-22 to 8.62% on 2024-25.

- How do teacher-student ratios impact instruction?

Teacher-student ratios trend towards 22 to 1 in grades K-\$ and 25 to 1 in grades 5-12. Classes are adequately staffed for student success.

Staff Information (2021 - 2022 Fall PEIMS file loaded 10/20/2022)	Count	Percent
Administrative Support	96	12.70%
Teacher	347	45.90%
Educational Aide	93	12.30%
Auxiliary	220	29.10%

## Strengths

Our district has a total enrollment of 5,025. Our largest populations are Hispanic, White, and Economically Disadvantaged. STAAR/EOC scores are steadily increasing each year, demonstrating student growth. The district outperforms Region 2 and the State in most

	School Year	State	Region 02	District
<b>STAAR I</b>				
<b>Grade 3 Reading</b>				
At Approaches Grade Level or Above	2024	74%	74%	82%
	2023	76%	76%	83%
At Meets Grade Level or Above	2024	48%	47%	56%
	2023	50%	48%	57%
At Masters Grade Level	2024	21%	16%	21%
	2023	20%	17%	25%
<b>Grade 3 Mathematics</b>				
At Approaches Grade Level or Above	2024	70%	68%	79%
	2023	73%	72%	81%
At Meets Grade Level or Above	2024	42%	38%	49%
	2023	45%	43%	60%
At Masters Grade Level	2024	15%	13%	19%
	2023	19%	16%	27%
<b>Grade 4 Reading</b>				
At Approaches Grade Level or Above	2024	81%	80%	89%
	2023	77%	79%	83%
At Meets Grade Level or Above	2024	51%	49%	56%
	2023	48%	46%	52%
At Masters Grade Level	2024	23%	20%	28%
	2023	22%	20%	24%
<b>Grade 4 Mathematics</b>				
At Approaches Grade Level or Above	2024	69%	69%	78%
	2023	71%	73%	78%
At Meets Grade Level or Above	2024	46%	46%	56%
	2023	48%	48%	54%
At Masters Grade Level	2024	21%	19%	28%
	2023	22%	20%	26%
<b>Grade 5 Reading</b>				
At Approaches Grade Level or Above	2024	79%	78%	83%
	2023	81%	81%	88%
At Meets Grade Level or Above	2024	55%	52%	58%
	2023	57%	56%	68%
At Masters Grade Level	2024	29%	25%	27%
	2023	28%	25%	30%
<b>Grade 5 Mathematics</b>				
At Approaches Grade Level or Above	2024	77%	76%	81%
	2023	80%	80%	88%
At Meets Grade Level or Above	2024	50%	47%	53%
	2023	51%	49%	62%
At Masters Grade Level	2024	19%	16%	21%
	2023	21%	18%	29%
<b>Grade 5 Science</b>				
At Approaches Grade Level or Above	2024	58%	55%	67%
	2023	65%	64%	77%
At Meets Grade Level or Above	2024	28%	24%	33%
	2023	36%	33%	46%
At Masters Grade Level	2024	11%	8%	12%
	2023	16%	12%	20%
<b>Grade 6 Reading</b>				
At Approaches Grade Level or Above	2024	77%	77%	87%
	2023	77%	76%	87%
At Meets Grade Level or Above	2024	57%	56%	66%
	2023	52%	48%	61%
At Masters Grade Level	2024	26%	22%	29%

measures.

	School Year	State	Region 02	District	A
	2023	22%	17%	26%	
<b>Grade 6 Mathematics</b>					
At Approaches Grade Level or Above	2024	72%	65%	81%	
	2023	75%	70%	81%	
At Meets Grade Level or Above	2024	39%	30%	56%	
	2023	40%	30%	51%	
At Masters Grade Level	2024	14%	8%	28%	
	2023	16%	9%	26%	
<b>Grade 7 Reading</b>					
At Approaches Grade Level or Above	2024	74%	73%	74%	
	2023	78%	77%	84%	
At Meets Grade Level or Above	2024	54%	51%	53%	
	2023	55%	52%	57%	
At Masters Grade Level	2024	29%	23%	25%	
	2023	27%	24%	29%	
<b>Grade 7 Mathematics</b>					
At Approaches Grade Level or Above	2024	56%	53%	69%	
	2023	63%	57%	74%	
At Meets Grade Level or Above	2024	34%	32%	52%	
	2023	37%	33%	56%	
At Masters Grade Level	2024	11%	11%	22%	
	2023	11%	9%	24%	
<b>Grade 8 Reading</b>					
At Approaches Grade Level or Above	2024	81%	80%	84%	
	2023	83%	83%	85%	
At Meets Grade Level or Above	2024	56%	55%	59%	
	2023	58%	58%	63%	
At Masters Grade Level	2024	29%	25%	29%	
	2023	28%	27%	31%	
<b>Grade 8 Mathematics</b>					
At Approaches Grade Level or Above	2024	72%	70%	78%	
	2023	76%	73%	77%	
At Meets Grade Level or Above	2024	43%	40%	45%	
	2023	46%	43%	45%	
At Masters Grade Level	2024	16%	13%	13%	
	2023	17%	16%	12%	
<b>Grade 8 Science</b>					
At Approaches Grade Level or Above	2024	70%	65%	77%	
	2023	74%	68%	83%	
At Meets Grade Level or Above	2024	44%	38%	54%	
	2023	47%	39%	58%	
At Masters Grade Level	2024	17%	12%	22%	
	2023	17%	12%	22%	
<b>Grade 8 Social Studies</b>					
At Approaches Grade Level or Above	2024	60%	56%	72%	
	2023	62%	59%	70%	
At Meets Grade Level or Above	2024	33%	29%	35%	
	2023	33%	28%	39%	
At Masters Grade Level	2024	17%	14%	20%	
	2023	16%	13%	18%	
<b>End of Course English I</b>					
At Approaches Grade Level or Above	2024	70%	71%	76%	
	2023	72%	71%	76%	
At Meets Grade Level or Above	2024	52%	52%	61%	
	2023	52%	49%	57%	
At Masters Grade Level	2024	16%	14%	20%	
	2023	13%	11%	14%	
<b>End of Course English II</b>					
At Approaches Grade Level or Above	2024	75%	75%	80%	

	2023	74%	72%	74%
At Meets Grade Level or Above	2024	58%	57%	65%

	School Year	State	Region 02	District
	2023	54%	50%	55%
At Masters Grade Level	2024	9%	7%	8%
	2023	9%	7%	7%
<b>End of Course Algebra I</b>				
At Approaches Grade Level or Above	2024	81%	79%	76%
	2023	79%	75%	79%
At Meets Grade Level or Above	2024	43%	37%	36%
	2023	43%	36%	38%
At Masters Grade Level	2024	24%	18%	15%
	2023	23%	17%	19%
<b>End of Course Biology</b>				
At Approaches Grade Level or Above	2024	91%	90%	91%
	2023	88%	87%	87%
At Meets Grade Level or Above	2024	56%	51%	61%
	2023	56%	50%	54%
At Masters Grade Level	2024	19%	14%	21%
	2023	21%	15%	21%
<b>End of Course U.S. History</b>				
At Approaches Grade Level or Above	2024	96%	95%	96%
	2023	94%	93%	96%
At Meets Grade Level or Above	2024	69%	65%	76%
	2023	70%	66%	75%
At Masters Grade Level	2024	37%	30%	36%
	2023	38%	33%	39%

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Lower attendance rates have led to a decrease in instruction.	The pandemic led to attendance and instructional irregularities.
2	As a product of lower attendance rates and in-person instruction, graduation rates continue to be a focus area so that they are not negatively impacted due to these challenges.	Lower attendance rates may negatively impact our graduation rate.
3	RDA designation 3 for Bilingual students at the HS centered on English I/II EOC, Biology EOC, Algebra I EOC, and dropouts.	Increasing bilingual enrollment highlighting a lack of systems at the secondary level for supporting bilingual students--SIOP, sheltered instruction, ESL certifications, newcomer center, etc.
4	Inclusive practices are continuing to be analyzed.	Changing demographics and community.

