Notice of Public Meeting
The Board of Trustees
Granbury ISD
Monday, October 19, 2026
5:00 PM

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, October 19, 2026, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. CALL TO ORDER
2. CONVENE IN CLOSED SESSION
    a. Personnel
    To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
    (Texas Government Code 551.074)
        1. Superintendent Annual Evaluation
    b. Real Property
    To deliberate the purchase, exchange, lease of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotations with a third person.
    (Texas Government Code 551.072)
    c. Consultation with Attorney, if needed.
    To consult with its attorney when the Board seeks advice about pending or contemplated litigation or a settlement offer, or when the attorney will have an ethical duty of confidentiality. (Texas Government Code 551.071)
3. RECONVENE IN OPEN SESSION - 6:00 PM
4. INVOCATION
5. PLEDGES - U.S. Flag & Texas Flag
6. ACHIEVEMENT SPOTLIGHT
    a. Purple Star School Recognition 3
    b. Shottenkirk Senior of the Month 5
    c. Community Donations 6
7. PUBLIC COMMENTS

Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.

8. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
    a. Consider and Take Action on the Superintendent Annual Evaluation
9. SUPERINTENDENT'S REPORT
10. DISTRICT REPORTS
    a. Future Planning Committee Recommendation Report 7
    b. Acton Middle School Report 8
    c. Human Resources Department Update 17
    d. Annual Financial Integrity Rating System of Texas *(FIRST)* Public Hearing 27
    e. Monthly Financial Report, including cash flow and investments 41
    f. Special Education Annual Report 44
11. CONSENT AGENDA ITEMS
    a. Approve previous Board Meeting minutes 56
    b. Approve Policy Update DGBA, FNG, GF - Local 62
    c. Approve 2026-27 Campus Improvement Plans 86
    d. Approve October Budget Amendment 631
    e. Approve Bilingual / ESL Waiver and the ESL Program Evaluation 633
    f. Approve Annual Review of Investment Policy and Strategy 634
    g. Approve Salary Table Update 662
12. DISCUSSION/ACTION
    a. Discuss and Take Action: District of Innovation Plan Renewal 667

b. Discuss: 2026-27 District Improvement Plan 678
c. Discuss: First Student Transportation (Service Delivery Model) 737

13. ADJOURN

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

On this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☑ Recognition ☐ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	T. Clark			
Expenditure:	$			

Agenda Item Title:
Purple Star School Recognition

Background Information:

The Texas Education Agency recognizes Texas district and charter schools that show their support and commitment to meeting the unique needs of military connected students and their families. This special honor is called the "Purple Star Campus Designation" and was created by the 86th Texas Legislature through Senate Bill 1557and made effective in 2020. Our campus administrators with the title of 'Campus Military Liaison' continue their work to ensure that all facets of campus plans, processes, programs, and procedures take into account the unique needs of our military connected students and their families. Our communications department has continued to work closely with our campuses to ensure that all information is easily accessible on our website. Some campuses engage the School Liaison from Naval Air Station Joint Reserve Base Fort Worth, Heather Jaynes to help with professional development and new student transition plans. It is my pleasure to tell you that seven of our campuses from GISD are a recipient of the Purple Star Campus Designation for their commitment to and support of our military connected students and families. This designation is effective for the 2026-27 and 2027-28 school years. Each campus that earned the Purple Star Campus Designation will receive a letter from the Commissioner, a high-resolution Purple Star Campus logo, a designation banner, and a profile on TXSchools.gov designating this honor. Please join me in celebrating their efforts towards achieving this designation again. Campus principals and campus liaisons from last year if you are present, please come be honored for your work in serving our military connected families well.

Kellie Pollock- Emma Roberson Early Learning Academy	Campus Liaison Shelly Kissinger
Ammie Hill- Acton Elementary School	Campus Liaison Shanna McPherson
Lacey Padgett- Baccus Elementary School	Campus Liaison Karman Chandler
Sandy Ruiz- Brawner Elementary School	Campus Liaison Charley Henderson
Chelsey Gibson- Oakwoods Elementary School	Campus Liaison Brittney Soudenmire
Dr. Ben Sherley- Granbury Middle School	Campus Liaison Sue Barr
Margaret Rodriquez- Stars High School	Campus Liaison Michael Sorondo
Mrs. Heather Jaynes- NAS JRB Ft. Worth School Liaison	

Supporting Document(s) Included:

-

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Maintain safe, supportive, and connected learning environments (#1 Student Achievement)

Recommendation:

Submitted by:	**Approved by:**
Tammy Clark Deputy Superintendent	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	Oct 19, 2026	Agenda Placement: ☑ Recognition ☐ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Shottenkirk Representatives			
Expenditure:	$0			

Agenda Item Title:
Achievement Spotlight

Background Information:

- **Presented by Shottenkirk Representative**: Shottenkirk will recognize and honor their Senior of the Month, James Zelenak.

Supporting Document(s) Included:

- Certificates will be provided by the Communications Department

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:

Submitted by:	**Approved by:**
Ryan Cox Director of Communications	Dr. Courtney Morawski Superintendent

Community Donation Report

OCTOBER 2026

Donation from:	Amount
Crossing Place Church to Baccus teachers and staff for classroom supplies.	$200.00
Sam Gonzales to Baccus Elementary for materials to include backpacks, composition books, folders, and glue.	$150.00
Brawner PTO to Brawner Elementary to fund K-5 field trips for the 2026-2027 school year.	$12,897.50
Audrey Dake to Acton Elementary School to support the Perfect Attendance Field Trip.	$1,500.00
Paul and Ann Putnam of Keller Williams Brazos West to GHS BBQ team.	$50.00
Oakwoods PTO to Oakwoods for field trips.	$2,732.00
Valencia Ditto to GISD CTE for CTE education and training.	$2,000.00
Optimist Club of Granbury to GISD GHS Bleacher Creatures to fund travel and uniforms.	$1,000.00
1 Route Group to Mambrino Steam Academy for the 4th grade field trip.	$1,800.00
Spencer's Nadine for the Cooper Ag Project.	$1,000.00
De Colores Industrial to Granbury Ag Mechanics for the Cooper Ag Project.	$1,000.00
Adam Rope Insurance Agency (State Farm) to Baccus and Brawner Elementary Schools - materials for car tags during afternoon dismissal in the 26-27 school year.	$1,290.50
Emmanuel Lutheran to Baccus Elementary for teacher and student supplies.	$450.00
United Educators Association to GISD - gift to the campus Teacher of The Year, Paras of The Year, and Employee of The Year.	$725.00
Acton Elementary PTO to Acton Elementary for the 5th grade field trip to Sky Ranch.	$7,442.00
Joe and April Walma to Granbury BBQ Team.	$100.00

Total Donations for the month of October	**$34,337.00**
Grand total for the 26-27 School Year	**$46,122.57**

GRANBURY
Independent School District

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Presenter:	Future Planning Committee			
Expenditure:	$N/A			

Agenda Item Title: Future Planning Committee Recommendations

Background Information:

Granbury ISD continues to face important financial decisions as student enrollment trends change and the needs of our aging facilities increase. These challenges require us to thoughtfully evaluate how we allocate our resources while continuing to provide safe, supportive learning environments and a strong academic experience for all students.

The Future Planning Committee has been working to examine these realities and identify opportunities to strengthen the district's long-term financial sustainability. This work includes reviewing enrollment trends, staffing and operational costs, facility assessments, future capital needs, and the effective use of district property and resources.

The committee will bring forward recommendations that align district resources with current and projected enrollment while addressing critical facility needs. The plan will identify potential cost savings, opportunities for greater operational efficiency, and strategies to prioritize investments in our schools.

Our goal is to move from reacting to financial challenges to making proactive, strategic decisions that position Granbury ISD for long-term success. The recommendations brought forward by the committee will help guide Board discussions and future decisions, ensuring that we remain responsible stewards of taxpayer dollars while protecting the quality of education we provide our students.

Supporting Document(s) Included:

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation: Report only

Submitted by:	**Approved by:**
Future Planning Committee	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

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Presenter:	Jennifer Pennington			
Expenditure:	$N/A			

Agenda Item Title:
Acton Middle School Report

Background Information:

Our administration team will present an overview of Acton Middle School and the student experience we are building together. We will highlight our academic focus, areas of strength, partnerships, and experiences that define our AMS community. We will demonstrate how our collective efforts are supporting student growth, strengthening our culture, and preparing every learner for continued success.

Our two academic priorities this year are to use instructional rounds as a continuous improvement cycle focused on a specific instructional challenge, the first round focused on guiding discourse to increase rigor, to identify trends and improve instructional practice. Our second priority is strengthening our professional learning community (PLC) processes through consistent data cycles where teams analyze standards, student evidence, assessment results, and create an instructional response to determine next steps and monitor growth.

