

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

Gregory Portland Junior High School

Campus Improvement Plan

2015-2016



Call to Action

GPISD students thrive in an ever-changing, global society through a sense of excellence, strong work-ethic, and a desire to contribute.

Equal Educational Opportunity

It is the policy of the Gregory-Portland Independent School District not to discriminate on the basis of race, color, religion, national origin, sex, or handicap in its programs and services

District Site-Based Decision Making Committee for 2015-2016

Xavier Barrera, Chairperson

Parents			Community Members		
			Business Members		
			Student		
			Appointed Members		
Elected Members			Appointed Members		
Jeremy Anderson			Leslie Garcia		
Jane Gordon			Eusebio Munoz		
Kristie Hayward					
Janie Mendez					
Stephanie Ramirez					
Steven Robbins					
Laurie Schipper					

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COMPREHENSIVE NEEDS ASSESSMENT

The District and Campus Improvement Plans are developed, reviewed, and revised annually for the purpose of improving the performance of students. Members of the District Site-Based Decision-Making Committee (SBDM) revised the District Improvement Plan (DIP) based on a variety of documents and data, a description of which follows. The District and Campus Plans are mutually supportive and align with the Federal No Child Left Behind Objectives and the Mission, Goals and Objectives for Texas Public Education from the Texas Education Code. In the Spring of 2014 GPISD conducted strategic planning which resulted in a Call to Action, Shared Beliefs, Learner Outcomes, and seven Goals, all of which were ultimately adopted by the GPISD Board of Trustees (Board). In 2015 the Board developed Superintendent Priorities for 2015-2017 that were reviewed by the SBDM and included in the DIP where appropriate. This needs assessment is also based on data from the *2013-2014 Texas Academic Performance Report*, including Texas Assessment of Knowledge and Skills (TAKS) performance, State of Texas Assessments of Academic Readiness (STAAR) performance, attendance rates, dropout rates, high school completion rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were the Performance-Based Monitoring Analysis System (PBMAS) report, parental involvement records, safe and drug-free schools data, federal program guidelines and evaluations, and district policies. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, gender, and all population groups served by special programs. Students' strengths and weaknesses were identified by disaggregating TAKS, STAAR and TELPAS data. Gregory-Portland ISD includes four Title I school-wide campuses based on 40% or more economically disadvantaged students: S.F. Austin (65%), T.M. Clark (62%), W.C. Andrews (51%), and Gregory-Portland Intermediate School (47%). The District percentage of economically disadvantaged students is 44%.

The 2014-2015 District and Campus Improvement Plans (Plans) were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2015-2016 plans include all identified priority needs. Plans were further revised due to two factors. First, TEA is continuing to revise the newly introduced accountability system for 2015-2016. Second, the State is still transitioning into the more rigorous statewide testing program called the State of Texas Assessments of Academic Readiness (STAAR) which replaces TAKS, including revisions to grade levels and subjects tested as called for in House Bill 5.

FEDERAL NO CHILD LEFT BEHIND OBJECTIVES

By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment.

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment.

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

By 2005-06, all students will be taught by highly qualified Principals/Teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by "highly qualified" Principals/Teachers in the aggregate and in "high-poverty" schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of Principals/Teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. [Section 1119(c) and (d)]

All students will graduate from high school.

Performance indicator: The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National SYSTEM for Education Statistics reports on Common Core of Data

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State.

STATE OF TEXAS OBJECTIVES

Mission, Goals, and Objectives for Texas Public Education

Mission of Texas Public Education [Texas Education Code, §4.001(a)]

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Public Education Academic Goals [Texas Education Code, §4.002]

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Public Education Career and Technology Education Goals [Texas Education Code, §29.181]

Each public school student shall master the basic skills and knowledge necessary for:

- (1) managing the dual roles of family member and wage earner; and
- (2) gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.

Public Education Objectives [Texas Education Code, §4.001(b)]

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

STRATEGIC PLANNING DESIGN TEAM BELIEFS AND LEARNER OUTCOMES

Beliefs:

- Educating our children is a fundamental responsibility of our entire community!
- By investing in the education and socialization of the whole person, we ensure opportunities for success in life.
- Successful education results from acknowledging the individual goals, strengths, and learning styles of our students and providing diverse opportunities to fulfill those needs.
- Extracurricular activities provide necessary life lessons and character building skills to help develop a well-rounded adult.
- The ability to apply critical thinking and problem-solving skills in the decision making process are essential in order to attain desired outcomes.
- Students need to experience challenges in their learning environment while still feeling comfortable enough to take a risk and be able to fail forward.

Learner Outcomes:

- All students engage in relevant learning.
- All students participate in at least one co-curricular, extracurricular or school club activity per year.
- All students will exhibit the following : Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility.
- All students contribute to society by participating in community service each year.
- All secondary students develop, implement, and annually update a written plan for post-graduation.
- Every graduate is fulfilled in their pursuits.