 = Priority

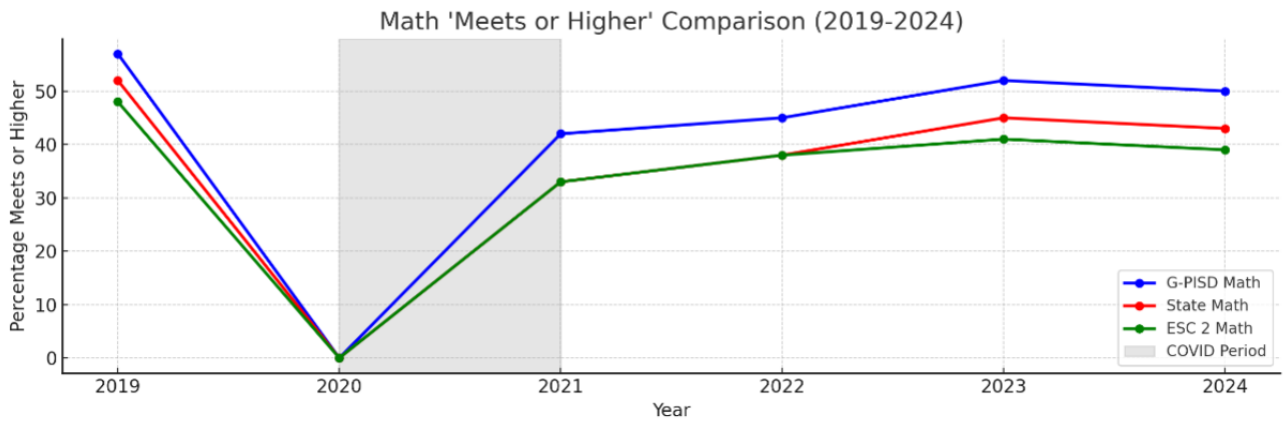
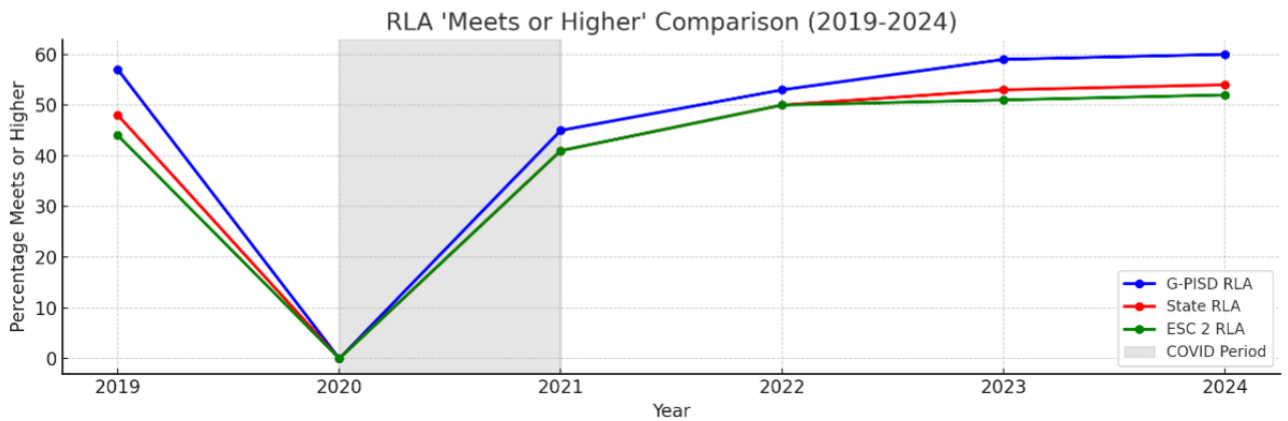
# Student Learning

## Summary

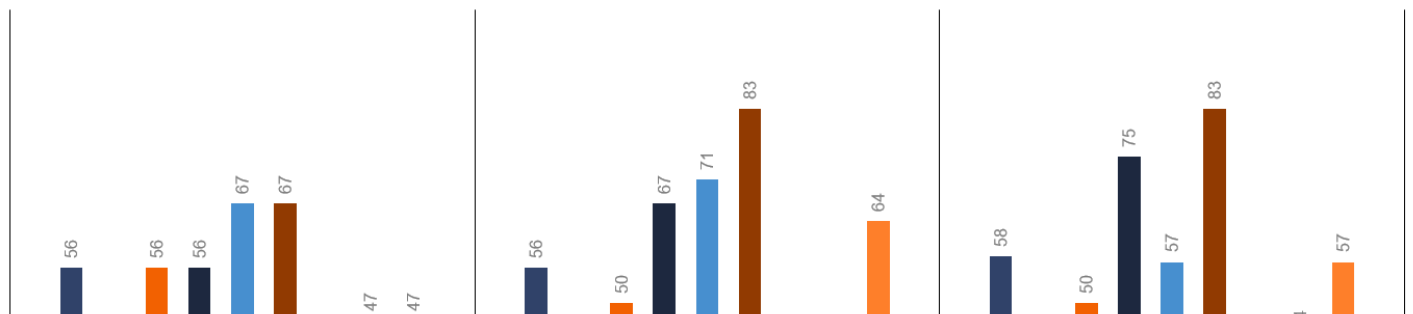
- How are our students performing on state assessments?

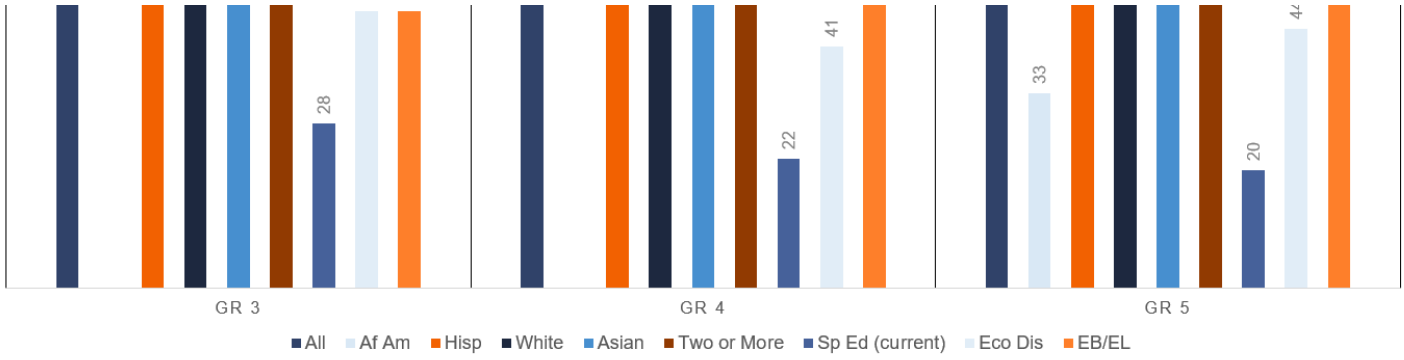
STAAR/EOC scores are steadily increasing each year, demonstrating student growth. The district outperforms Region 2 and the State in most measures.

*This chart highlights the faster recovery of G-PISD compared to the State and ESC 2 in the years following the COVID-19 period.*