Supporting Document(s) Included:

- **Slideshow**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:

Submitted by:	**Approved by:**
Jennifer Pennington	Dr. Courtney Morawski Superintendent

ACTON MIDDLE SCHOOL

October 19, 2026

Jennifer Pennington - Principal
Angie Payne - Assistant Principal
John Dafoe - Assistant Principal
Nuvia Velazquez - Assistant Principal



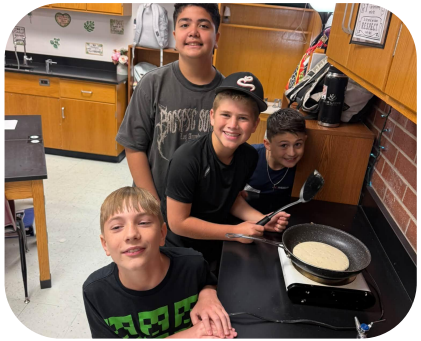
AMS AT A GLANCE

25-26 Accountability Rating: B (80%)

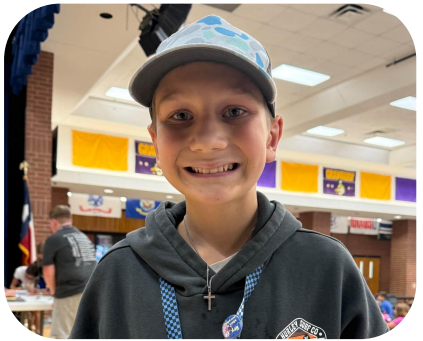
- Total Staff: 89
- Student Enrollment: 875/932
- Attendance Rate: 94.9%
- Economically Disadvantaged: 40.3%
- Emergent Bilingual: 6.08%
- Special Education: 17.58%
- Teacher Retention: 92.5%

Special Programs or Courses:

- Low Incidence Disability class
- Partner PE
- Structured Learning Support program
- Introduction to Applied Engineering
- Introduction to Agriculture, Food, and Natural Resources







OUR STORY THROUGH DATA

STAAR Performance: Celebrating Success & Growing

- **All 4 tested content areas** met or exceeded state standards.
- **Reading is a strength:** 78% in 6th grade to 93% in 8th grade.
- **Algebra excellence:** 100% met or exceeded standards.
- **Math growth:** Performance increased from 62% in 6th grade to 71% in 8th grade, with significant gains over last year despite the new curriculum.

Our Next Step

Move more students from Approaches to Meets and Masters by deepening learning and increasing rigor.

Achievement Snapshot

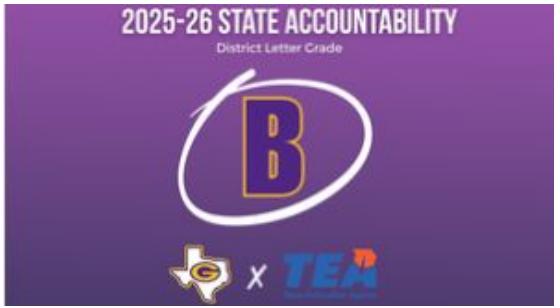
Reading Meets or Exceeds State Standards
- 6th Grade: 78%
- 7th Grade: 80%
- 8th Grade: 93%

Math Meets or Exceeds State Standards
- 6th Grade: 72%
- 7th Grade: 62%
- 8th Grade: 71%
- Algebra 1: 100%

Science Meets or Exceeds State Standards
- 8th Grade: 84%

Social Studies Meets or Exceeds State Standards
- 8th Grade: 72%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.



OUR ACADEMIC ACHIEVEMENT PLAN

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Use instructional rounds as a continuous improvement cycle focused on a specific instructional challenge (e.g., rigor, discourse, engagement, evidence of learning) to identify trends and improve instructional practice.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Strengthen PLC processes through a consistent data cycle where teams analyze standards, student evidence, assessment results, and instructional responses to determine next steps and monitor growth.

Priority 1 - High Quality Tier 1 Instruction

Use instructional rounds as a continuous improvement cycle focused on specific instructional challenge (discourse) to identify trends and improve instructional practice

Priority 2 - Accelerate Student Growth

Strengthen PLC processes through consistent data cycle where teams analyze standards, student evidence, assessment results and instructional responses to determine next steps and monitor growth

MEASURING OUR IMPACT

Instructional Rounds: Our Problem of Practice

Our Goal

Individualize professional development based on classroom observations and student needs.

Developing Our Problem of Practice

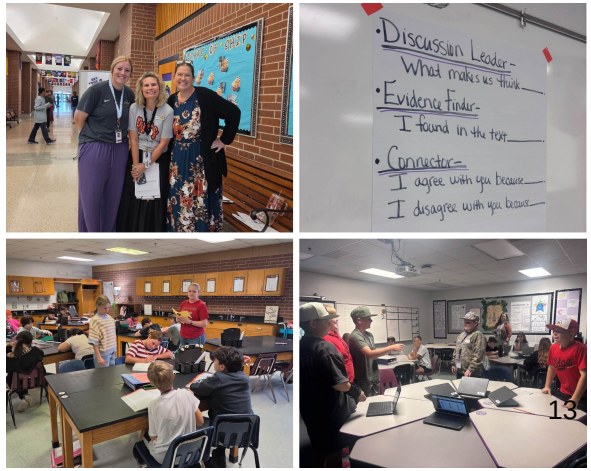
- Collaborative work with department heads and instructional leadership
- Informed by T-TESS, observations, and coaching cycles
- **Focus: Guiding Discourse to Increase Rigor and Deepen Student Thinking**

Building Teacher Capacity

- PD days, PLCs, newsletters, and Potty PD!
- Practical strategies: Turn & Talk, Cold Call, Revoicing, Show-Call, and Pressing for Reasoning

Our First Instructional Rounds

- Non-evaluative classroom visits
- Identify trends and celebrate strengths
- Find opportunities for growth to deepen student thinking



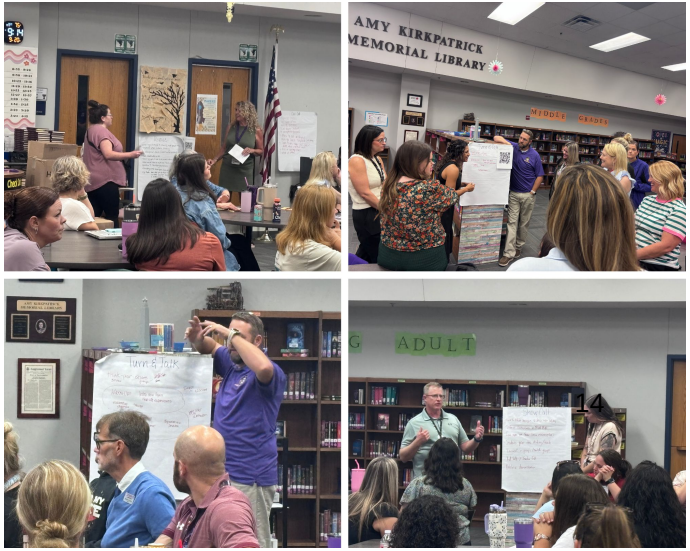
Analysis Statements (Patterns Observed):

70% of tasks observed align to rigor of standard and STAAR

14% of the classrooms observed 75%+ of students engaged in academic discourse.

9% of the teachers observed use discourse strategies to press for reasoning and elevate student thinking.

LOOKING AHEAD: OUR NEXT STEPS



Implications for Professional Development

Targeted Support

- Prioritize 6th grade and Science for coaching on participation, and discourse.

Campuswide Focus

- Press for reasoning through questions that require students to explain, justify, clarify, and defend their thinking.

Leverage Strengths

- Share effective strategies from 7th grade, electives, and RLA during PLCs.

Monitor Impact

- Look for evidence of students doing more of the thinking, explaining, and justifying.

Key Takeaway
Our goal is not simply to get students talking. It is to ensure discourse **increases rigor and deepens student thinking.**

RELATIONSHIPS ARE THE FOUNDATION





CAPTURING KIDS' HEARTS

- Proud National Showcase School
- Staff committed to meaningful relationships with students, families, and colleagues



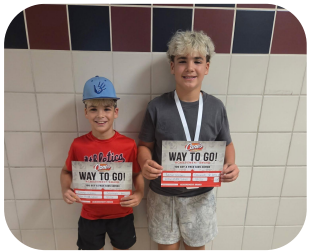
TRADITIONS THAT BUILD COMMUNITY

- Homecoming dress-up days
- Annual Thanksopoly celebration with Family Time games, passing-period fun, and community-donated prizes
- Just to name a few…



CELEBRATING THE BEST IN PIRATE NATION

- Stars of the Ship: Students demonstrating monthly character traits
- Crewmate Stars: Peer-to-peer recognition
- Acton Affirmations: Families celebrating staff
- Teacher of the Week: Recognizing outstanding educators



THE HEART OF AMS

Strong relationships create a connected, positive, and successful school community!

THANK YOU FOR YOUR TIME AND PARTNERSHIP IN SUPPORTING OUR STUDENTS.

QUESTIONS?

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

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Presenter:	Dr. Tim Rocka			
Expenditure:	$ N/A			

Agenda Item Title:
Human Resources Department Update

Background Information:

Dr. Rocka will provide the Board with an overview of the Human Resources Department, highlighting current initiatives, recent accomplishments, and upcoming changes.

Supporting Document(s) Included:

- HR Update Presentation

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:

Informational Report Only

Submitted by:	**Approved by:**
Dr. Tim Rocka Executive Director of Human Resources	Dr. Courtney Morawski Superintendent

HUMAN RESOURCES DEPARTMENT

October 2026 Board Update

RECRUIT — HIRE — ONBOARD — SUPPORT — RETAIN

Dr. Tim Rocka, Executive Director of Human Resources

GRANBURY ISD HUMAN RESOURCES



Dr. Tim Rocka
Executive Director



Rachael Guerra
Systems Manager



Cindy McGuire
Secretary



Tracey Poe
Certification Specialist



Claudia Sanchez
Benefit Specialist



Karen Taylor
HR Specialist



Lissa Oliver
Communtiy Relations



Maggie Walton
Strategic Iniatives

Responsive support for campuses and departments

Efficient systems for records, hiring, and compliance

Clear processes from application through retention

Serving the people who support student success every day.

OVERVIEW

A stronger HR system with clearer processes and better support

1,384	232	256	250	196
EMPLOYEES	NEW HIRES	TERMINATIONS	TRANSFERS	JOB POSTINGS

RECRUIT → HIRE → ONBOARD → SUPPORT → RETAIN

RECORDS & COMPLIANCE	SUPPORT	SYSTEMS
Personnel records	Benefits & leave	Skyward
Certifications & checks	Employee relations	Red Rover
Required training	Employment verification	EduHero

Building dependable systems that help Granbury ISD attract, support, and retain employees.