RESPONSIBLE PARTY	Priority One: The District will develop a comprehensive approach to accommodating expected student growth.
<p>Paul Clore Ron Wilson David Batot Arnold Oates</p> <p>Alton Alexander Matt Raiborn David Batot</p>	<ul style="list-style-type: none"> • Facilities: Ensure adequate capacity for the expected growth, and improve the “curb appeal” of existing, aging facilities so that the district is attractive to families moving into the area. Extend the existing facilities plan to address the increased level of growth the district anticipates in coming years. <ul style="list-style-type: none"> ▪ Facilitate the implementation of current long range plan adopted in the fall of 2014. <ul style="list-style-type: none"> ▪ [REDACTED] ▪ District is using Rawley McCoy as a consultant to guide G-PISD Board through architect RFQ and architect pool selection process. ▪ Board approved \$2,750,000 proposal for improvements to high school stadium. Refinement, modification of plan continues. ▪ [REDACTED] ▪ Planning being done to expand support for Introduction to Process Technology and welding programs. ▪ [REDACTED] ▪ Planning being done for future use of old T.M. Clark property. ▪ Redesigning/modifying drop-off/pick-up location(s) at T.M. Clark. ▪ Develop and implement a plan designed to enhance the public appearance, “curb appeal” of each campus and district facility.

	<ul style="list-style-type: none"> ▪ Debris on campus, district grounds is currently being reduced by maintenance/custodial staff. ▪ Staff training is underway and being applied for improving landscape maintenance techniques on grounds of all campuses. ▪ Added one employee to grounds crew to enable more finish work in grounds maintenance. ▪ Enhanced frequency and pace of grounds and maintenance projects is being completed through implementation of rotating staff schedule. ▪ Procedures are now in place for keeping athletic fields/grounds properly maintained and aesthetically enhanced. ▪ Building, parking lot signage being updated to meet current legal standards in the following sequence: High School, Junior High, Intermediate, Austin, Andrews, T.M. Clark, new East Cliff, other District facilities. ▪ Parking lot paving being planned: Junior High, T. M. Clark, W. C. Andrews.
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Leslie Faught Barbie Tumlinson Andrew Guerra</p>	<ul style="list-style-type: none"> • Support Systems for Students and Teachers: As the student body in Gregory-Portland ISD evolves, the District will prepare to meet the needs of a changing student body, including an increase in the number of low SES students entering the district by developing a plan for ensuring appropriate support mechanisms for students and their teachers so the District can continue to ensure educational success. <ul style="list-style-type: none"> ▪ Expand the current professional development plan to provide opportunities to professional staff to support meeting the needs of the evolving diversity of the student body. <ul style="list-style-type: none"> ▪ (August 2016) Will provide full day of “Understanding Poverty” training for 100 percent of District employees, including awareness and applicable techniques for supporting these students. ▪ (Proposed for August 2016) Based on input of limited number of instructional staff who have implemented Kagan Training, District will provide two full days of Kagan Training for 100 percent of instructional staff at an estimated per person cost of \$165. ▪ Continue to include teacher training in high-impact, research-based strategies in every grade level and every content area.

<p>Paul Clore Ron Wilson</p>	<ul style="list-style-type: none"> ● Finances: Review and update the District’s Finance Status as the wealth status of the District evolves. <ul style="list-style-type: none"> ▪ Beginning in October 2015, present semi-annual updates regarding the evolving financial situation of the district to include: <ul style="list-style-type: none"> ▪ Multi-year financial projections; and ▪ An estimate of the wealth status in a multi-year format.
<p>Darla Czerwinski Paul Clore</p>	<ul style="list-style-type: none"> ● Staffing: While increasing staffing as a function of student growth, develop a succession plan to ensure smooth transitions in leadership across the District as staffing increases. <ul style="list-style-type: none"> ▪ Implement a succession plan by which senior administrators who leave the employment of the District will file a written resignation with the Board not less than 90 days prior to the administrator’s effective date of resignation. ▪ Board will have the option to appoint an administrator to fill the superintendent vacancy as an interim as appropriate. ▪ For superintendent vacancy, Board will initiate replacement process as the Board deems appropriate. ▪ For other senior administrative positions, internal candidates will be considered and external applicants will be sought as appropriate. Administrator vacancies will be posted and/or filled by interim administrator appointees, as appropriate, depending on the time of year the resignation is submitted and the sufficiency of internal applicants. ▪ Instructional staff will be addressed as enrollment projections warrant.

Priority 1 criteria for a proficient rating on the superintendent evaluation instrument: The Superintendent will provide the Board status updates on each item that demonstrates progress in fulfilling the intent of the priority.