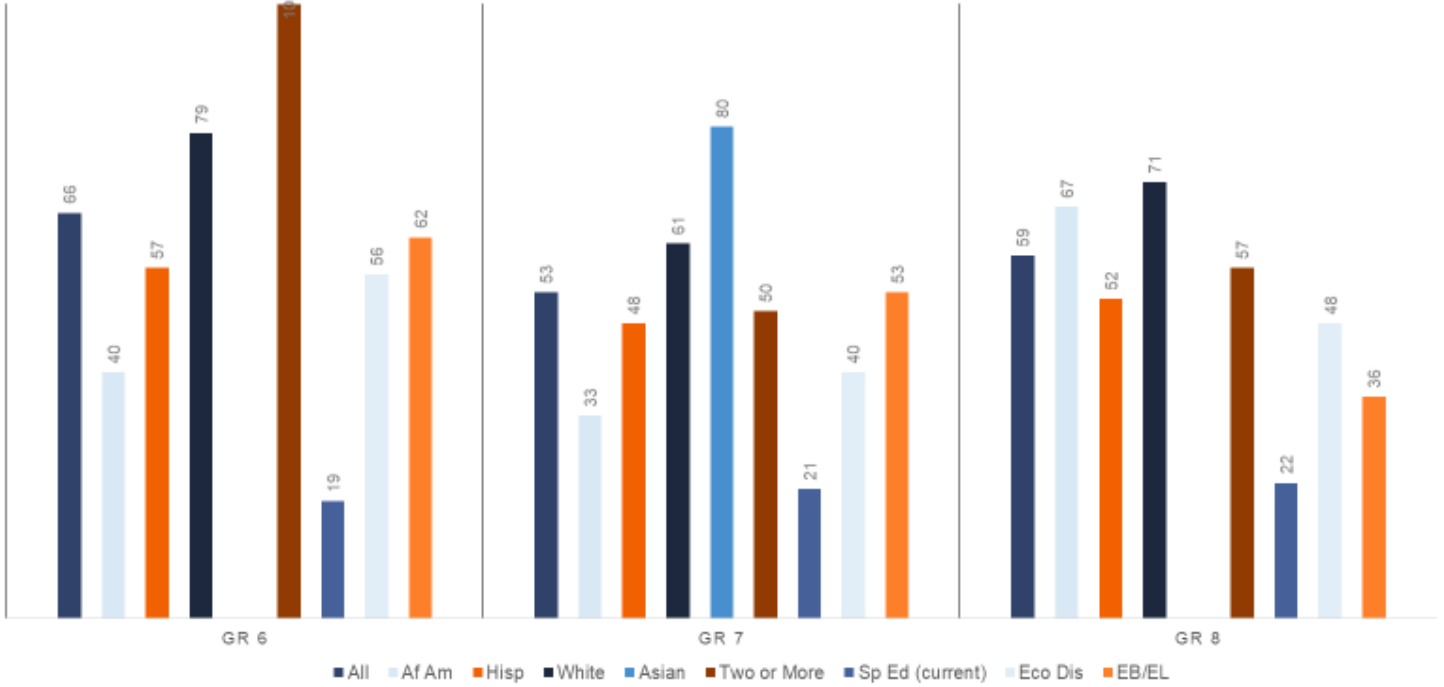


## 2024 STAAR 3-5 Reading Performance Percent at Meets Grade Level or Above

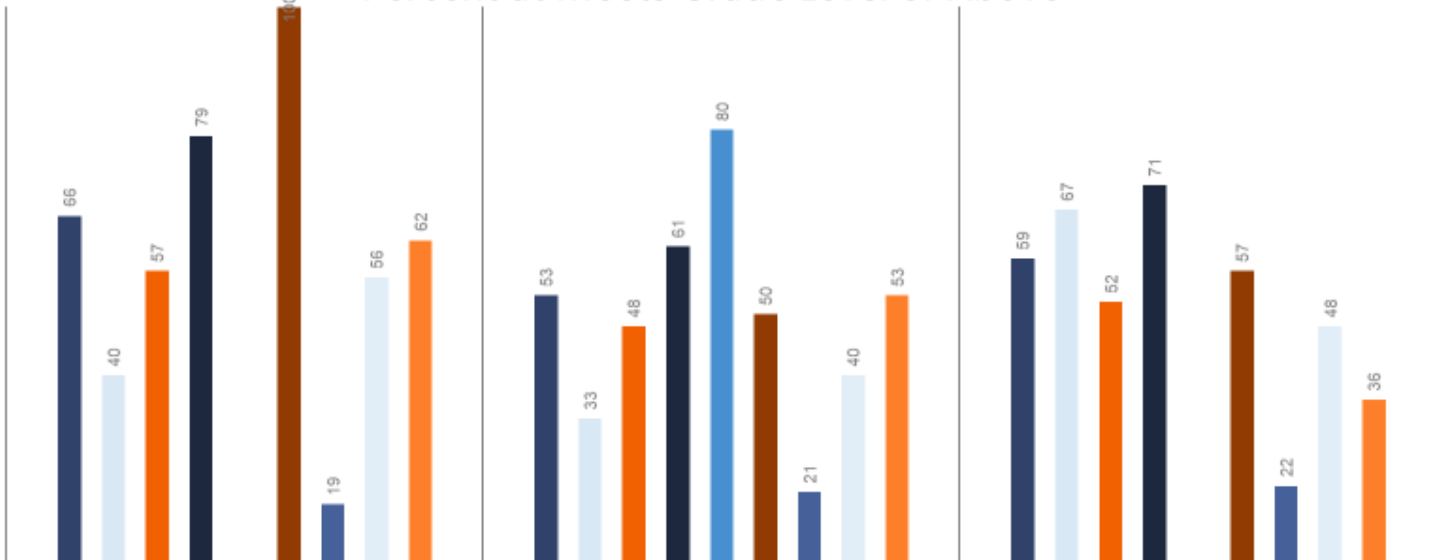


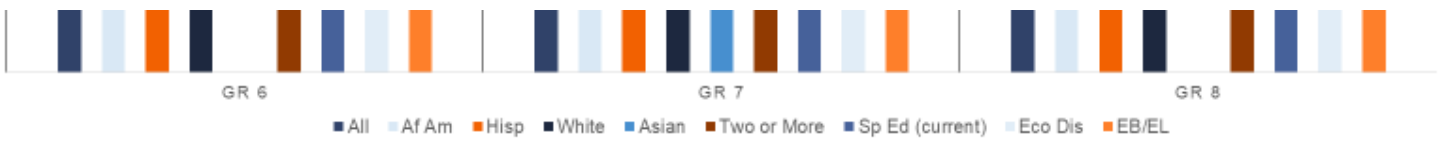


### 2024 STAAR 6-8 Reading Performance Percent at Meets Grade Level or Above

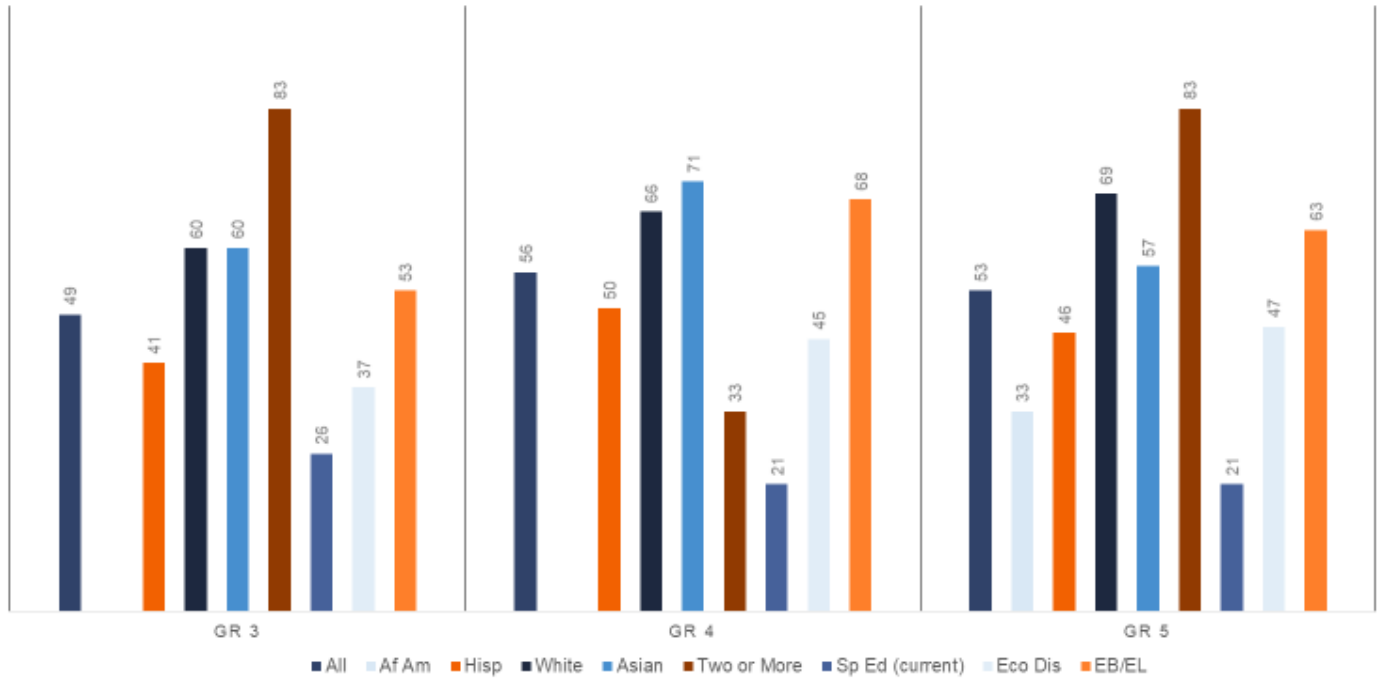


### 2024 STAAR 6-8 Reading Performance Percent at Meets Grade Level or Above

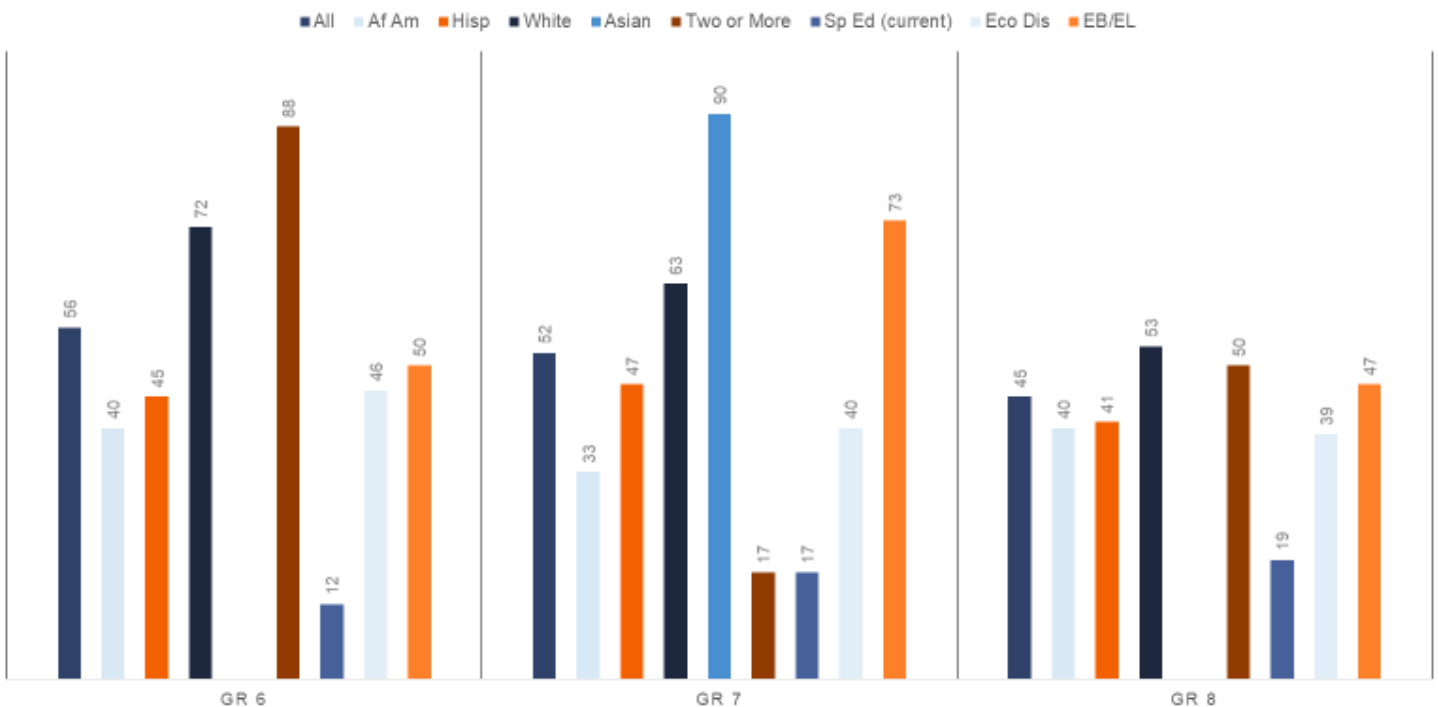




## 2024 STAAR 3-5 Math Performance Percent at Meets Grade Level or Above



## 2024 STAAR 6-8 Math Performance Percent at Meets Grade Level or Above



- Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.

N/A at current time due to lawsuit.

- How are our students performing on local metrics for learning?

**2024-2025 MOY MAP GROWTH COHORT COMPARISON**

1st Math	MOY 24-25	K MOY 23-24
Andrews	31%	29%
Austin	28%	23%
Clark	24%	47%
East Cliff	34%	44%
<b>District Avg</b>	<b>28%</b>	<b>36%</b>

2nd Math	MOY 24-25	1st MOY 23-24
Andrews	29%	38%
Austin	48%	27%
Clark	34%	43%
East Cliff	25%	39%
<b>District Avg</b>	<b>32%</b>	<b>38%</b>

3rd Math	MOY 24-25	2nd MOY 23-24
Andrews	43%	34%
Austin	43%	44%
Clark	65%	36%
East Cliff	48%	30%
<b>District Avg</b>	<b>49%</b>	<b>35%</b>

4th Math	MOY 24-25	3rd MOY 23-24
Andrews	27%	55%
Austin	59%	61%
Clark	49%	58%
East Cliff	42%	75%
<b>District Avg</b>	<b>43%</b>	<b>63%</b>

5th Math	MOY 24-25	4th MOY 23-24
Andrews	35%	36%
Austin	54%	43%
Clark	47%	35%
East Cliff	39%	57%
<b>District Avg</b>	<b>41%</b>	<b>45%</b>

2nd Reading	MOY 24-25	1st MOY 23-24
Andrews	29%	35%
Austin	35%	38%
Clark	33%	40%
East Cliff	26%	33%
<b>District Avg</b>	<b>32%</b>	<b>36%</b>

3rd Reading	MOY 24-25	2nd MOY 23-24
Andrews	41%	34%
Austin	40%	34%
Clark	54%	39%
East Cliff	47%	40%
<b>District Avg</b>	<b>47%</b>	<b>36%</b>

4th Reading	MOY 24-25	3rd MOY 23-24
Andrews	40%	56%
Austin	35%	54%
Clark	53%	64%
East Cliff	39%	54%
<b>District Avg</b>	<b>43%</b>	<b>56%</b>

5th Reading	MOY 24-25	4th MOY 23-24
Andrews	40%	34%
Austin	44%	43%
Clark	58%	48%
East Cliff	45%	56%
<b>District Avg</b>	<b>48%</b>	<b>47%</b>

Spanish Reading	MOY 24-25	Prior Grade MOY 23-24
2nd Gr	46%	22%
3rd Gr	56%	39%
4th Gr	70%	63%
5th Gr	40%	70%
<b>District Avg</b>	<b>34%</b>	<b>50%</b>

- Which students are making progress and which students are not?

African-American and Current SPED lag the district. The former is a very small percentage of students. The latter is growing,

- How are at-risk students performing compared to students who are not at-risk?

At-risk population performs at lower rates than those not at-risk, but gaps are closing.

- How are students in special instructional programs performing?

Current SPED students perform at lower rates than the average.

- Does student behavior impact student achievement?

Minimally.

- How are our instructional programs aligned from EC-12 and beyond?

Aligned reading and math curriculum EC-8. 9-12 is in progress.



# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Some subgroups perform lower than the average group performance.

Root causes include curriculum alignment, strategies for SPED students, EB students, and at-risk students.

 = Priority

# District Processes & Programs

## Summary

- How is professional development planned to support student achievement? Professional development is planned, supporting district goals, priorities, and initiatives considering employee feedback to elevate the opportunity identified for professional learning with the response, "I get training I need to be successful."
- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction? With the adoption of the aligned, written curriculum in math and reading for grades K-8, as well district expectations for content/grade bands outside of these to include collaborative planning, the creation of the YAG (year at a glance), as well as deliver assessment.
- What is our instructional technology plan? Our instructional technology plan is built alongside our professional development plan ensuring that we are providing opportunities for professional learning that includes instructional technology.
- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.? The district provides instructional minutes for foundational levels to be included into master schedules. Campuses build their schedules with the expectation of the inclusion of instructional minutes, PLCs, WIN/small group time. Summer school is collaboratively planned and supported with district and campuses.

## Strengths

### Written aligned curriculum K-8 in ELA and math/Algebra I

Consistent Walkthrough Tool (Wildcat Walks)

Development of written processes, such as MTSS and data guide

Abbreviated version of Camp Learn-a-lot in August for teachers unable to attend summer PD