SYSTEMS & DEPARTMENT EFFICIENCIES

Intentional actions to make HR work more efficient, consistent, and transparent

RED ROVER	EDUHERO	POSITION CONTROL
Absence management and substitute matching	Annual compliance training in one system	Red Rover requisition to post and recommend to hire
Hiring workflow and applicant tracking	Additional training throughout the year	Campus and department allocations
Digital onboarding and communication	Support for staff learning and documentation	Cleaner staffing approval process
Improved visibility from vacancy to active employee	Cleaner reporting for required training completion	Better connection among HR, finance, and campuses

One connected HR workflow: request → post → hire → onboard → support.

JOB FAIRS: STAFFING & RECRUITMENT PIPELINE

196	71	110	50
JOB FAIR ATTENDEES IN APRIL	PRESCHEDULED INTERVIEWS	CANDIDATES INTERVIEWED	CANDIDATES HIRED BY AUGUST

RECRUITMENT PURPOSE

Create a strong candidate pipeline to fill instructional, support, auxiliary, paraprofessional, and campus leadership positions while improving the applicant experience.

AUXILIARY JOB FAIR
October 22, 2026

FOURTH ANNUAL JOB FAIR
April 17, 2027

Connecting talent with opportunity to support every campus and department.

SUBSTITUTES

102
RETURNING SUBS

111
NEW SUBS

SUBSTITUTE CAPACITY

Annual reactivation meeting and onboarding

District safety and security training

District email issued for official communication and campus technology use

VOLUNTEERS

1,100+
VOLUNTEER CHECKS

5
SERVICE AREAS

VOLUNTEER SUPPORT

Parents and community members approved to serve safely

Field trips, classrooms, PTO/booster clubs, special events, and Mentors Care

Strengthening the workforce capacity that keeps campuses functioning every day.

TEACHER PIPELINE & RETENTION

Stronger beginnings, lasting impact

PREP MENTORSHIP

Meaningful mentoring for new teachers

Weekly campus-based support and guidance

50+ trained mentors prepared through T-TESS training and mentor support

PREP RESIDENCY

9 teacher residents gaining classroom experience while completing certification

Tarleton State University partnership

LASO Cycle 4 support for high-quality residency programs

RETENTION STRATEGY

Build confidence and practical skills

Create lasting professional connections

Strengthen classroom readiness and reduce early attrition

$20K
RESIDENT COMP.

$2K
HOST TEACHER STIPEND

50+
MENTORS

Partnering to build prepared, confident, and connected educators.

TEXAS TEACHER EVALUATION SYSTEM

Focused, fair, and aligned to growth

1

GOAL SETTING

Collaboratively set meaningful goals aligned to campus and district priorities.

2

ONGOING FEEDBACK

Informal walkthroughs, coaching conversations, and support.

3

FORMAL OBSERVATION

Comprehensive observation focused on instruction and learning.

4

SUMMATIVE REVIEW

Performance reflection and growth planning for the next cycle.

ADMINISTRATOR CALIBRATION

- Regular calibration sessions
- One-on-one evaluator support
- Shared understanding of standards

TRAINING & SUPPORT

- Initial and ongoing training
- Coaching and resources
- Job-alike calibration learning

Ensuring high-quality instruction in every classroom, every day.

NEXT STEPS

Where the HR Department is focused next

STABILIZE SYSTEMS	Complete Red Rover and EduHero implementation while refining daily processes.
STRENGTHEN ONBOARDING	Create consistent, supportive entry points for employees, substitutes, and volunteers.
IMPROVE STAFFING DATA	Use cleaner data to support decisions, staffing allocations, and position control.
EXPAND SUPPORT	Grow substitute, mentor, and administrator support structures across the District.
RETAIN TALENT	Use feedback, training, and support systems to help employees succeed and remain in GISD.

RECRUIT — HIRE — ONBOARD — SUPPORT — RETAIN

Continuing to build the systems behind the people who make student success possible.

GRANBURY
Independent School District

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Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
Annual Financial Integrity Rating System of Texas (FIRST) Report

Background Information:

The Texas Education Agency (TEA) annually evaluates Texas school districts through the Financial Integrity Rating System of Texas (FIRST). The system measures the quality of a district's financial management practices and its ability to effectively manage financial resources.

The FIRST report is based on lagging financial data. For the 2024–2025 rating year, Granbury ISD received an "A" – Superior Achievement, the highest possible rating, with a score of 94 out of 100. This marks the District's 11th consecutive year earning the highest FIRST rating. For comparison, Granbury ISD earned a 100 out of 100 for the 2023–2024 rating year.

The District lost six points on Indicator 8, which measures the ratio of current assets to current liabilities and provides an indication of short-term financial liquidity.

In accordance with TEA requirements, Granbury ISD will conduct a public hearing to present its FIRST rating and annual financial management report. The notice of the public hearing was posted in the Hood County Newspaper Saturday, October 3, 2026.

Supporting Document(s) Included:

- Financial Integrity Rating System of Texas (FIRST) Report

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
No Board action is required. This item is presented for public hearing, discussion, and acknowledgment of the District's annual FIRST report.

Submitted by:	**Approved by:**
LaTisha Griffin, MBA Chief Financial Officer	Dr. Courtney Morawski Superintendent

Granbury ISD

2025-2026 FIRST Public Hearing

GRANBURY
Independent School District

What is School FIRST?

School FIRST — the **Financial Integrity Rating System of Texas** — is the state's financial accountability system for Texas public schools.



Promotes accountability
for strong financial management practices.



Encourages continuous improvement
in how districts manage financial resources.



Prioritizes responsible stewardship
of taxpayer dollars.



Supports the classroom
by maximizing resources available for direct instructional purposes.

GRANBURY
Independent School District

The Criteria

The 2025–2026 School FIRST rating is based on **2024–2025 data.**

21 total indicators

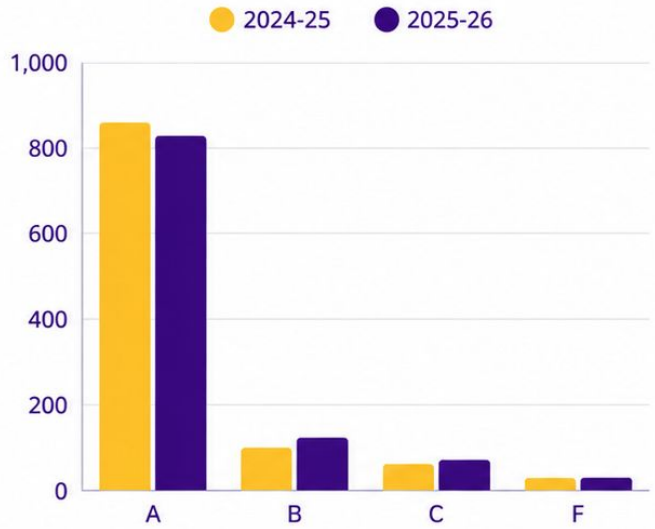
4 indicators are "critical"

6 are "ceiling indicators"

100 possible points

GRANBURY Independent School District

Summary of State-Wide Results



RATING	POINTS	# DISTRICTS	% OF TOTAL ENROLLMENT
A (Superior)	90-100	830	81.53%
B (Above Standard)	80-89	111	10.90%
C (Meets Standard)	60-79	58	5.70%
F (Substandard)	< 60	19	1.87%

GRANBURY Independent School District

Critical Indicators 1-4

Indicators 1–4 are considered "critical" because a district **must meet** the established standard to receive a passing FIRST rating.



1

Timely Submission of the Annual Financial Report (AFR)

Pass



2

Unmodified Opinion on the Annual Financial Report

Pass



3

On-Time Submission of Debt Service Payments

Pass



4

Timely Payments to TRS, IRS, TWC, and other government agencies

Pass

GRANBURY Independent School District

Solvency

Indicators 5–14 assess the district's overall financial health and ability to meet short-term and long-term obligations.



5

Did total assets exceed total liabilities for the District as a whole?

Pass



6

Did the fund balance decline quickly and if it's declining, are there 75 days of operating funds?

Pass



7

Cash on Hand – how many days could we operate without receiving new revenue?

10/10



8

Measures current short term assets to liabilities ratio.

4/10



9

Did we spend more than we earned? If so, do we have at least 60 days of operating funds?

10/10

GRANBURY Independent School District

Indicator 8: Current Assets to Current Liabilities Ratio

SCORE: 4 OUT OF 10

WHAT HAPPENED?



$16.8 MILLION

overpayment received from the Texas Education Agency (TEA).

WHY IT AFFECTED THE SCORE?



The overpayment increased both current assets and current liabilities, which changed the ratio of current assets to current liabilities that Indicator 8 evaluates.

ABOUT INDICATOR 8



Indicator 8 measures whether the district's current assets are sufficient to cover its short-term debt.

IMPACT ON DISTRICT SCORE

94
ACTUAL SCORE

100
WITH FULL CREDIT ON INDICATOR 8

- Granbury ISD earned **4 points** on Indicator 8.
- This is **6 points fewer** than full credit.
- Indicator 8 is the only scored indicator where the district did not earn full credit.
- The district still earned an **A = Superior Achievement** rating.

GRANBURY Independent School District

Solvency

Indicators 10–14 assess the district's financial stability, long-term sustainability, and alignment of resources with student enrollment and operations.



10

Measures how accurately we forecasted revenue and expenditures for the last 3 years.

10/10



11

Is our debt level manageable to support long-term solvency?

10/10



12

Measures our ability to make debt principal and interest payments.

10/10



13

Measures the percentage of our budget spent on administration.

(Not evaluated — all districts earned 10 points.)

10/10



14

If the district's enrollment declined, did the number of staff decline proportionally?

10/10

GRANBURY Independent School District

Financial Competence

Indicators 15–21 assess the district's financial management practices, data accuracy, compliance, and transparency.



15

How well did we project average daily attendance (ADA)?

5/5



16

This indicator measures the quality of the data reported to PEIMS.