<p>RESPONSIBLE PARTY</p>	<p>Priority Two: The District will continue making innovations in curriculum and instruction to ensure increased student readiness for advancement and post-secondary success.</p>
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<ul style="list-style-type: none"> ● Promote student growth through measurement of progress, and mastery of grade level standards. Student attainment will be a measure of annual improvement in student performance across grade levels and subject areas. <ul style="list-style-type: none"> ● <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50 percent) of the STAAR measures as reported by the state.</i>

<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<ul style="list-style-type: none"> • Close achievement gaps in annual improvement among students from different racial and ethnic groups and socioeconomic backgrounds. <ul style="list-style-type: none"> • <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50 percent) of students demonstrating progress across subjects and demographic groups, including ethnicity and economically disadvantaged students.</i> <p>District will:</p> <ul style="list-style-type: none"> ▪ Provide in August 2016 one full day of “Understanding Poverty” training for 100 percent of District employees, including awareness and applicable techniques for supporting these students. ▪ Provide opportunities for Family Math and Reading Nights designed to enhance family/student engagement in Fall, Spring semesters. ▪ Provide/participate in community reading literacy event (Bookapalooza, 10/10/15). ▪ Promote Kindergarten reading challenge program (1,000 books prior to student enrollment in Kindergarten). ▪ Increase number of SPED students in less-restrictive environment at all grade levels.
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<ul style="list-style-type: none"> • Continue to promote high expectations for all students in both student performance and post-secondary readiness. <ul style="list-style-type: none"> • <i>Criteria for a proficient rating: annually the district will see an increase in the majority (more than 50 percent) of students achieving post-secondary readiness. This indicator will include the STAAR measure at Final Level II and indicators associated with graduation such as graduation rate and diploma plans (measures may be adjusted according to state inclusions in Index 4: Postsecondary Readiness of the state accountability system).</i> <p>District will:</p> <ul style="list-style-type: none"> ▪ Maintain 95% or higher graduation rate. ▪ Maintain or improve the number of students graduating with a Recommended or Distinguished Graduation (Diploma) Plan. ▪ Increase the number of opportunities for students to take 4-year college/university entrance exams (SAT/ACT).

<p>Darla Czerwinski Leslie Faught Kim Story Sharon Reckaway Barbie Tumlinson Kyde Eddleman Roxanne Reininger Shelly Pyatte</p>	<ul style="list-style-type: none"> ● Encourage students to pursue post-secondary opportunities, including endorsements, advanced coursework, and certifications that align to pathways that encourage high expectations. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually the district will see an increase (more than 50 percent) in the number of students completing a coherent sequence of Career and Technology coursework. The district will also evaluate the number of students declaring and completing endorsements during the transition to the Foundation Graduation Plan.</i> <p>District will:</p> <ul style="list-style-type: none"> ▪ Increase number of students who graduate with at least 12 college hours. ▪ Increase number of students enrolled in CTE courses. ▪ Increase percentage of students scoring 3 or greater on AP tests. ▪ Increase number of high school students enrolled in AP and/or Dual Credit courses. ▪ Increase number of students taking Texas Success Initiative (TSI) college readiness test in high school. ▪ Increase number of students earning CTE certifications. ▪ Provide additional opportunities to complete CTE certifications.
<p>Darla Czerwinski Kim Story Leslie Faught Barbie Tumlinson Kyde Eddleman Roxanne Reininger Shelly Pyatte</p>	<ul style="list-style-type: none"> ● Continue to revise and expand appropriate pathways for all students, including updating career and technology (CTE) offerings, ensuring alignment of CTE offerings and dual- credit offerings with workforce development needs and community wishes. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually, the district will analyze student and industry needs and modify programs and offerings accordingly.</i> ▪ Analyze current capacity for CTE programs, and plan for projected enrollment.
<p>Darla Czerwinski Kim Story Leslie Faught Kyde Eddleman Roxanne Reininger Shelly Pyatte Crystal Matern</p>	<ul style="list-style-type: none"> ● Engage students, parents, and community in evaluating district programs for innovation, strengths, and weakness, including: fine arts, wellness and physical education, community and parent involvement, 21st Century workforce development, second language acquisition, digital learning environment, dropout prevention, and gifted and talented. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually, the district, and each campus, will achieve Acceptable status on the required House Bill 5 Parent and Community Involvement Indicator.</i> <p>District will:</p>

	<ul style="list-style-type: none"> ▪ Set standard for each campus to receive a program score averaging 2.5 or greater on 4-point scale. ▪ Increase number of survey participants.
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*Priority 2 criteria for a proficient rating on the superintendent evaluation instrument:
Half or more of indicators above will be met in a given year.*

RESPONSIBLE PARTY	Priority Three: The district will achieve the seven goals in the strategic plan by following up on each goal as outlined in the plan.
Leslie Faught Crystal Matern Paul Clore	<ul style="list-style-type: none"> • Annually, provide opportunities for stakeholders to contribute to the strategic planning process and make adjustments that align to community input and perceived needs. <ul style="list-style-type: none"> ▪ District conducted initial meeting with Action Team, and established new Action Items to meet set objectives for coming year(s). ▪ District will provide mid-year evaluation/report giving status updates from Action Team leaders December 2015 and end of year report, June 2016.