Strong partnership between C&I and Leadership

Implementation of Curriculum audit recommendations

Development of cyclical, professional learning plan

# 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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

Continue implementation of Amplify Reading Curriculum in grades K-8 with greater focus on promoting effective instructional practices.

**Strategy's Expected Result/Impact:** Implementing an aligned, written curriculum will support a key recommendation identified as part of the District's 2022-2023 Curriculum audit. Consistent effective instructional practices across the district will improve student outcomes aligned with district and campus goals.

**Staff Responsible for Monitoring:** Curriculum and Instruction Department  
Campus Principals  
Instructional coaches

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

### Key Strategic Action 2

Continued implementation an aligned district assessment and data plan to monitor the academic progress of all students and student groups in READING for grades PreK-12. As part of this action, district and campus instructional leaders will also implement data-driven discussions with the clearly defined, data-driven instructional guide to utilize formative assessment results to support tiered instruction for all students and student groups.

**Strategy's Expected Result/Impact:** Utilization of a consistent set of data monitoring tools and a uniform data-driven instructional guide will lead to increased teacher ownership of data analysis, productive goal setting, individual and team learning, and ownership of efforts to implement and adjust new ideas, strategies, and practices to meet the needs of all learners.

**Staff Responsible for Monitoring:** Director of Assessment and Accountability  
Executive Director of Curriculum and Instruction  
Executive Director of School Leadership and Accountability  
Curriculum Content Coordinators  
Campus Administrators

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 3

Roll out and implement Curriculum Management Guide to include the development of the Profile of a G-P Educator, a succinct guide identifying effective instructional practices.

**Strategy's Expected Result/Impact:** Developing a district-level guide on effective instructional practices fosters consistency, improves instructional quality, supports professional development, and promotes equity, collaboration, and data-driven decision-making across schools and is a key recommendation from the 2022-2023 Curriculum Audit.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Executive Director of School Leadership and Accountability  
Curriculum Content Coordinators

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 4

Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk etc.) to include professional development.

**Strategy's Expected Result/Impact:** Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Multilingual Coordinator  
Executive Director of School Leadership and Accountability  
At-Risk Administrator

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Goal 2

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

## Key Strategic Action 1

Implement Bluebonnet Math Curriculum in grades K-5 and Continue Maneuvering the Middle in grades 6-8 and Algebra I with greater focus on promoting effective instructional practices.

**Strategy's Expected Result/Impact:** Implementing an aligned, written curriculum will support a key recommendation identified as part of the District's 2022-2023 Curriculum audit. Consistent effective instructional practices across the district will improve student outcomes aligned with district and campus goals.

**Staff Responsible for Monitoring:** Curriculum and Instruction Department  
Instructional coaches  
Campus Principals

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 2

Continued implementation an aligned district assessment and data plan to monitor the academic progress of all students and student groups in MATH for grades PreK-12. As part of this action, district and campus instructional leaders will also implement data-driven discussions with the clearly defined, data-driven instructional guide to utilize formative assessment results to support tiered instruction for all students and student groups.

**Strategy's Expected Result/Impact:** Utilization of a consistent set of data monitoring tools and a uniform data-driven instructional guide will lead to increased teacher ownership of data analysis, productive goal setting, individual and team learning, and ownership of efforts to implement and adjust new ideas, strategies, and practices to meet the needs of all learners.