Pass



17

Did auditors identify material weaknesses with internal controls of local, state, or federal funds?

Pass



18

Did auditors identify noncompliance with grants, contracts, or laws?

10/10



19

Did we comply with legal requirements to post financial transparency information?

5/5



20

Did the school board have the opportunity to discuss the district's revenue outlook prior to the budget proposal?

Pass



21

Did the district receive too much state aid and needed a repayment plan to pay it back?

Pass

GRANBURY Independent School District

Summary of Indicators

A STRONG FINANCIAL POSITION FOR TODAY AND TOMORROW

Critical Indicators

INDICATORS 1 – 4

Passed

1 – 4

All ceilings passed

Solvency Indicators

INDICATORS 5 – 14

74 out of **80**

POINTS

All ceilings passed

Financial Competence

INDICATORS 15 – 21

20 out of **20**

POINTS

All ceilings passed

GRANBURY Independent School District

Granbury ISD Rating



SUPERIOR ACHIEVEMENT

11TH YEAR IN A ROW

WEIGHTED SUM

94

GRANBURY

Additional Disclosures

Reporting requirements for School FIRST are found in Title 19 TAC, Chapter 109,Subchapter AA.

- **Superintendent's Current Employment Contract**
- **Summary of Reimbursements Received by the Superintendent or the Board for Fiscal Year 2025**

Required reports not applicable to GISD for fiscal year 2025:

- Outside compensation/fees received by the Superintendent
- Gifts received by the Superintendent and Board members in fiscal year 2025 (with a value of $250 or more)
- Business transactions between the school district and Board members for fiscal year 2025

Thank You!

GRANBURY Independent School District

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
September Monthly Financial Report

Background Information:

Attached are the financial statements for the General Operating Fund for the period ending September 30,2026.

These statements reflect all financial transactions recorded between September 1, 2026, and September 30, 2026. Revenue collections through September 1, 2026, represent **8.42%** of the annual budget, compared to **11.07%** collected during the same period in fiscal year 2025–2026.

Expenditures through September 30, 2026, represent **8.07%** of the annual budget, compared to **8.47%** expended during the same period in fiscal year 2025–2026.

The financial statements provide a snapshot of the District's year-to-date financial position and budget performance as of September 30, 2026.

Attached is the investment report for the period ending September 30, 2026. The report reflects investment interest from September 1 - September 30, 2026. For the month of September, the district earned **$219,588.49** in interest revenue, which is our grand total for the year thus far.

Supporting Document(s) Included:

- September Financial Reports, Cash Flow, and Investment Report

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I recommend the Board approve the monthly financials, cashflow, and investment report as presented.

Submitted by:	**Approved by:**
LaTisha Griffin, MBA Chief Financial Officer	Dr. Courtney Morawski Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED SEPTEMBER 30, 2026

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	25-26 YTD
REVENUES						
5700	LOCAL SOURCES	78,460,308	264,124	78,196,184	0.34%	
5800	STATE SOURCES	19,359,895	8,073,569	11,286,326	41.70%	
5900	FEDERAL SOURCES	1,460,432	25,316	1,435,116	1.73%	
	TOTAL REVENUES	**99,280,635**	**8,363,009**	**90,917,626**	**8.42%**	**11.07%**
EXPENDITURES						
6100	PAYROLL COSTS	81,755,579	6,615,090	75,140,489	8.09%	
6200	PROFESSIONAL & CONTRACTED SERVICES	11,676,234	1,270,293	10,405,941	10.88%	
6300	SUPPLIES/MATERIALS	2,758,982	192,652	2,566,330	6.98%	
6400	OTHER OPERATING	2,178,635	66,935	2,111,701	3.07%	
6500	DEBT SERVICE	186,990	50,262	136,728	26.88%	
6600	CAPITAL OUTLAY	3,224,215	16,989	3,207,226	0.53%	
	TOTAL EXPENDITURES	**101,780,635**	**8,212,221**	**93,568,414**	**8.07%**	**8.47%**
OTHER SOURCES AND USES						
7900	OTHER RESOURCES	0		0		
8900	OTHER USES	0	0	0	0.00%	
	OTHER SOURCES(USES)	**0**		**0**	**0.00%**	
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(2,500,000)**	**150,788**	**(2,650,788)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM SEPTEMBER 1, 2026 TO August 31, 2027

FOR BOARD MEETING OCTOBER 19,2026	FIRST FINANCIAL BANK								POOL INVESTMENTS				First Financial Investment Bank Account		Investment Accounts
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS RANGE	FFB		TOTAL
BEGINNING BALANCE-SEPTEMBER 1, 2026	$ 1,347,079	$ 112,446	$ 27,526	$ 5,406,186	$ 1,029,999	$ 1,218,699	$ 84,269	$ 2,760,633	$ 4,883	$ 60,747,041	$ 34	$ 294	$ 3,261,507	$ -	$ 76,000,596
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 13,822,237.88		$ -	$ -	$ -			$ 440,280							$ 14,262,518
															$ -
TAX COLLECTIONS	$ -	$ -								$ 77,808					$ 77,808
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION	$ 254,753							$ 254,753							$ 509,505
FOUNDATION	$ 7,284,953														$ 7,284,953
TITLE FUNDS	$ -														$ -
AVAILABLE SCHOOL FUND	$ 418,939														$ 418,939
IDEA-B FUNDS	$ -														$ -
ARP Homeless	$ -														$ -
IMA	$ -														$ -
PERKINS	$ -														$ -
Panic Alert	$ -														$ -
Dyslexia Grant	$ -														
MAC/SHARS	$ -														$ -
MJROTC	$ -														$ -
TRANSFERS IN	$ 6,299,518	$ -	$ -	$ 13,541,682	$ 4,624,911	$ 161,432	$ 33,283	$ -	$ -	$ -	$ -		$ 2,751,859	$ -	$ 27,412,685
TRANSFERS IN - SWEEP ACCOUNT	$ 15,944,964	$ -		$ 6,802,584	$ 1,984,630	$ 68,055	$ 17,595	$ 67,698							$ 24,885,527
BOND PAYMENT		$ -													$ -
OPERATING EXPENSES	$ (17,215,259)	-	$ -		$ (4,624,911)	$ (161,432)	$ (33,283)	$ (544,399)	$ -	$ -			$ -	$ -	$ (22,579,284)
PAYROLL	$ (6,419,894)		$ -	$ (13,541,682)				$ (150,634)							$ (20,112,210)
TEA RECAPTURE REFUND	$ 16,099				$ -										$ 16,099
TRANSFERS OUT	$ (4,461,348)		$ -			$ -		$ -	$ -	$ (9,228,684)	$ -	$ -	$ (2,751,859)		$ (16,441,891)
TRANSFERS OUT - SWEEP ACCOUNT	$ (7,906,611)	$ -	$ -	$ (6,245,776)	$ (1,750,618)	$ (93,377)	$ (15,688)	$ (316,282)							
MARKET APPRECIATION / (DEPRECIATION)													$ -	$ -	$ -
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 5,906	$ 300	$ 73	$ 7,607	$ 3,607	$ 2,950	$ 213	$ 7,095	$ 17	$ 182,503	$ -	$ 1	$ 9,317	-	$ 219,588
ACCRUED INTEREST PAID															$ -
ENDING BALANCE - SEPTEMBER 30, 2026	$ 9,391,339	$ 112,746	$ 27,600	$ 5,970,600	$ 1,267,618	$ 1,196,327	$ 86,389	$ 2,519,144	$ 4,900	$ 51,778,667	$ 34	$ 295	$ 3,270,824	$ -	$ 75,626,482
INTEREST ACCRUED, NOT PAID AT MONTHS END															$ -
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	45 Days	46 Days	42 Days	1 Day	1 Day		
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	3.813%	3.830%	3.87%%	3.800%	3.667%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.268%	3.268%	3.268%	3.268%	3.268%	3.268%	3.268%	3.268%	4.332%	3.67%%	4.252%	4.140%	4.305%		

We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).

2026-27 INTEREST ACCRUED (as of 9/30/26)				
Sep-26	$ 219,588.49		Mar-27	
Oct-26			Apr-27	
Nov-26			May-27	
Dec-26			Jun-27	
Jan-27			Jul-27	
Feb-27			Aug-27	
			TOTAL	$ 219,588.49

SEPTEMBER INTEREST ACCRUED	$ -
SEPTEMBER INTEREST EARNED & PD	$ 219,588.49
SEPTEMBER TOTAL INTEREST	$ 219,588.49

LaTisha Griffin
Chief Financial Officer

Kathy Butler
Business Manager

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Tamara Hudson			
Expenditure:	$N/A			

Agenda Item Title:
Special Education Annual Report

Background Information:

A special education annual report for the school board provides a comprehensive overview of the district's special education program performance, student demographics, compliance data, and financial allocation.

Supporting Document(s) Included:

- **Slideshow**

Alignment to Strategic Plan and Board Goal(s):
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:

This item is presented to the Board for information and acknowledgment of the district's ongoing efforts to support students who are receiving special education services.