MEASUREABLE STUDENT PERFORMANCE OBJECTIVES FOR 2015-2016

Description	Reading/ELA				Math				Social Studies				Science				Writing			
	2013%	2014%	2015%	Goal	2013%	2014%	2015%	Goal	2013%	2014%	2015%	Goal	2013%	2014%	2015%	Goal	2012%	2013%	2015%	Goal
All Students	81	78	83	83	82	80	80	83	67	74	71	73	81	82	79	83	71	83	78	79
African American	78	81	71	79	80	76	67	76	82	73	*	70	95	84	60	82	71	57	*	65
Hispanic	75	72	79	77	76	74	75	77	60	65	63	65	76	76	70	76	64	79	73	74
White	88	86	88	89	90	89	86	90	77	84	83	83	89	89	90	91	80	88	83	86
Two or More Races	91	87	100	95	91	78	77	84	87	80	88	88	86	84	100	92	82	92	80	87
Male	78	75	81	80	82	79	78	82	71	77	74	76	82	85	77	83	67	78	71	74
Female	84	81	85	85	83	82	81	84	64	70	68	69	81	78	80	82	76	88	84	85
ECD	71	70	70	72	72	72	71	74	52	56	58	57	71	72	68	72	60	76	64	69
Special Education	46	41	26	55	49	49	43	55	23	34	18	55	35	46	29	55	21	46	32	55
LEP	38	33	8	55	51	51	43	55	*	*	0	55	29	46	14	55	39	*	0	55

* - masking rules apply where there is less than five students participating on an exam

55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System

Calculation = Average + 2 Percentage Points

Results by Demographic Spring 2015:

Description	Reading/ELA			Math			Social Studies			Science			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	695	598	86	693	551	80	351	250	71	351	276	79	349	271	78
African American	7	6	86	6	4	67	*	*	*	5	3	60	*	*	*
Hispanic	382	314	82	382	287	75	195	122	63	197	138	70	195	143	73
White	285	257	90	284	243	86	139	115	83	136	123	90	144	119	83
Two or More Races	13	13	100	13	10	77	8	7	88	8	8	100	5	4	80
Male	350	294	84	348	272	78	186	137	74	184	142	77	171	121	71
Female	345	304	88	345	279	81	165	113	68	167	134	80	178	150	84
ECD	269	204	76	268	189	71	139	80	58	139	94	68	137	88	64
Special Education	46	18	39	46	14	30	28	5	18	28	8	29	31	10	32
LEP	13	2	15	14	6	43	8	0	0	7	1	14	5	0	0

* - masking rules apply where there is less than five students participating on an exam

Demographic Spring 2014

Description	Reading/ELA			Math			Social Studies			Science			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	689	581	84	769	636	83	347	197	57	345	264	77	349	290	83
African American	13	11	85	16	12	75	9	6	67	9	7	78	*	*	*
Hispanic	380	299	79	404	305	75	186	83	45	185	127	69	198	156	79
White	272	250	92	316	292	92	138	99	72	137	120	88	136	121	89
Two or More Races	14	13	93	21	18	86		5	63	8	5	63	7	7	100
Male	364	299	82	413	340	82	192	119	62	190	162	85	180	139	77
Female	325	282	87	356	296	83	155	78	50	155	102	66	169	151	89
ECD	287	222	77	302	220	73	139	55	40	137	87	64	149	113	76
Special Education	42	21	50	34	15	44	20	3	15	20	3	15	25	13	52
LEP	10	1	10	10	4	40	6	0	0	7	2	29	*	*	*

* - masking rules apply where there is less than five students participating on an exam

Demographic Spring 2013

Description	Reading/ELA			Math			Social Studies			Science			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	718	605	84	710	568	80	370	207	56	369	310	84	351	262	75
African American	18	16	89	19	14	74	8	6	75	8	8	100	11	9	82
Hispanic	398	313	79	391	286	73	211	108	51	210	166	79	189	128	68
White	278	253	91	276	247	89	138	87	63	138	126	91	140	116	83
Two or More Races	10	10	100	10	9	90	*	*	*	*	*	*	6	5	83
Male	375	308	82	373	304	82	181	113	62	180	154	86	195	139	71
Female	343	297	87	337	264	78	189	94	50	189	156	83	156	123	79
ECD	281	210	75	276	192	70	138	63	46	138	106	77	150	96	64
Special Education	46	18	39	37	17	46	30	4	13	30	10	33	21	3	14
LEP	11	1	9	11	4	36	8	0	0	8	1	13	5	1	20

* - masking rules apply where there is less than five students participating on an exam

GPISD District Goals:

- Goal 1.** GPISD will create an interactive learning environment where teachers love to teach and students are engaged in learning.
- Goal 2.** GPISD will capitalize on the strengths, resources, and talents of its diverse community to accomplish its Call to Action.
- Goal 3.** GPISD will restructure its school systems to provide opportunities for all.
- Goal 4.** GPISD will provide students and teachers the education, tools, and training to be digitally proficient.
- Goal 5.** GPISD will prepare all students to achieve post-secondary goals.
- Goal 6.** GPISD will develop a proactive and systemic means of communicating with stakeholders.
- Goal 7.** GPISD will evaluate all current programs for efficiency and alignment with the district Call to Action.