**Staff Responsible for Monitoring:** Director of Assessment and Accountability  
Executive Director of Curriculum and Instruction  
Executive Director of School Leadership and Accountability  
Curriculum Content Coordinators  
Campus Administrators

### Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

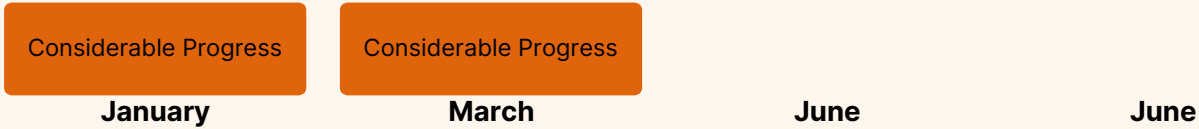
## Key Strategic Action 3

Roll out and implement Curriculum Management Guide to include the development of the Profile of a G-P Educator, a succinct guide identifying effective instructional practices.

**Strategy's Expected Result/Impact:** Developing a district-level guide on effective instructional practices fosters consistency, improves instructional quality, supports professional development, and promotes equity, collaboration, and data-driven decision-making across schools and is a key recommendation from the 2022-2023 Curriculum Audit.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Executive Director of School Leadership and Accountability  
Curriculum Content Coordinators

### Formative Reviews



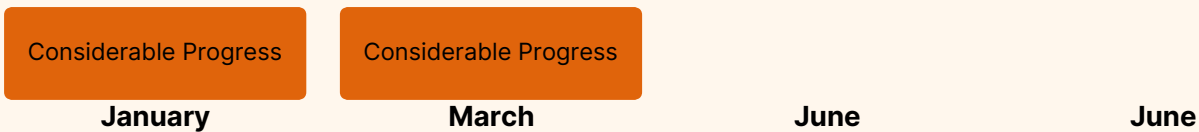
## Key Strategic Action 4

Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk, etc.) to include professional development.

**Strategy's Expected Result/Impact:** Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Multilingual Coordinator  
Executive Director of School Leadership and Accountability  
At-Risk Administrator

### Formative Reviews



## 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

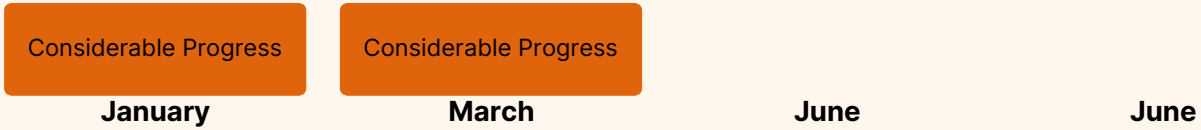
\* Career and Technical Education: The district will continue to enhance the CTE program, certifications offered and real-world experience connections.

**Strategy's Expected Result/Impact:** Enhancing the Career and Technical Education (CTE) program, certifications, and real-world experience connections equips students with valuable skills, industry-recognized credentials, and practical experience, empowering them to succeed in the workforce and post-secondary opportunities, with the ultimately impact of increasing CCMR scores as well.

**Staff Responsible for Monitoring:** Director of CCMR & Counselors  
Executive Director of School Leadership  
High School Principal  
High School Dean

**Funding Sources:** Finance to enter Perkins funded FTEs and Budget Grant: Fund 244 Carl Perkins, \$57,946, Fund 199 State CTE (PIC 22) (55%),

### Formative Reviews



## Key Strategic Action 2

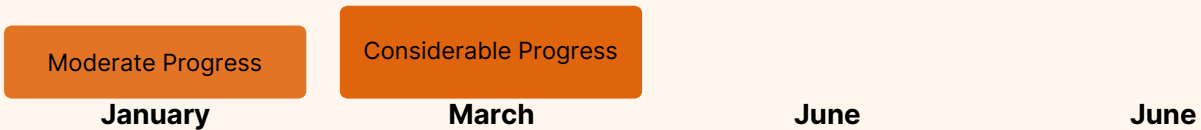
\* College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness. Additional support will be provided to upcoming 6th graders while in 5th grade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

**Strategy's Expected Result/Impact:** G-PISD families will be engaged as true partners in decision making as they engage in two-way feedback opportunities to plan ahead for their child's future CCMR opportunities.

**Staff Responsible for Monitoring:** Director of CCMR & Counselors  
Middle and High School Administrators  
Middle and High School Counselors

**Funding Sources:** Fund 199 CCMR (PIC 38) (55%),

### Formative Reviews



## Key Strategic Action 3

\* Higher Education Requirements: The district 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.

**Strategy's Expected Result/Impact:** Empower secondary students, teachers, counselors, and parents to make informed decisions that prepare students for academic and career success beyond high school.

**Staff Responsible for Monitoring:** Director of CCMR & Counselors; Secondary Principals: Executive Director of School Leadership

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 4

Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk, etc.) to include professional development.

**Strategy's Expected Result/Impact:** Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Multilingual Coordinator  
Executive Director of School Leadership and Accountability  
At-Risk Administrator  
Director of College, Career, and Military Readiness

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 5

Implement Experiential Learning Opportunities at elementary schools.

**Strategy's Expected Result/Impact:** The implementation of experiential learning opportunities for elementary schools enhances student engagement, deepens understanding through hands-on experiences, and fosters critical thinking and problem-solving skills, laying a strong foundation for lifelong learning, while increasing interest and curiosity into our High School pathways.

**Staff Responsible for Monitoring:** Principals  
Executive Director of School Leadership  
Executive Director of Curriculum & Instruction

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

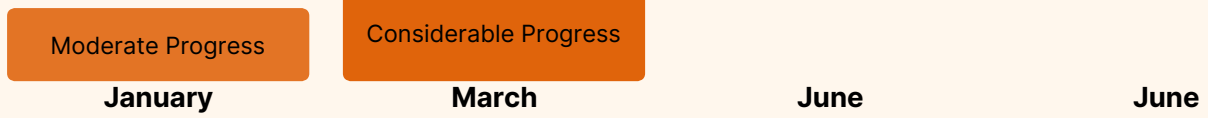
## Key Strategic Action 6

Implementation of College Prep Reading & Math using Texas College Bridge at high school.

**Strategy's Expected Result/Impact:** The implementation of College Prep Reading & Math will better prepare students for post secondary education and serve as a TSI waiver.

**Staff Responsible for Monitoring:** Director of CCMR  
Principal  
Dean of Instruction

**Formative Reviews**



**Goal 4**

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

**Evaluation Data Source:** Skyward  
Eduphoria  
Graduation Rate  
Number of students in a school-related activity  
Annual student engagement survey data

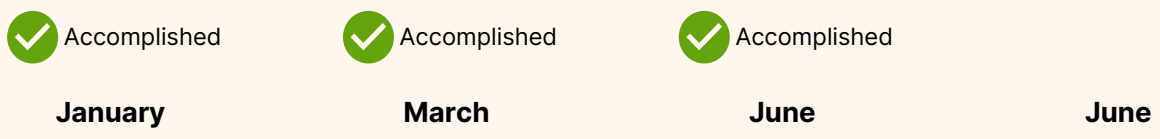
**Key Strategic Action 1**

\* Instruction: The district 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 continued implementation of the science TEKS.

**Strategy's Expected Result/Impact:** The district's provision of TEKS-based, evidence-based resources, instructional planning, professional development, and technology across subjects, with focused support for newly adopted science TEKS, enhances curriculum alignment, teacher effectiveness, student outcomes, and equitable access to high-quality education.

**Staff Responsible for Monitoring:** Campus Principals  
Executive Director of Curriculum and Instruction  
Executive Director of School Leadership and Accountability  
Curriculum Content Coordinators

**Formative Reviews**



**Key Strategic Action 2**

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

**Strategy's Expected Result/Impact:** The district will increase attendance rate to 95%.

**Staff Responsible for Monitoring:** Campus Principals  
Executive Director of School Leadership and Accountability  
At-Risk Administrator

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June


### Key Strategic Action 3

\* Progress Monitoring: Teachers and leaders will monitor student progress through regular universal screeners for reading while utilizing data to guide instruction.


**Strategy's Expected Result/Impact:** Increased student achievement and growth for all students and all student groups.

**Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction  
Executive Director of School Leadership  
Campus Principals


### Formative Reviews

 Accomplished

January

 Accomplished

March

 Accomplished

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 implementing the District developed MTSS/RTI guide.

**Strategy's Expected Result/Impact:** Increased student achievement and growth for all students and all student groups.

**Staff Responsible for Monitoring:** Campus Principals; Interventionist  
Executive Director of Curriculum & Instruction  
Executive Director of School Leadership  
Director of Special Education  
At-Risk Administrator

### Formative Reviews

Some Progress

January

Some 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 are provided during WIN, advisory time and other methods during the school year and/or during summer school programs.