Submitted by:	**Approved by:**
Tamara Hudson Director of Special Programs	Dr. Courtney Morawski Superintendent

SPECIAL EDUCATION ANNUAL UPDATE

Tamara Hudson|Director of Special Programs

TOTAL NUMBER OF STUDENTS SERVED THROUGH SPECIAL EDUCATION: 1431

SPECIFIC LEARNING DISABILITIES INCLUDING DYSLEXIA: 570

SPEECH AND LANGUAGE IMPAIRMENT: 250

AUTISM: 238

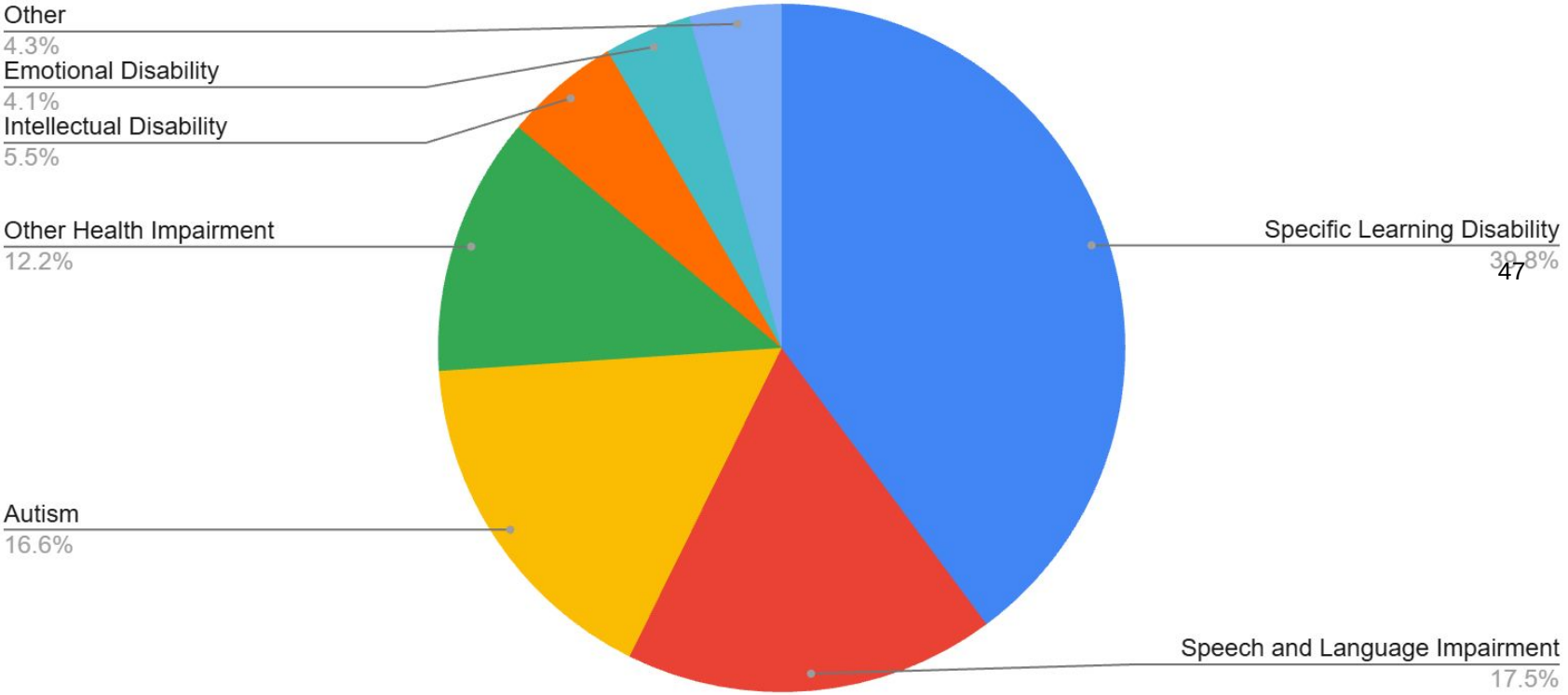
OTHER HEALTH IMPAIRMENT: 174

INTELLECTUAL DISABILITY: 78

EMOTIONAL DISABILITY: 59

OTHER: 62

OTHER INCLUDES: VISUAL IMPAIRMENT, DEAF AND HARD OF HEARING, DEAF BLIND, ORTHOPEDIC IMPAIRMENT, TRAUMATIC BRAIN INJURY, DEVELOPMENTAL DELAY, NON-CATEGORICAL EARLY CHILDHOOD.


Other
4.3%
Emotional Disability
4.1%
Intellectual Disability
5.5%
Other Health Impairment
12.2%
Autism
16.6%
Specific Learning Disability
39.8%
Speech and Language Impairment
17.5%

SPECIAL EDUCATION CAMPUS TEAMS SERVING STUDENTS ON IEPS

TOTAL NUMBER OF INSTRUCTIONAL STAFF: 204

- RESOURCE/INCLUSION TEACHERS: 36
- PROVIDERS OF DYSLEXIA INSTRUCTION **(PDI)** : 13
- FUNCTIONAL ACADEMICS **(FA)** TEACHERS: 4
- STRUCTURED LEARNING SUPPORT **(SLS)** TEACHERS :5
- STRUCTURED LEARNING CLASSROOM **(SLC)** TEACHERS: 8
- LIFE SKILLS TEACHERS: 9
- ACADEMIC, COMMUNICATION, EMOTIONAL, SOCIAL **(ACES)** TEACHERS: 8
- ESCE/BLENDED PRE-K TEACHERS:14
- 12+ TEACHER:1
- PARAPROFESSIONALS: 106

TOTAL NUMBER OF SUPPORT STAFF: 45

- EDUCATIONAL DIAGNOSTICIANS - 14
- ARD MANAGER - 1
- SPEECH AND LANGUAGE PATHOLOGISTS - 9; SLPA - 4
- SCHOOL PSYCHOLOGISTS - 2
- BEHAVIOR INTERVENTION SPECIALISTS - 4
- OCCUPATIONAL THERAPISTS - 2 OT; 1 COTA
- PHYSICAL THERAPIST - 1
- TEACHER OF THE VISUALLY IMPAIRED- 1
- TEACHER OF THE DEAF AND HARD OF HEARING -1
- ADMINISTRATIVE ASSISTANT STAFF - 5

PROFESSIONAL DEVELOPMENT AND STAFF SUPPORT

- STANDARD BASED IEP (SBIEP) IN PARTNERSHIP WITH ESC 11 - ENSURES IEPS MEET STATE STANDARDS AND INDIVIDUALIZED STUDENT NEED.
  - WEEKLY INSTRUCTIONAL WALKS
  - INSTRUCTIONAL STRATEGIES AND ACCOMMODATIONS IN THE LEAST RESTRICTIVE ENVIRONMENT.
- BEHAVIOR INTERVENTIONS AND SUPPORTS
  - STRUCTURED LEARNING CLASSROOM TRAINING IN PARTNERSHIP WITH ESC 11 - ENSURES THE LEARNING ENVIRONMENT SETS STUDENTS UP FOR SUCCESS.
  - VERBAL DE-ESCALATION AND RESTRAINT PREVENTION.

COMPLIANCE AND ACCOUNTABILITY

- SYSTEMS IN PLACE TO ENSURE ALL STATE PERFORMANCE PLAN INDICATORS (SPP) COMPLIANCE AND ACCOUNTABILITY REQUIREMENTS ARE MET YEARLY. THESE FOUR INDICATORS ARE A ROAD MAP FROM IDENTIFICATION TO POST PUBLIC EDUCATION.
- TRACKING TIMELINES, IMPROVING DOCUMENTATION, STAFF TRAINING, AND ONGOING MONITORING
  - SPP 11 - MEASURES THE TIMELY INITIAL EVALUATION OF CHILDREN (AGES 3 THROUGH 21) SUSPECTED OF HAVING A DISABILITY
  - SPP 7 - MEASURES THE DEVELOPMENTAL PROGRESS AND EDUCATIONAL OUTCOMES OF PRESCHOOL CHILDREN AGED 3 THROUGH 5 WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) IN TEXAS
  - SPPI 13 - MEASURES THE PERCENTAGE OF YOUTH WITH IEPS AGED 16 AND OLDER WITH APPROPRIATE SECONDARY TRANSITION PLANNING
  - SPPI - 14 MEASURES FORMER STUDENTS WITH IEPS WHO ARE COMPETITIVELY EMPLOYED, ENROLLED IN HIGHER EDUCATION, OR IN OTHER TRAINING WITHIN ONE YEAR OF LEAVING HIGH SCHOOL

COMMITMENT TO CONTINUOUS IMPROVEMENT

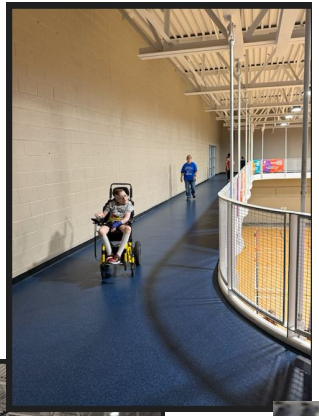
1. CLARITY - CLEAR PROCEDURES, EXPECTATIONS, AND COMMUNICATION.
2. CONSISTENCY - RELIABLE IMPLEMENTATION OF IEPS AND SERVICES
3. CAPACITY - EQUIPPING STAFF WITH TOOLS, TRAINING, AND SUPPORT
4. STUDENT OUTCOMES - MEANINGFUL ACADEMIC, BEHAVIORAL, AND FUNCTIONAL GROWTH

EVERY DECISION. EVERY CLASSROOM. EVERY STUDENT.

YMCA

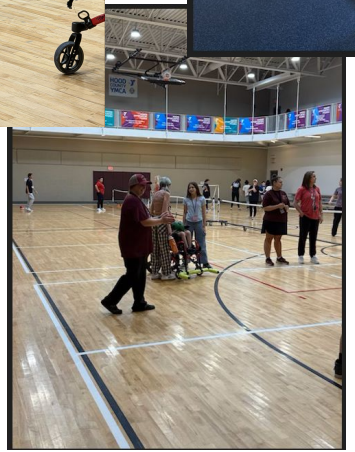














CAST FOR KIDS











UNIFIED ROBOTICS - SOTX











GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	10/19/2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Barbara Townsend, Board Secretary			
Expenditure:	$			

Agenda Item Title:
Draft - September Regular Public Meeting Minutes

Background Information:

Per Board Policy BE (LEGAL) and BE (LOCAL)

Supporting Document(s) Included:

- Draft - September Regular Public Meeting Minutes

Alignment to Strategic Plan and Board Goal(s):
Compliance

Recommendation:
Move that the Board of Trustees approve the Meeting Minutes as presented.