Goal 1. GPISD will create an interactive learning environment where teachers love to teach and students are engaged in learning.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.1 Make improvement in student performance for all students, with special attention to further closing of the achievement gap between student groups.					
1.1.1	Implement project-based teacher training with ongoing support. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Ms. Penny Armstrong Principal Director of Secondary Curriculum	Director of Secondary Curriculum ESC 2	Training Agenda	2015-2016
1.1.2	Administer Curriculum Based Assessments in all core curriculum areas in grades 7-8.	Curriculum Directors Principals Teachers	TEKS RESOURCE SYSTEM Region 2 ESC	Testing Calendar	Nine Weeks or End of Units
1.1.3	Provide staff development in data-driven decision-making to improve instruction and student performance.	Curriculum Directors Principals	DMAC	SBDM Agendas Principals' Meetings Report Cards CBA's	Monthly Nine Weeks Weekly
1.1.4	Implement differentiated instruction to meet the learning needs, styles, strengths and weaknesses of each student.	Curriculum Directors Principals Teachers	Region 2 ESC Training	Staff Development Calendar & Database Lesson Plans Report Cards CBA's	August 2015-July 2016 Weekly Nine Weeks

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.5	Provide Balanced Literacy training in grades 7-8 to further support sustainability through: <ul style="list-style-type: none"> New teacher training and orientation Grade level planning to support Balanced Literacy and TEKS Resource System 	Curriculum Directors Principals Classroom Teachers	Consultants Curriculum Directors	Staff Development Calendar & Database Lesson Plans Guided Reading Spreadsheet/Forms	August 2015-July 2016 Weekly Nine Weeks
1.1.6	Monitor student progress using these programs: <ul style="list-style-type: none"> IStation Rosetta Stone Think Through Math (TTM) 	Curriculum Directors Principals Classroom Teachers	Handhelds/Computers Local Funds	Report Cards IStation Reports Rosetta Stone Reports TTM Reports	As Scheduled – Continuous
1.1.7	Provide training to all campus staff in recognizing students with characteristics of dyslexia and/or related disorders as well as district identification and assessment procedures.	Special Programs Director Counselors Principals	Dyslexia Teachers & Counselors Region 2 ESC Title II, Part A Funds	Staff Development Calendar FIT Minutes	August 2015-July 2016
1.1.8	Provide professional development in the ELPS Academy for new core content teachers.	Special Programs Director Principals	Project Share	Teacher lesson plans Professional Development Agenda	November 2015
1.1.9	Participate in district-wide math staff development in preparation for transition to new Math TEKS (grades K-8 in 15-16 school year).	Curriculum Directors Principals Math Facilitator	Campus Budgets Title II, Part A Funds	Training agendas Sign-in sheets Lesson Plans Report Cards CBA's	Weekly Nine Weeks
1.1.10	Participate in academic competitions district-wide.	Curriculum Directors Principals Math Facilitator UIL Coaches	Campus Budgets	Awards	As Scheduled

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.11	Utilize tutors to provide additional academic tutorials beyond normal school hours.	Principals Teachers	SCE funds campus allotment = \$16,943 Local funds Campus Allotment	Grade Reports CBA's Tutorial logs	Nine Weeks
1.1.12	Use interactive technology to engage students in learning.	Curriculum Directors Principals Teachers Technology Director	Campus Budgets Technology Funds	Grade Reports Staff Development Records	Nine Weeks
1.1.13	Identify and complete an inventory of current science supplies, materials and equipment in order to prioritize needs.	Principals Science Dept. Head	Region 2 ESC	Teacher needs surveys Meeting agendas/minutes	Annually
1.1.14	Require Summer Academy for students at risk of not meeting promotion criteria at the secondary level.	Curriculum Directors Summer Academy Principal	Local Funds	Progress Reports	Weekly
1.1.15	Develop Response to Intervention (RTI) program through FIT committees and Grand Central Station program.	Special Ed Director GCS Teachers Principals Secondary Curriculum Director	Focused Intervention Team (FIT)	FIT meetings Faculty Meetings	As needed
1.1.16	Participate in South Texas Curriculum Collaborative (STCC) to provide professional development to staff, and create Focused Instructional Guides to support instruction.	Curriculum Directors Principals Teachers	STCC Collaborative	Sign-In Sheets Completed FIGs	As Needed
1.1.17	Provide "Figuring Out Figure 19 Training" through Lead4ward to ELAR teachers to support success on STAAR.	Curriculum Directors Teachers	STCC Collaborative	Sign-In Sheets	Fall 2015