**Strategy's Expected Result/Impact:** Increased student achievement and growth for all students and all student groups.

**Staff Responsible for Monitoring:** Campus Principals; Interventionist; Executive Director of Curriculum & Instruction;  
Executive Director of School Leadership

**Funding Sources:** SCE FTEs and budget (as of 9/2024) Fund 199 State SCE (PIC 24,26,28,30) (55%), \$2,187,352

### Formative Reviews

Considerable Progress

January

✓ Accomplished

March

✓ Accomplished

June

June

## Key Strategic Action 6 Results Driven Accountability

\* Emergent Bilingual Support: The district will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing. The district offers a dual language immersion/two-way program at the Early Childhood Center (PK-K) and W. C. Andrews Elementary (1st-2nd grades). The goal of this model is to attain full proficiency in another language as well as English. Students at W. C. Andrews Elementary in grades 3-5 participate in a transitional bilingual/early exit model. This model serves students identified as Emergent Bilingual in both English and Spanish and transfers them to English-only instruction by the end of grade 5.

**Strategy's Expected Result/Impact:** Improved student outcomes for students identified as Emergent Bilingual and promote bi-literacy and multi-culturalism.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Multi-lingual Coordinator  
E.C.C. and W. C. Andrews Campus Administrators

**Funding Sources:** Budget for Title III Immigrant Grant: Fund 263 Title III, \$6,151, Fund 199 State Bilingual/ ESL (PIC 25) (55%), , Budget for Title III ELA Grant: Fund 263 Title III, \$40,944

### Formative Reviews

✓ Accomplished

January

✓ Accomplished

March

✓ Accomplished

June

June

## Key Strategic Action 7

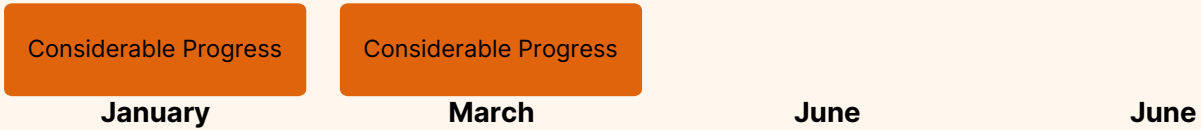
\* Special Education Services: The district will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The district will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

**Strategy's Expected Result/Impact:** Increased academic achievement and more effective support for students receiving services through the ARD process and their IEPs.

**Staff Responsible for Monitoring:** Director of Special Education  
Principals

**Funding Sources:** Finance to enter IDEA PK FTEs and Budget Grant: Fund 225 IDEA B Preschool, \$18,325, Finance to enter IDEA Formula FTEs and Budget Grant: Fund 224 IDEA B Formula, \$1,045,259, Fund 199 Special Education (PIC 23) (55%),

**Formative Reviews**



**Key Strategic Action 8**

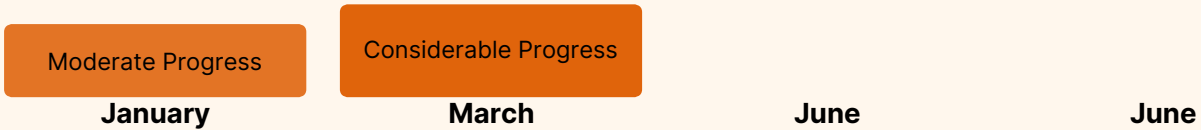
\* Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.

**Strategy's Expected Result/Impact:** Increased academic achievement and more effective support for students receiving services through the 504 and/or ARD process and their individual plans.

**Staff Responsible for Monitoring:** Dyslexia & Special Education Coordinator  
Director of Special Education

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

**Formative Reviews**



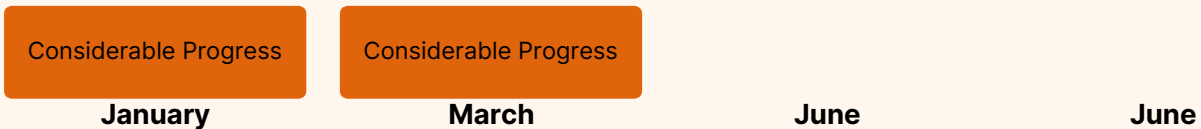
**Key Strategic Action 9**

\* 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 district will establish procedures for child find, referrals and evaluations.

**Strategy's Expected Result/Impact:** Increased academic achievement and more effective support for students receiving services through the 504 and/or ARD process and their individual plans.

**Staff Responsible for Monitoring:** Campus Principals  
Dyslexia & Special Education Coordinator  
Director of Special Education

**Formative Reviews**



## 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 district will establish guidelines for GT referrals, screening, selection and placement.

**Strategy's Expected Result/Impact:** G/T students will receive high-quality, differentiated instruction tailored to their unique needs, promoting their academic growth and achievement.

**Staff Responsible for Monitoring:** Director of CCMR & Counselors  
Principals

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

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 11

\* Homelessness and Foster Care: 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:** Ensuring that students identified as homeless or in foster care have access to free lunch, transportation services, and supplemental resources will remove barriers to their education, promoting stability, equity, and improved academic outcomes.

**Staff Responsible for Monitoring:** Executive Director of School Leadership  
Counselors  
Director of CCMR and Counseling

### Formative Reviews



Accomplished

January



Accomplished

March



Accomplished

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:** Providing support services to pregnant and parenting students will help them successfully manage the responsibilities of parenthood while completing graduation requirements, leading to higher graduation rates and improved life outcomes.

**Staff Responsible for Monitoring:** Campus Principals; Campus Counselors

## Formative Reviews



Accomplished



Accomplished



Accomplished

January

March

June

June

## Key Strategic Action 13

\* 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.

**Strategy's Expected Result/Impact:** Aligning the Pre-K curriculum to Kindergarten standards with a focus on early literacy and mathematics, and providing resources to parents, will foster a smooth transition from early childhood programs to school, ensuring young learners are well-prepared for academic success.

**Staff Responsible for Monitoring:** ECC Principal  
Executive Director of School Leadership  
Executive Director of Curriculum & Instruction

**Funding Sources:** Fund 199 Early Education (PIC 36) (100%),

## Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 14

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.

**Strategy's Expected Result/Impact:** Students who are engaged in school activities attend school more frequently and graduate at higher rates.

**Staff Responsible for Monitoring:** Campus Principals  
Executive Director of School Leadership

## Formative Reviews

Considerable Progress

January

Considerable 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 district 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 district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.

**Strategy's Expected Result/Impact:** The district will foster a safer, healthier learning environment, promoting students' emotional well-being and academic success.

**Staff Responsible for Monitoring:** Counselors  
Director of CCMR and Counseling

### Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 2

\* Anti-Bullying: The district 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. The district maintains an anti-bullying policy.

**Strategy's Expected Result/Impact:** By ensuring the discipline management program includes prevention, intervention, and education on bullying, harassment, and aggression, supported by a strong anti-bullying policy, the district will create a safer, more respectful school environment that fosters student well-being and positive relationships.

**Staff Responsible for Monitoring:** Campus Administrators  
Counselors  
Executive Director of School Leadership

### Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 3

Implement STAYING SAFE curriculum for elementary, middle, and high schools.

**Strategy's Expected Result/Impact:** Implement Staying Safe curriculum by combining the curriculum and monthly safety drills.

Decreased discipline referrals and increased feeling of safety as measured on EOY perception survey.

**Staff Responsible for Monitoring:** Executive Director of Safety, Security, and Operations  
Principals

### Formative Reviews

Some Progress	✓ Accomplished	✓ Accomplished	
January	March	June	June

### Key Strategic Action 4

Provide a minimum of three social workers for the district and armed officer/security at every comprehensive school.

**Strategy's Expected Result/Impact:** There will be an increase on students that feel safe at school.

**Staff Responsible for Monitoring:** Director of Family and Community Engagement  
Executive Director of Safety, Security, and Operations

### Formative Reviews

✓ Accomplished	✓ Accomplished	✓ Accomplished	
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:** TAPR

### Key Strategic Action 1

Uphold and promote recognition and appreciation initiatives (e.g. PAWSitive Praise, Perfect Attendance, Etc.)

**Strategy's Expected Result/Impact:** Increase staff satisfaction measured by EOY survey.

**Staff Responsible for Monitoring:** Human Resources Office  
Campus Principals  
Department Directors

#### Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

### Key Strategic Action 2

Develop a health and wellness program to cultivate a positive learner centered culture.

**Strategy's Expected Result/Impact:** Increase staff satisfaction measured by EOY survey.

**Staff Responsible for Monitoring:** Executive Director of Human Resources  
Campus Principals  
Department Directors  
Staff members

#### 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.

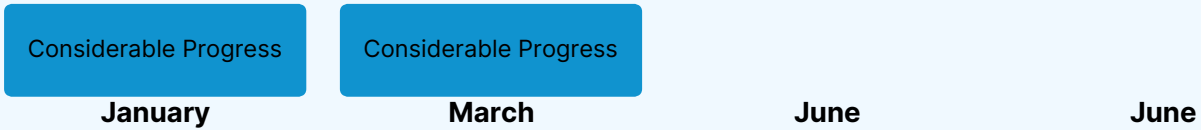
### Key Strategic Action 1

Attract/Retain Staff: The district 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:** Increased retention rate of staff and faculty.