Submitted by:	Approved by:
	Dr. Courtney Morawski Superintendent

Public Meeting
Monday, September 21, 2026 5:00 PM Central

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Calvin Lawrence:	Present
Mike Moore:	Present
Stuart Neal:	Absent
Barbara Townsend:	Present

Present: 6, Absent: 1.

1. **CALL TO ORDER**
Called to order at 5:00 pm.

2. **CONVENE IN CLOSED SESSION**
Adjourned into executive session at 5:01 pm

2.a. Personnel
To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
(Texas Government Code 551.074)

2.a.1. Staff Recommendations

2.b. Real Property
To deliberate the purchase, exchange, lease of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
(Texas Government Code 551.072)

2.b.1. 4102 Glen Rose Hwy, Granbury, TX

2.b.2. 301 N Hannaford St, Granbury, TX 76048

2.c. Consultation with Attorney, if needed.
To consult with its attorney when the Board seeks advice about pending or contemplated litigation or a settlement offer, or when the attorney will have an ethical duty of confidentiality. (Texas Government Code 551.071)

3. **RECONVENE IN OPEN SESSION** - 6:00 PM
Reconvened in open session at 6:00 pm

4. **INVOCATION**
Invocation was led by President Courtney Gore

5. **PLEDGES - U.S. Flag & Texas Flag**
Presented by: Aimee Hill and AES students

DRAFT

6. **ACHIEVEMENT SPOTLIGHT** – Presented by: Stefanie MeKethan

6.a. AP Scholars
Recognized the following AP Scholars:
Ojasbi Arayal
Monica Barto
Rebecca Blair (With honors)
Lelan Brown
Emma Farrell
Sean Kim (With honors)
Emery King
Nolan Porter
Carmen Wright (With honors)

6.b. GHS Student receives STARS @ MIT Program
Presented by: Stefanie McKethan & Duane Fish
Junior Bailey Stone

6.c. TeamGISD Leadership Impact Award / Student Achievement Champion
Presented by: Superintendent, Dr. Courtney Morawski and Maggie Walton
to Stefanie McKethan – 1st time award given.

6.d. Shottenkirk Senior of the Month – Sierra Morisette

6.e. Community Donations
Presented by: CFO, LaTisha Griffin Totaling: $11,785.57

7. PUBLIC COMMENTS

Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.

Monica Brown regarding agenda items 2,7,10a, b,d, 11d, f 12 a,b,c
Asked to know about what is happening with the 2 real estate items listed in closed session. Spoke about the Future Planning Mission and plans for a potential bond. Consider moving ERES to make it a full campus again. Consider using the administration building, it is an underused full campus. Consider Decker, it should last another 15-20 years with some work. 10b – Academic update, reading and move the C's, and Ds. and barely Bs higher. Gave some suggestions about staffing. Commented on some of the data being confusing. 11d. IXL purchase, there is a lawsuit against this company for selling student data. There should be another person or product to search out. 11f. the library books on the list, you can use AI to filter the books. We should have more inspiring and historical books for students to read. 12a Concern about a student and why they were pulled from campus by parent.

David Rogers on Decker and Future Planning Committee
Mr. Rogers commented on using a lottery system to select people for the Future Planning Committee. It needs more people from different backgrounds to get different ideas. Was concerned about an invitation only committee.

Kolton Krottinger- not present

DRAFT

8. **Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION**
There is no action to take on any items that were discussed in closed session.

9. **SUPERINTENDENT'S REPORT** – Presented by Dr. Courtney Morawski
Our 4 advisory committees have started, and the year has started off well.
We will have an auxiliary job fair October 22, 3-6 pm. People in the community who are not looking for a teaching profession job Examples are: cafeteria workers, support services, and transportation dept
MCJROTC – is the Naval Honor School for 25-26 school year. Among the units we are the #1 in the school population category. So, with 244 MCJROTC units nationwide, Granbury's selection places it among the top 3% of all units in the country and #1 in its category. Letter sent in by MAJ Stewart.
I'm going to brag on our Communication's Department developing the GISD website where people can find information easily. We have had 3,400 clicks on our everything calendar which is where you can filter by school or by district event and find out about what's happening. We are so very proud of the work he is doing and sharing with the community.
Shout out to our Cast for Kids, Tamara Hudson, her crew and all the volunteers that helped with that event. It was a special and amazing day. Thanks to everyone who played a role and were involved in that. And lastly, our first six weeks is done. We are a sixth of the way done with the year. Report cards should be sent on Thursday.

10**. DISTRICT REPORTS**

10.a. Future Planning Committee Mission and Charge – presented by: Deputy Superintendent, Tammy Clark
Tammy Clark spoke about the Mission and Charge of the Future Planning Committee and what they did during the first meeting. What the steps will be in consequent meetings. And the potential recommendations that will be made to the board after discussing and exploring options for the current state, of GISD's facility and programming needs. There are students, teachers, bus drivers, we have teachers, we have campus and district leadership, we have parents, and we have various community member that are not parents. So that diversity of thought is to bring all the potential options forward for consideration to protect the infrastructure investment and ensure adequate safe facilities for the education of our students. There will be 4 more committee meetings over the next few weeks. Meeting recaps will be posted on our website in the upper left corner. President Courtney Gore asked if they are looking at all options. Trustee, Dr. Lawrence commented on the thoroughness and preparation of the committee with thanking Tammy Clark. Tim Bolton asked if the foregone conclusion of this committee is to ask for a bond. Tammy Clark commented the committee is looking at all options. Tim Bolton asked if it included a new school. Tammy Clark said it did not. They are looking for options using current facilities. Ryan Cox showed where it is on the website. Superintendent, Dr. Courtney Morawski commented on the invites that were sent out and the ones declined due to the political nature of the task. She is happy to hear suggestions on how we can move forward.

10.b. Academic Update for Beginning of the Year Data – Presenter: Exec. Dir. of Teaching and Learning, Stacie Brown. Explained the Beginning of year data for diagnostic data for reading and math, and the TEKS planning data for science and social studies as it references

the district scorecard. She spoke about the campus instructional walk throughs to see the planning in action. Trustee, Barbara Townsend asked what are you seeing when you walk through, is it also through testing. Tim Bolton asked what are TEKS. Mrs. Brown replied it is a short word for Texas Essential Knowledge and Skills. Trustee, Nancy Alana commented on how she likes they are using rigor. She asked a question about how do you push rigor the same through all the classes. Mrs. Brown commented on the reinforcement of strong leadership and coaching to work the plan for those that aren't having the same rigor.

11. **CONSENT AGENDA ITEMS**

Move to approve the consent agenda items as presented. This motion, made by Tim Bolton and seconded by Nancy Alana, Passed.
Stuart Neal: Absent, Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Barbara Townsend: Yea
Yea: 6, Nay: 0, Absent: 1

11.a. Approve previous Board Meeting minutes

11.b. Approve the September Monthly Financial Report, including Cash Flow and Investments

11.c. Approve September budget amendment

11.d. Approve of iXL Purchase as Supplemental Resource (renewal)

11.e. Approve Texas Agrilife Resolution

11.f. Approve Library Book Purchase for September 2026

12. **DISCUSSION/ACTION**

12.a. Discuss 2026-27 Campus Improvement Plans - Presented by: Dir. of Strategic Initiatives, Maggie Walton. Mrs. Walton thanked the campus principals for the hard work developing the Campus Improvement Plans for their campus with their teams. The CIPs are aligned to the 7 board's goals as well as the District Improvement Plan. It is individualized to each campus' needs for where they need to improve. Trustee, Barbara Townsend asked when the summative would happen. Mrs. Walton said November, February, April, and June. Dr. Lawrence commented on the work that was put in the plan. Likes the idea of the committee going to the campuses and seeing the data. President, Courtney Gore, asked when she comes the next month to show data of how this implementation is working. This presentation was only for presentation and discussion this month.

12.b. Discuss and Take Action on Fund Balance for HVAC and Transportation Fleet – Presented by: CFO, LaTisha Griffin
Move to approve the resolution for the release of 2,500,000 from the committed fund balance and use for HVAC and transportation fleet as presented. This motion, made by Tim Bolton and seconded by Dr. Calvin Lawrence, Passed. – No discussion
Stuart Neal: Absent, Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Barbara Townsend: Yea
Yea: 6, Nay: 0, Absent: 1

12.c. Discuss and Take Action on Annual Utility Cost Comparison – Presented by: CFO, LaTisha Griffin

The explanation was given about the Fund Balance and where it could be used. LaTisha Griffin explained the need to request the fund balance release due to the increasing costs for the utilities and the decrease of student enrollment and state funding. Move to approve the budgeted utility expenditures for the 2026-27 fiscal year with the district's utility service providers in amounts anticipated to exceed $50,000 as required by board policy CH(LOCAL).
This motion, made by: Trustee, Nancy Alana and seconded by Trustee, Dr. Calvin Lawrence, Passed. – No discussion
Stuart Neal: Absent, Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Barbara Townsend: Yea
Yea: 6, Nay: 0, Absent: 1

13. **ADJOURN**
Meeting adjourned at 7:19 am.

_____ _____

Board President Board Secretary

DRAFT

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Courtney Morawski			
Expenditure:	$ N/A			

Agenda Item Title: Approve Updates to Policies DBGA(LOCAL), FNG(LOCAL, & GF(LOCAL)

Background Information:
In August, you had the first read of the policy revisions recommended by the Policy Committee to DGBA(LOCAL), FNG(LOCAL), and GF(LOCAL) to provide greater clarity and consistency in the district's process for addressing concerns and complaints.

The proposed revisions move the informal resolution process to the beginning of each policy rather than later in the document, making the expected first step easier to identify. The revisions also clarify that individuals should first attempt to resolve concerns through the informal process before initiating the formal grievance process.