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.18	Provide an Academic Focus Class to strengthen academic skills of retained 7 th graders.	Principal Counselors	Local Funds	Master Schedule Student Schedules	2015-2016
1.1.19	Provide The Opportunity Program (TOP) class to strengthen the academic skills and accelerate the scholastic progress of students who are repeating the 7 th grade for the third time.	Principal Counselors	Local Funds Grand Central Station	Student Schedule	2015-2016
1.1.20	Provide accelerated instructions to eligible students in the Grand Central Station (GCS) class/program.	Principal FIT Committee	Local Funds	Master Schedule Student Schedules FIT Committee Minutes	2015-2016
1.1.21	Provide accelerated instructions to students who did not pass the grade 7 STAAR reading test in reading reinforcement classes.	Principal Counselors Teachers	Local Funds	STAAR Reading Results	2015-2016
1.1.22	Provide accelerated instructions to students who did not pass the grade 7 STAAR math test in math reinforcement classes	Principal Counselors Teachers	Local Funds	STAAR Math Results	2015-2016
1.1.23	Provide resource and inclusion class instruction	Principal Director of Special Education Special Ed Teachers	Federal Funds Local Funds	Master Schedule ARD Minutes	2015-2016
1.1.24	Provide ESL Instruction	Principal Director of Federal Programs ESL Teachers	ESL State Funds Local Funds	LPAC Minutes	2015-2016

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.25	Provide Kagen strategies training to staff.	Principal Curriculum Director	Local Funds Curriculum Director	Staff Development Calendar Lesson Plans Walk Throughs	July 2015 – Aug 2016
1.1.26	Provide High Yield Strategies training to staff.	Principal Curriculum Director	Local Funds Curriculum Director	Staff Development Calendar Lesson Plans Walk Throughs	July 2015 – Aug 2016
1.1.27	Provide “Understanding Poverty” training to staff.	Principal Curriculum Director	Ruby Payne Local Funds	Staff Development Calendar	Aug 2015
Objective 1.2 Increase student attendance rate for all students and each student group to 97% or better.					
1.2.1	Work with Justice of the Peace regarding truancy.	Principals	Justice of the Peace	Attendance records	Monthly
Objective 1.3 Recruit, attract and retain 100% highly qualified (HQ) teachers and instructional aides, ensuring that 100% of core subject classes are taught by highly qualified teachers.					
1.3.1	Require new hires and encourage current staff to become ESL certified with district reimbursement of testing and certification costs.	Assistant Superintendent Principals	Title II, Part A funds	Personnel certification records	Annually
1.3.2	Accept student teachers from area colleges and universities.	Assistant Superintendent	Universities	Student-teacher placement	Fall & Spring Semesters
1.3.3	Provide Campus “Teacher of the Year” programs.	Assistant Superintendent Principal Teachers	Local funds	Newspaper articles Website postings	May 2016

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.3.4	Recognize teachers and staff for outstanding achievement and accomplishments.	Assistant Superintendent Principals	Campus personnel records	Attendance reports Districtwide assembly (Agenda)	August Convocation
1.3.5	Ensure that teachers and paraprofessionals are highly qualified prior to approval for interviews.	Human Resources Dept. Principals	Employment Applications	Employment Records	Ongoing
1.3.6	Ensure that teachers are highly qualified for teaching assignments.	Principals	Teacher Certificates	Teacher Schedules	Ongoing
Objective 1.4 Ensure all students participate in coordinated school health program.					
1.4.1	Provide an environment that fosters safe and enjoyable physical activities.	Principal PE Teachers	Local Funds	Discipline Logs	Nine Weeks
1.4.2	Emphasize moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.	Principal PE Teachers	PE TEKS	Lesson Plans Fitnessgram Data	Weekly
1.4.3	Incorporate physical activity into the curriculum where appropriate to ensure integration with other subject areas.	Principal Teachers	TEKS RESOURCE SYSTEM	Lesson Plans	Weekly
1.4.4	Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices.	Principal Teachers	TEKS RESOURCE SYSTEM	Lesson Plans	Nine Weeks
1.4.5	Provide counseling services as needed to ensure students' needs are being met.	Counselors	Local Funds	Counselor's log	Monthly
1.4.6	Provide parents with a list of mental health services available in the community as appropriate.	Counselors	Local Funds	Counselor's log	Annually