**Staff Responsible for Monitoring:** Executive Director of Human Resources  
Executive Director of School Leadership  
Campus Principals  
Department Directors

#### Formative Reviews



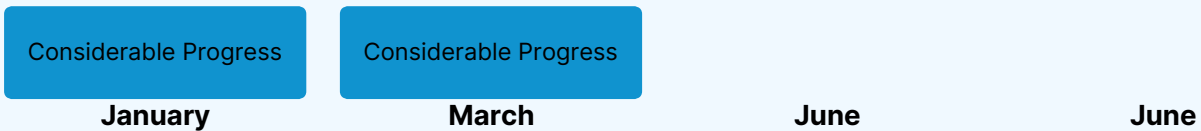
### Key Strategic Action 2

Professional Development: The district 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: T-TESS, T-PESS, T-APESS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training.

**Strategy's Expected Result/Impact:** Increased retention rate of staff and faculty

**Staff Responsible for Monitoring:** Executive Director of Human Resources  
Executive Director of C&I  
Curriculum Coordinators  
Executive Director of School Leadership  
Campus Principals  
Department Directors

#### Formative Reviews



### Key Strategic Action 3

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:** Increased student learning,

**Staff Responsible for Monitoring:** Executive Director of School Leadership  
Campus Principals

**Formative Reviews**

Considerable Progress

January

Considerable Progress

March

June

June

**Key Strategic Action 4**

Administer staff surveys and other methods of seeking feedback to identify areas for improvement, ensuring that responsive actions are implemented.

**Strategy's Expected Result/Impact:** Increased retention rate of staff and faculty.

**Staff Responsible for Monitoring:** Executive Director of Human Resources

**Formative Reviews**

Some Progress

January

Moderate Progress

March

June

June

**Key Strategic Action 5**

Develop the next phase of the Teacher Incentive Allotment (TIA) and implement the previous phase of the TIA.

**Strategy's Expected Result/Impact:** Give our staff a voice to drive continuous improvement across their district, their schools.

**Staff Responsible for Monitoring:** Human Resource Department  
School Leadership Department  
Curriculum & Instruction Department

**Formative Reviews**

Some Progress

January

Considerable Progress

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

\* SHAC: Health and Wellness: The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).

**Strategy's Expected Result/Impact:** Students will make healthy choices that align to community values.

**Staff Responsible for Monitoring:** Director of Family and Community Engagement  
Campus Principals

#### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

### Key Strategic Action 2

Utilize Superintendent Student Ambassador Council

**Strategy's Expected Result/Impact:** To gather student voice.

**Staff Responsible for Monitoring:** Superintendent  
Executive Director of Communications and Community Engagement

#### Formative Reviews

Moderate Progress

January

Considerable 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 district 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:** Parents will have an understanding of their children's academic achievement.

**Staff Responsible for Monitoring:** Campus Principals  
Executive Director of Communications and Community Engagement

### Formative Reviews

Moderate Progress

January

Considerable 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.

**Strategy's Expected Result/Impact:** Increased opportunities for school-family engagement.

**Staff Responsible for Monitoring:** Campus Principals  
Senior Accountant and State & Federal Programs  
Executive Director of School Leadership  
Director of Family and Community Engagement

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

### Formative Reviews



Accomplished

January



Accomplished

March



Accomplished

June

June

## Key Strategic Action 3

Continue the Family Engagement Committee.

**Strategy's Expected Result/Impact:** Increased family engagement.

**Staff Responsible for Monitoring:** Director of Family and Community Engagement

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 4

Internal/External Communications Audit

**Strategy's Expected Result/Impact:** Improved understanding of the most effective communication tools and channels for engaging internal and external audiences.

**Staff Responsible for Monitoring:** Executive Director of Communications and Community Engagement

### Formative Reviews

Moderate Progress

January

Moderate Progress

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:** Parents and community will have an understanding of campus performance and the campus improvement plan.

**Staff Responsible for Monitoring:** Campus Principals  
Executive Director of School Leadership  
Executive Director of Communications and Community Engagement


### Formative Reviews

 Accomplished

January

 Accomplished

March

 Accomplished

June

June

## Key Strategic Action 2

Create and launch a District App to serve all G-PISD customers.

**Strategy's Expected Result/Impact:** Students, families, and community will be able to access all resources via smartphone(s) / device(s) with push notifications for important news and information.

**Staff Responsible for Monitoring:** Executive Director of Communications and Community Engagement

## Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

## Key Strategic Action 3

Re-Design District Website with primary focus to serve key customers and prospective families moving to, and/or enrolling students in, G-PISD.

**Strategy's Expected Result/Impact:** Students, families, and community will benefit from new navigation and design features updated since last website re-design was conducted in 2016-17.

**Staff Responsible for Monitoring:** Executive Director of Communications and Community Engagement

## Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

## Key Strategic Action 4

Update Strategic Communications Plan inclusive of District and Superintendent Accomplishments.

**Strategy's Expected Result/Impact:** Students, families, and community will gain greater awareness of District, Superintendent advancements, awards, recognitions, and celebrations via effective and efficient use of communication channels. Expansion of awards/recognition opportunities will include new nominations, submissions to recognition excellence in education as visible through the great work being performed across G-PISD.

**Staff Responsible for Monitoring:** Executive Director of Communications and Community Engagement  
Director of Family & Community Engagement  
Multimedia Coordinator

## Formative Reviews

Moderate 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 district will continue long-range planning with the use of demographic data/surveys, district-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.

#### 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.

**Evaluation Data Source:** The Texas Comptroller of Public Accounts' Transparency Stars program recognizes local governments for going above and beyond in their transparency efforts. The program recognizes government entities that accomplish the following:

- 1) Open their books not only in their traditional finances, but also in the areas of contracts and procurement, economic development, public pensions and debt obligations; and
- 2) Provide clear and meaningful financial information not only by posting financial documents, but also through summaries, visualizations, downloadable data and other relevant information.

### Key Strategic Action 1

\* Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will 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 district will provide ongoing support to campuses, departments and a variety of stakeholders regarding fiscal policies and procedures.

**Strategy's Expected Result/Impact:** The district will achieve a superior FIRST Rating, ensure compliance of supplemental funds and ensure audits are without findings.

### 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.

**Funding Sources:** FTEs and budget (FT of TII and TIV) Grant: Fund 255 Title II, Part A (FT Title I), \$295,805, FTEs and budget (FT of TII and TIV) Grant: Fund 289 Title IV, Part A (FT Title I), \$58,497, TI FTEs and budget (FT of TII and TIV) Grant: Fund 211 Title I, Part A, \$764,500

### Formative Reviews

Some 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 district 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 district calendar, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.

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

### Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

## Key Strategic Action 2

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

**Staff Responsible for Monitoring:** Director of Technology

### Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Goal 4

4.4 Annually improve safety and security.

## Key Strategic Action 1

\* Student Safety: The district 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.

**Staff Responsible for Monitoring:** Executive Director of Safety and Operations

**Funding Sources:** Grant: Fund 429 School Safety,

### Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 2

\* Addressing Abuse: The district 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.

**Staff Responsible for Monitoring:** Executive Director of Safety and Operations, Director of Family and Community Engagement

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

## Key Strategic Action 3

\* School Resource Officer(s): The primary responsibility of the SRO is to be a visible law enforcement presence on campus to deter, prevent and respond to crime. The SRO(s) provide guidance to school officials on law-related matters, helps assess school safety needs and serves as a vital link to other emergency personnel during critical incidents.

**Staff Responsible for Monitoring:** Executive Director of Safety and Operations

**Funding Sources:** Grant: Fund 429 School Safety,

## Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

## Key Strategic Action 4

\* DAEP: The district will monitor performance data of students served in the DAEP including student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.

**Staff Responsible for Monitoring:** Secondary Campus Principals  
At-Risk Administrator  
Executive Director of School Leadership

**Funding Sources:** Finance to enter DAEP SCE FTEs and Budget Fund 199 State SCE (PIC 24,26,28,30) (55%),

## Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June



# State Compensatory Education

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$1.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**



# Committees

# Committees

## District Shared Decision Making Committee

### Members

First Name	Last Name	Position	Committee Role
Robin	Rice	Early Childhood Center Principal	Ex-Officio
Annette	Merritt	Early Childhood Center Specialist	Non-teaching professional
Norma	Ortiz-Mariscal	Early Childhood Center Teacher	Classroom Teacher
Peggy	Hamrick	Early Childhood Center Teacher	Classroom Teacher
Kimberly	Hernandez	Early Childhood Center Teacher	Classroom Teacher
Rhonda	Vorhees	Early Childhood Center Teacher	Classroom teacher
Angela	Arevalo	Business Member	Business Representative
Megan	Nolan	Business Member	Business Representative
Graciela	Silva	Community Member	Community Representative
Alicia	Mariscal	Community Member	Community Representative
Kathleen	Cady	At-Risk Administrator	District-level Professional
Sandy	Gonzalez	Multilingual Coordinator	District-level Professional
Joanna	Landrum	Andrews Elementary Parent Rep	Parent
Audra	Gerick	Andrews Elementary Counselor	Non-classroom Professional
Laura	Griffith	Andrews Elementary Teacher	Classroom Teacher
Mandy	Hardwick	Andrews Elementary Teacher	Classroom Teacher
Kirby	Willig	East Cliff Elementary Parent Rep	Parent
Jared	Schmidt	East Cliff Elementary Nurse	Non-classroom professional
Jordan	Demetros	East Cliff Elementary Teacher	Classroom Teacher
Genna	McMillin	East Cliff Elementary Teacher	Classroom Teacher
Melinda	Pena	Clark Elementary Principal	Non-Teaching Professional
Kourtney	Smith	Clark Elementary Teacher	Classroom Teacher
Dani	Smith	Clark Elementary Teacher	Classroom Teacher
Cydra	Rodriguez	Clark Elementary Teacher	Classroom Teacher