These changes are intended to encourage timely resolution at the appropriate level while maintaining access to the formal complaint and grievance process when needed.

Supporting Document(s) Included:
- Red/Blue line version of DBGA(LOCAL), FNG(LOCAL, & GF(LOCAL)

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Strengthen student, family, and community partnerships (#3 Granbury Culture)

Recommendation: Approve the policies DBGA (Local), FNG (Local), and GF (Local) as presented.

Submitted by:	**Approved by:**
	Dr. Courtney Morawski Superintendent

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate campus or District administrator who has the authority to address the concerns before starting the formal process. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process has been followed:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with DIA.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications and on the District's website.

~~Informal Process~~

~~The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.~~

~~Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.~~

Filing Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An employee may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process — Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint — A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation — Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

Whistleblower Complaints — Whistleblower complaints shall be filed within the time specified by law and may be made beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

Complaints Against Supervisors — Complaints alleging a violation of law by a supervisor may be made to the Superintendent. Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.

Direct Communication with Board Members — Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

General Provisions

Filing — Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings — The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the employee fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the employee's absence.

Decision — A "decision" shall mean a written communication to the employee from the appropriate administrator that provides an explanation of

the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the employee does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the employee may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents

submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a decision has expired, the employee may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the employee at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a decision has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the employee at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint

was presented. The employee shall be provided a decision in accordance with this policy and state law.

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns before starting the formal process. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.

9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

~~**Informal Process**~~

~~The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.~~

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should

have known, of the decision or action giving rise to the complaint; or

- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S.

Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.

3. Any other documents submitted by the complainant at Level Two.

4. The decision issued at Level Two and any attachments.

5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns before starting the formal process. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

~~**Informal Process**~~

~~The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.~~

~~Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.~~

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process An individual may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board's or Board committee's decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process — Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint — A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by a complainant to represent the complainant in the complaint process.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints	To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted on a form provided by the District.
	Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.
Record	A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.
Remand	A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.
	If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.
Assignment of Hearing Officer	When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.
Investigation	The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.
Complaint Levels	
Level One	At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.
	The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the

hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Maggie Walton			
Expenditure:	$0			

Agenda Item Title: 2026-27 Campus Improvement Plans

Background Information:
Campus principals, in collaboration with their leadership teams, developed their 2026–27 Campus Improvement Plans aligned with Granbury ISD's district goals and strategic priorities. Each plan reflects campus-specific performance data, priorities, strategies, and measures for ongoing progress monitoring.

Each principal has also developed a Campus Academic Achievement Plan one-pager aligned specifically to Board Goal #1: Advancing Academic Achievement. These one-pagers provide an at-a-glance view of each campus's academic priorities and highlight the two highest-leverage strategies identified to advance student achievement during the 2026–27 school year.

The Campus Improvement Plans for Baccus Elementary School and Brawner Elementary School also include the Local Improvement Plan (LIP) requirements associated with their Targeted Support and Improvement (TSI) identification. TEA guidance allows a Campus Improvement Plan to serve as the required Local Improvement Plan when all LIP requirements are incorporated within the CIP.

The Board reviewed and discussed the 2026–27 Campus Improvement Plans at its September meeting. The plans are now included on the October consent agenda for Board consideration and approval.

Supporting Document(s) Included:
- Board Presentation
- Campus Improvement Plans
- Campus Academic Achievement Plan One-Pagers

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:
Approve the 2026–27 Campus Improvement Plans as presented.

Submitted by:	**Approved by:**
Maggie Walton	Dr. Courtney Morawski Superintendent

GRANBURY ISD

Built on Character. Driven by Excellence.

CAMPUS IMPROVEMENT PLANS

Aligning District Priorities.
Driving Campus Improvement.

2026–27 | GRANBURY INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN PROCESS

Our campus improvement plans are built on data, aligned to district priorities, and directly **connected to the goals that guide our district.**

COMPREHENSIVE NEEDS ASSESSMENT

Review accountability and student performance data and other campus data.

CAMPUS IMPROVEMENT PLAN

Campus needs drive goals, performance objectives, and high-leverage strategies.

DISTRICT IMPROVEMENT PLAN

Campus plans align to districtwide priorities and improvement efforts.

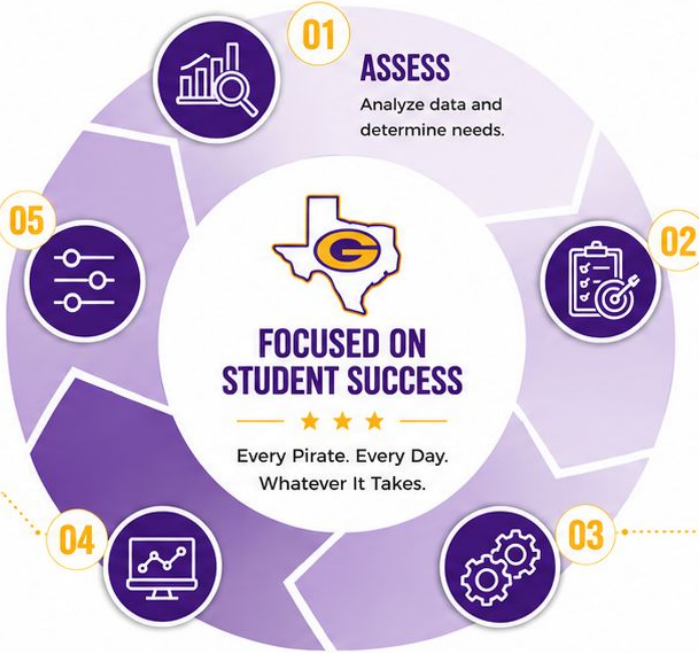
SEVEN BOARD-ADOPTED GOALS

District and campus improvement efforts support the **seven Board-adopted goals.**

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TEAMGISD

CAMPUS IMPROVEMENT IS A CONTINUOUS CYCLE

A year-round process of planning, implementing, reviewing, and refining for **continuous improvement.**



FORMATIVE REVIEWS

Review progress throughout the year at key checkpoints to ensure we are on track to achieve our goals.

Reflect. Refine. Keep improving.

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Continuous improvement is not a destination, it's our **commitment** to doing what's best for students, **every day.**

SEVEN BOARD-ADOPTED GOALS | ONE ALIGNED SYSTEM

Every Campus Improvement Plan is **aligned** to the district's seven Board-adopted goals.

1 ACADEMIC ACHIEVEMENT & GROWTH

Ensure every student achieves growth and meets or exceeds grade level standards.

2 COLLEGE, CAREER & MILITARY READINESS

Prepare students with the knowledge, skills, and experiences for their next step.

3 SAFE, SUPPORTIVE & CONNECTED SCHOOLS

Foster safe, inclusive environments where every student feels valued and connected.

4 EXTRACURRICULAR INVOLVEMENT

Provide a wide range of opportunities that inspire passion, build character, and develop leaders.

5 HIGH-QUALITY STAFF

Attract, develop, and retain exceptional staff who inspire and empower students.

6 STUDENT, FAMILY & COMMUNITY PARTNERSHIPS

Strengthen partnerships that engage and support students and expand learning opportunities.

7 RESPONSIBLE STEWARDSHIP

Manage resources wisely to ensure long-term sustainability and maximum impact for students.

BOARD GOALS → DISTRICT PRIORITIES → CAMPUS ACTION

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1 | ACADEMIC ACHIEVEMENT: THE INSTRUCTIONAL CORE

Every campus is focused on strong instruction, data-driven decisions, and targeted support to accelerate learning for all students.

OUR SHARED INSTRUCTIONAL PRIORITIES

STRONG Tier 1 Instruction
High-quality curriculum and consistent instructional expectations in every classroom.

PLC & DATA CYCLES
Teachers collaborate in PLCs to analyze data and adjust instruction based on student needs.

PROGRESS MONITORING
Frequent checks for understanding and ongoing monitoring to track growth and guide action.

TARGETED SUPPORT
Interventions and small-group instruction designed to accelerate student learning.

STUDENT GROUP FOCUS
Intentional focus on closing gaps for all student groups and ensuring equitable outcomes.

ADAPT & IMPROVE
Use data and feedback to refine instruction and strengthen campus practices continuously.

OUR COMMITMENT TO EVERY STUDENT

We will ensure every student experiences high-quality instruction, receives the support they need, and has opportunities to grow and achieve at high levels.

CAMPUS EXAMPLES

BACCUS ELEMENTARY
Uses PLCs and data teams to analyze student performance, monitor growth, and provide targeted small-group support to increase achievement for all students.

ACTON MIDDLE SCHOOL
Implements data cycles and common formative assessments to identify learning needs, track progress, and adjust instruction for continuous improvement.

GRANBURY HIGH SCHOOL
Provides targeted academic supports, monitors student progress, and uses data to inform instruction and support student success.

STARS ACCELERATED HIGH SCHOOL
Uses individualized learning plans, progress monitoring, and credit recovery to help students stay on track and graduate on time.

2 | SAFE, SUPPORTIVE & CONNECTED SCHOOLS

All campuses prioritize safe learning environments, strong relationships, and a culture of belonging that supports student well-being and success.

OUR SHARED PRIORITIES

SAFETY & SECURITY

- Daily safety checks and locked doors
- Administrative and security walkthroughs
- Emergency drills and procedures
- Staff training and documentation
- TEA safety audit preparedness

ATTENDANCE

- Data monitoring to identify at-risk students early
- Family outreach and communication
- Incentives and recognition
- Removing barriers to attendance

RELATIONSHIPS & BELONGING (CKH)

- Capturing Kids' Hearts (CKH) on every campus
- Building positive relationships
- Celebrations, recognition, and character education
- Student voice and opportunities to belong

BEHAVIOR & WELL-BEING

- Positive behavior supports
- Restorative practices and conflict resolution
- Social–emotional learning
- Mental health awareness and supports

ENGAGEMENT

- Relevant, engaging learning experiences
- Clubs, activities, and leadership opportunities
- Student recognition and celebrations

OUR COMMITMENT TO EVERY STUDENT

We will ensure every student feels safe, connected, and supported so they can show up, engage, and achieve at high levels.