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.5 Provide a safe learning environment by decreasing disciplinary infractions, tobacco, alcohol & drug offenses and incidents of violence.					
1.5.1	Monitor discipline reports weekly and monthly.	Special Education Director Principal	PEIMS data	Discipline Reports	Weekly
1.5.2	Provide classroom teachers training regarding de-escalation strategies and techniques.	Principals	Campus discipline data Region 2 ESC	Training agendas Attendance (sign-in sheets, certificates)	Annually as scheduled
1.5.3	Provide character education programs for students.	Counselors	Local funds Project Wisdom Guest Presenters	Counselor Log	Annually as scheduled
1.5.4	Utilize School Resource Officers (SRO), other staff and assemblies to provide prevention activities regarding dating violence, bullying and harassment.	Campus Principals	SRO Officers Board Policy on Bullying	Assembly Schedule	Annually
Objective 1.6 Support a safe learning environment by ensuring staff awareness through training related to required district policies, plans and procedures.					
1.6.1	Review and inform staff and students (when appropriate) of district policies related to: <ul style="list-style-type: none"> • Dating violence • Sexual abuse and other maltreatment of students • Multi-hazard Emergency Operating Plan (MEOP) • Freedom from Bullying • Allergy Plan • Suicide prevention • Child abuse • Sexual Harassment 	Principals Counselors Nurse	Guest Presenters SRO Web Sites	Agendas	Annually
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Create project-based curriculum that promotes communication and collaboration, including the development of soft skills, with an emphasis on real-world application of skills and knowledge.					
➤ Design and implement safe, innovative classroom models adaptive to the content(s) being taught.					

Goal 2. GPISD will capitalize on the strengths, resources, and talents of its diverse community to accomplish its Call to Action.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 2.1 Provide opportunities for parent and community involvement.					
2.1.1	Establish partnerships that provide opportunities for the district and partners to work together. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Ron Wilson	Community/Business leaders and Me	Evaluations Number of established partnerships	August 2015– July 2016
2.1.2	Enhance curriculum through guest speakers and cooperative initiatives with local private and public entities.	Principal	Guest Speakers	Scheduled Presentations	Annually
2.1.3	Select and recognize a campus “Friend of Education”.	Campus Staff	Local Funds	Awards Breakfast	May 2016
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Incorporate service learning and community service into the curriculum.					
➤ Strengthen curriculum by incorporating partnerships into the curriculum design.					
➤ Strengthen district training methodologies and materials for faculty and staff by incorporating successful models from community partners.					
➤ Increase staff awareness and involvement in community organizations.					

Goal 3. GPISD will restructure its school systems to provide opportunities for all.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 3.1 Review and revise current operational systems to maximize efficiency and effectiveness and to address the changing needs of students, staff and the community.					
3.1.1	Expand course offerings to include a greater variety of career and technology, online and integrated courses. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Mr. Kyde Eddleman Principal Counselors	High School Counselors Del Mar	Course Plans	2015-2016
3.1.2	Provide flexible scheduling opportunities to meet the needs of all students.	Principal Counselors	Skyward	Master Schedule	Annually
3.1.3	Plan for grade-level reconfiguration to 6-8 model.	Principals Teachers Secondary Curriculum Director	Demographic Data	Master Plan	2015-2016
3.1.4	Implement schedule(s) based on varied time modules that are student-centered and flexible.	Principals	Enrollment Course offering needs	Campus master schedules	August 2015
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Implement and/or create in-school and after-school activities that provide participation opportunities for all students.					
➤ Implement a Professional Learning Community system of professional development that includes a coaching and hands-on approach.					
➤ Create product-based and presentation-based assessment options.					

Goal 4. GPISD will provide students and teachers the education, tools, and training to be digitally proficient.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 4.1 Provide opportunities to increase the use of technology in teaching and learning.					
4.1.1	Develop a plan and budget dedicated to maintaining the expansion of digital technology. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Andrew Guerra	Action Team	Finished survey documents	May 2015
4.1.2	Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects that require access to a computer.	Principals Campus Technology Facilitator	Local Funds	Sign-in sheets	Weekly
4.1.3	Increase the use of graphing calculators and data collection devices in grades 7-8 through the use of classroom sets as well as student checkout.	Curriculum Directors Principals Teachers	ESC Region 2 Teachers Supplies/Equipment Local Funds	Calculator and Data Collection Devices Inventories Training Agendas Purchase Orders CBAs	2015-2016 As scheduled Semester Nine Weeks
4.1.4	Provide a variety of trainings for staff during August staff development.	Curriculum Director Principal Technology Director	Local Funds EduHero	Sign In Sheets Certificates	Aug. 2016
4.1.5	Implement the district's technology plan. (see Appendix)	Technology Director Principals	District Employees District Technology Plan Texas Star Chart Curriculum Directors Local funds	Agendas and sign in sheets District budget	Annually

4.1.6	Add 2 campus computer labs	Principal Technology Facilitator	Local Funds	Campus Technology Inventory	2015-2016
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Maintain and expand technology infrastructure to support digital technology for teaching and learning.					
➤ Provide teacher/student training on established standards of technology proficiency.					
➤ Insure that every student and teacher has access to compatible technology devices for teaching and learning.					