Melissa	Momper	Clark Elementary Teacher	Classroom Teacher
Maria	Martinez	Austin Elementary Parent Rep	Parent
Tycee	Sanchez	Austin Elementary Principal	Ex-Officio
Michelle	Powell	Austin Elementary Counselor	Non-classroom Professional
Anna	Jimenez	Austin Elementary Teacher	Classroom Teacher
Heather	Shores-Price	Austin Elementary Teacher	Classroom Teacher
Jessica	Rodriguez	G-P Middle School Parent Rep	Parent
Dr. Jessica	Guerra	G-P Middle School Assistant Principal	Non-Teaching Professional
Cyndee	Alvarado	G-P Middle School Teacher	Classroom Teacher
Kory	Baker	G-P Middle School Teacher	Classroom Teacher
Stacey	McClary	G-P Middle School Teacher	Classroom Teacher
Dawn	Uptergrove	G-P Middle School Teacher	Classroom Teacher
Ryder	Harrison	G-P High School Student	Student
Colleen	Johnson	G-P High School Parent Rep	Parent
Carrie	Flores	G-P High School Counselor	Non-classroom Professional
Monica	Waggoner	G-P High School Principal	Ex-Officio
Victoria	Moore	G-P High School Teacher	Classroom Teacher
Cathy	Allman	G-P High School Teacher	Classroom Teacher
Jonathan	Turner	G-P High School Teacher	Classroom Teacher
Analese	Tennyson	Andrews Elementary Principal	Ex Officio
Hilda	Salinas	Director of CCMR & Counseling	Ex Officio
John	Trevino	G-P Middle School Principal	Ex Officio
Denise	Blanchard	Director of Special Education	Ex Officio
Robyn	Hernandez	Coordinator of Elementary Math & Science	Ex Officio
Shannon	Casas	Coordinator of Secondary Math & Science	Ex Officio
Amy	McClellan	Coordinator of Secondary Literacy & Social Studies	Ex Officio
Anne	Sanchez	Coordinator of Elementary Literacy & Social Studies	Ex Officio
Shelly	Elizalde	Director of Assmt/Accountability/	

Data			
Sharon	Reckaway	Director of Family & Community Engagement	Ex Officio
Kyle	Jones	Director of Technology	Ex Officio
Michael	Thieme	Executive Director of Safety & Security	Ex Officio
Deborah	Garza	Executive Director of Human Resources	Ex Officio
Penny	Armstrong	Executive Director of C&I	Ex Officio
Mike	Norris	Executive Director of School Leadership	Ex Officio
Crystal	Matern	Chief Officer of Communication & Engagement	Ex Officio
Ismael	Gonzalez	Assistant Superintendent of Finance	Ex Officio
Dr. Michelle	Cavazos	Superintendent	Ex Officio



# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan**    Signature of Assurance



# 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
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$95,328.00
<b>+/- Difference</b>					<b>\$95,328.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	1		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,507,822.00
<b>+/- Difference</b>					<b>\$3,507,822.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$6,528,877.00
<b>+/- Difference</b>					<b>\$6,528,877.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	5	SCE FTEs and budget (as of 9/2024)	--	\$2,187,352.00
4	4	4	Finance to enter DAEP SCE FTEs and Budget	--	\$0.00
<b>Sub-Total</b>					\$2,187,352.00
<b>Budgeted Fund Source Amount</b>					\$3,696,958.00
<b>+/- Difference</b>					<b>\$1,509,606.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	6		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$215,942.00
<b>+/- Difference</b>					<b>\$215,942.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	8		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$393,410.00
<b>+/- Difference</b>					<b>\$393,410.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	13		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$706,581.00
<b>+/- Difference</b>					<b>\$706,581.00</b>

## Fund 199 CCMR (PIC 38) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	2		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$129,000.00
<b>+/- Difference</b>					<b>\$129,000.00</b>

## 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
4	2	2	TI FTEs and budget (FT of TII and TIV)	--	\$764,500.00
<b>Sub-Total</b>					\$764,500.00
<b>Budgeted Fund Source Amount</b>					\$719,000.00
<b>+/- Difference</b>					<b>-\$45,500.00</b>

## Grant: Fund 224 IDEA B Formula

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7	Finance to enter IDEA Formula FTEs and Budget	--	\$1,045,259.00
<b>Sub-Total</b>					\$1,045,259.00
<b>Budgeted Fund Source Amount</b>					\$990,382.00
<b>+/- Difference</b>					<b>-\$54,877.00</b>

## Grant: Fund 225 IDEA B Preschool

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7	Finance to enter IDEA PK FTEs and Budget	--	\$18,325.00
<b>Sub-Total</b>					\$18,325.00
<b>Budgeted Fund Source Amount</b>					\$17,102.00
<b>+/- Difference</b>					<b>-\$1,223.00</b>

## Grant: Fund 244 Carl Perkins

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	1	Finance to enter Perkins funded FTEs and Budget	--	\$57,946.00
<b>Sub-Total</b>					\$57,946.00
<b>Budgeted Fund Source Amount</b>					\$53,353.00
<b>+/- Difference</b>					<b>-\$4,593.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	2	2	FTEs and budget (FT of TII and TIV)	--	\$295,805.00
<b>Sub-Total</b>					\$295,805.00
<b>Budgeted Fund Source Amount</b>					\$178,190.00
<b>+/- Difference</b>					<b>-\$117,615.00</b>

## Grant: Fund 263 Title III

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	6	Budget for Title III Immigrant	--	\$6,151.00
1	4	6	Budget for Title III ELA	--	\$40,944.00
<b>Sub-Total</b>					\$47,095.00
<b>Budgeted Fund Source Amount</b>					\$43,793.00
<b>+/- Difference</b>					<b>-\$3,302.00</b>

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

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	2	2	FTEs and budget (FT of TII and TIV)	--	\$58,497.00
<b>Sub-Total</b>					\$58,497.00
<b>Budgeted Fund Source Amount</b>					\$51,619.00
<b>+/- Difference</b>					<b>-\$6,878.00</b>

## Grant: Fund 429 School Safety

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	4	1		--	\$0.00
4	4	3		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$273,075.00
<b>+/- Difference</b>					<b>\$273,075.00</b>

# 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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 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



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:

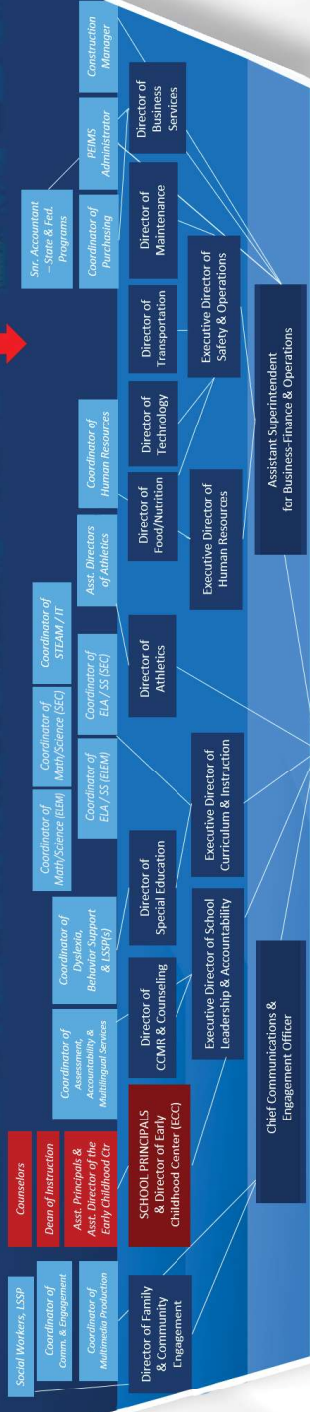
10. Post-Secondary Preparedness – [EEL](#), [EHBF](#), [EHDD](#), [FFEA](#), [FEA](#), [EHAD](#), [FFC](#)  
Person Responsible:  
Review Date:
11. Recruiting Teachers and Paraprofessionals – [FFBA](#), [DMA](#), [EA](#), [DEA](#), [DC](#), [AE](#)  
Person Responsible:  
Review Date
12. Student Welfare: 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:

# WILDCATS – Students, Families & The G-P Community



## CAMPUS TEAMS – TEACHERS & STAFF

## DISTRICT TEAMS



**SUPERINTENDENT**

**BOARD OF TRUSTEES**

# Empowerment Org Chart

Gregory-Portland ISD Service-Oriented Leadership Structure

"To lead is to serve."