Goal 5. GPISD will prepare all students to achieve post-secondary goals.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 5.1: Ensure a graduation rate of 95% or better.					
5.1.1	Implement the current “4 year” planning process to include a post-graduation plan and rename accordingly for each student beginning in the 7 th grade. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Principal Counselors Curriculum Director	Curriculum Director TEA Website	Plan Drafts	2015-2016
5.1.2	Implement the District Guidance Plan by providing information to students and parents regarding the following: <ul style="list-style-type: none"> • Teach for Texas grant program • The need for students to make informed curriculum choices to be prepared for success beyond high school • Sources of information on higher education admissions and financial aid 	Curriculum Directors Principals Counselors	Project Wisdom District Guidance Plan Parent and student meetings Guest speakers	Counselor’s logs Counselor-Teacher Lesson Plans Meeting agendas 4 year plans	Daily Weekly As scheduled
Objective 5.2: Increase the number and percentage of students participating in and scoring at or above criterion on college entrance exams.					
5.2.1	Focus on college readiness through offering PSAT opportunities & Duke Talent search and increased G/T math projects.	Curriculum Directors Principals Counselors	G/T funds Local funds PSAT	Lesson plans	Nine weeks
5.2.2	Counsel students to take college entrance exams and college credit courses through dual-credit and concurrent enrollment.	High School & Junior High Counselors Teachers	PSAT Prep materials	Registration AEIS Report	Fall 2015 Spring 2016

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS				
➤ Progressively measure current high school students' satisfaction with the preparation they are receiving in relation to their post-graduation goals.				
➤ Measure graduates' satisfaction with the preparation they received for post-graduation life.				
➤ Include college/career awareness in K-12 curriculum.				

Goal 6. GPISD will develop a proactive and systemic means of communicating with stakeholders.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 6.1 Increase communication with all stakeholders.					
6.1.1	Enroll parents of new students in Family Access.	Principals	District website	Dissemination of information	August 2015-May 2016
6.1.2	Develop standard operating procedures for district communication across campuses.	Principal Director of Communication	District Technology	Communication Logs	August 2015-July 2016
6.1.3	Enroll and introduce all secondary students in Student Access.	Principal Teachers	District Website PEIMS Clerk	Dissemination of information	August 2015-May 2016
6.1.4	Use of School Messenger and Family Access as communication tools.	Technology Director Principals Teachers	Local funds	School Messenger call records Family Access data	Annually
6.1.5	Submit current event articles to the Portland News.	Principals	Campus Staff	Published newspaper articles	Annually
6.1.6	Post current information on website.	Technology Director Campus Web Master Principals Teachers	Technology Director Campus Web Master	Updated websites	Weekly
6.1.7	Provide training to parents to maximize the use of Family Access.	Principal	District Website	Dissemination of Information	Annually
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Provide staff development on available forms of communication and effective implementation.					
➤ Establish means of communicating volunteer and business involvement opportunities in the district.					
➤ Expand district reach through social media and mobile communication.					

Goal 7. GPISD will evaluate all current programs for efficiency and alignment with the district Call to Action.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 7.1 Increase effectiveness of district programs.					
7.1.1	Implement feedback tools (surveys) to gather input on effectiveness of current programs. <i>(STRATEGIC PLANNING ACTION TEAM PRIORITY)</i>	Principal	Local Funds Campus Technology Facilitator	Survey Results	2015-2016
FUTURE STRATEGIC PLANNING SPECIFIC RESULTS					
➤ Develop a standard method of evaluation and determine measures to assign efficiency and alignment to programs.					
➤ Abandon or retool programs that were identified as not being efficient or aligned to our Call to Action.					
➤ Develop a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency.					

		Campus		Beginning Balance	Description	
ESL				\$862.00		
199-11-6399-25-041-0-25		G-P Junior High		\$862.00	General Supplies-ESL	
199-13-6411-00-041-0-25		G-P Junior High		\$0.00	Teacher Travel-ESL	
GT				\$4,800.00		
199-11-6399-00-041-0-21		G-P Junior High		\$3,770.00	General Supplies-GT	
199-11-6395-21-041-0-21		G-P Junior High		\$500.00	Furniture & Equip-GT	
199-13-6411-21-041-0-21		G-P Junior High		\$0.00	Travel-Employee Only (GT Certification)	
199-11-6118-00-041-0-21		G-P Junior High		\$530.00	Stipend-GT Coordinators Benes Included	
State Comp Ed				\$16,943		
199-11-6118-00-041-0-24		G-P Junior High		\$16,943	Stipends-Professional (Tutorials)	
199-11-6399-00-041-0-24		G-P Junior High		\$0.00	Supplies	