CAMPUS EXAMPLES

BRAWNER ELEMENTARY

Uses CKH strategies, attendance interventions, and student recognition to strengthen culture and keep students connected and engaged.

OAK WOODS SCHOOL

Focuses on relationships, consistent behavior supports, and family partnerships to create a safe, supportive learning environment.

GRANBURY HIGH SCHOOL

Implements an early warning system, attendance communication, and student engagement initiatives to support on-time graduation.

ACTON MIDDLE SCHOOL

Conducts regular safety checks and drills while providing behavior supports and building strong relationships to promote student well-being.

3 BUILDING THE CONDITIONS FOR SUCCESS

Our campuses are building the people, partnerships, resources, and systems that create opportunities and prepare students for future-ready success.

OUR SHARED PRIORITIES

HIGH-QUALITY STAFF

- Recruit, develop, and retain excellent staff
- Mentoring and residency partners
- Leadership development opportunities
- Recognition and celebration

PROFESSIONAL LEARNING & COACHING

- Job-embedded professional learning and PLCs
- Instructional coaching and feedback
- Modeling, practice, and reflection

FAMILY & COMMUNITY PARTNERSHIPS

- Consistent two-way communication
- Family engagement events and learning opportunities
- Community partners that remove barriers and enrich learning

RESOURCES & STEWARDSHIP

- Intentional allocation of people, time, and funding
- Pursuit of grants and alternative funding
- Long-range facility and asset planning

TECHNOLOGY & FUTURE READINESS

- Integrating technology to enhance learning
- Digital citizenship and responsible use
- Preparing students for future pathways

OPPORTUNITIES & ENRICHMENT

- Rigorous academics and advanced coursework
- Career exploration and real-world learning
- Clubs, fine arts, and leadership experiences

OUR COMMITMENT TO EVERY STUDENT

We will strengthen the people, partnerships, resources, and opportunities that help every student thrive.

CAMPUS EXAMPLES

ROBERSON ELEMENTARY

Invests in staff development and celebrates excellence while building strong family engagement through events, classroom partnerships, and community connections.

GRANBURY MIDDLE SCHOOL

Provides instructional coaching, leadership development, and strong community partnerships to support student growth and remove barriers.

ACTON ELEMENTARY

Focuses on teacher leadership, recognition, and continuous learning while leveraging grants and community resources to enrich student opportunities.

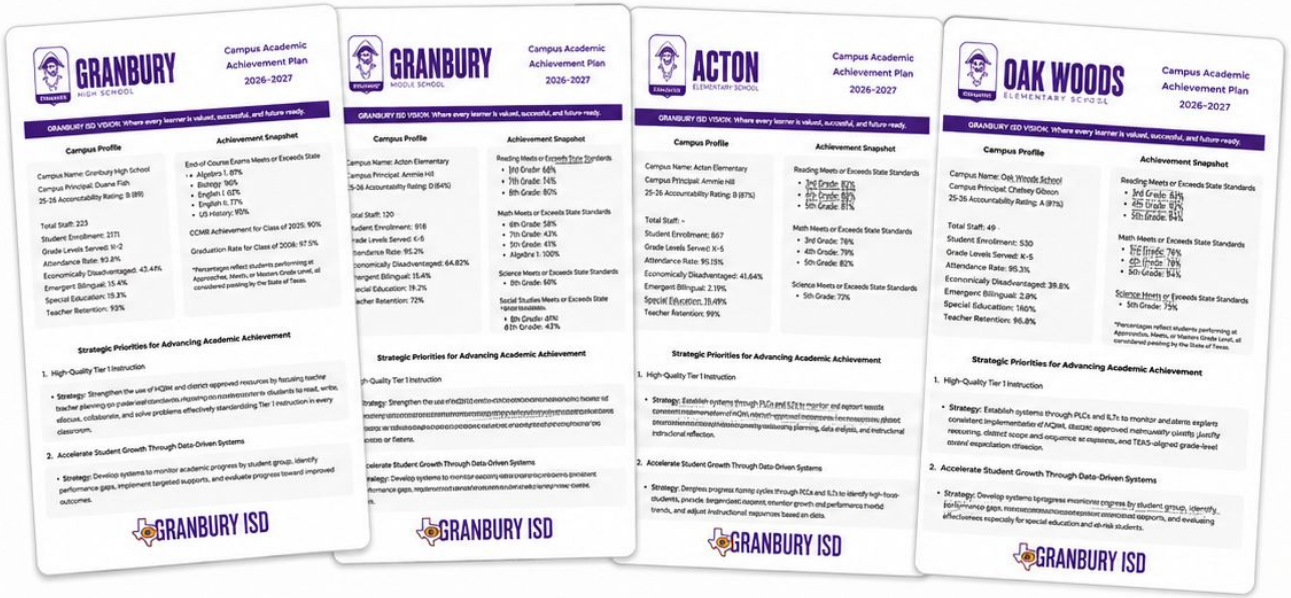
BRAWNER ELEMENTARY

Offers enrichment experiences, leadership opportunities, and technology integration that connect learning to the real world and inspire student growth.

NEW FOR 2026-27

CAMPUS ACADEMIC ACHIEVEMENT PLANS

Each campus developed a one-page academic achievement plan to sharpen the focus on the **highest-leverage work** for improving student outcomes.



KNOW THE DATA

Campus profile + achievement snapshot highlight current performance.

FOCUS THE WORK

Two strategic priorities identify the highest-leverage areas to advance achievement.

DEFINE THE STRATEGY

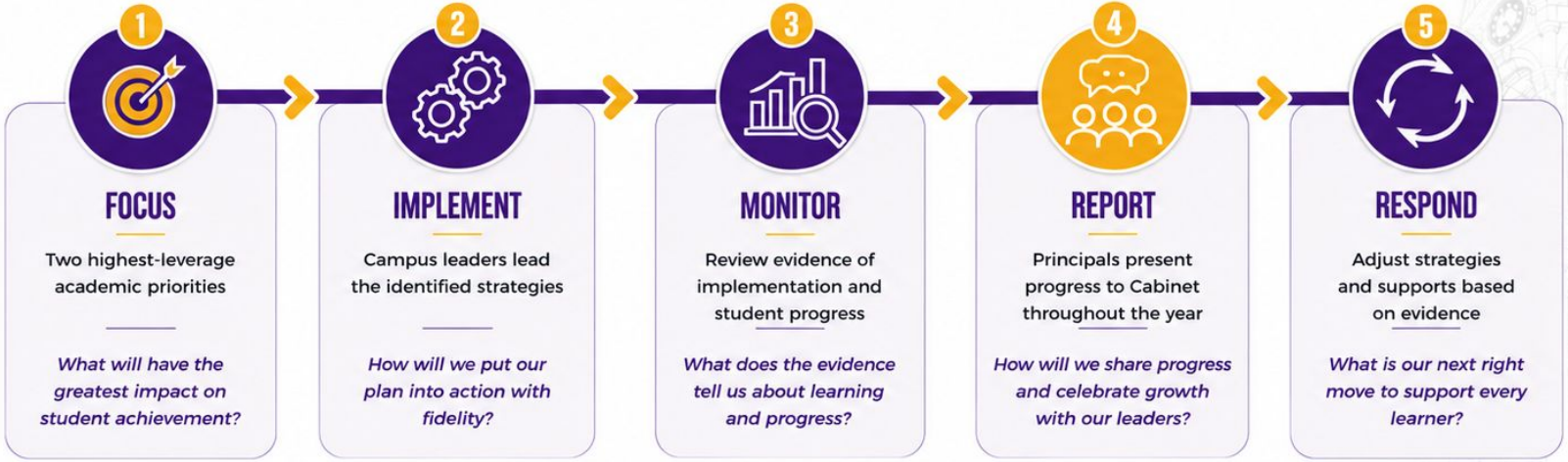
Campus-specific strategies aligned to identified needs drive intentional action.

These focused plans are pulled from the comprehensive Campus Improvement Plan and used throughout the year as a **leadership tool to drive progress**.

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A CADENCE OF ACCOUNTABILITY

The one-page plans create a common framework for **ongoing conversations** about implementation, progress, and results.



This cadence happens throughout the year and ensures our focus stays on implementation, progress, and results for ***every student, every day***.

The goal is not simply to have a plan, it is to create a **consistent rhythm of focus, monitoring, accountability, and *support*.**

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REVIEW, DISCUSSION & NEXT STEPS

The 2026–27 Campus Improvement Plans establish the priorities, strategies, and commitments guiding continuous improvement across Granbury ISD.



REVIEW & DISCUSS

Review and discuss the 2026–27 Campus Improvement Plans and provide feedback in preparation for Board consideration and **action in October.**



FOCUSED IMPLEMENTATION

Campuses continue the high-leverage work identified through their comprehensive needs assessments and improvement plans.



MONITOR & RESPOND

Progress will be reviewed throughout the year, with strategies and supports adjusted based on evidence of implementation and student outcomes.



Focused priorities. Intentional action. Ongoing accountability.

Continuing the work to ensure every learner is valued, successful, and future-ready.

ACTON ELEMENTARY SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where every learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Acton Elementary
Campus Principal: Ammie Hill
25-26 Accountability Rating: B (87%)

- Total Staff:
- Student Enrollment: 867
- Grade Levels Served: K-5
- Attendance Rate: 95.15%
- Economically Disadvantaged: 41.64%
- Emergent Bilingual: 2.19%
- Special Education: 19.49%
- Teacher Retention: 99%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 3rd Grade: 82%
- 4th Grade: 88%
- 5th Grade: 81%

Math Meets or Exceeds State Standards
- 3rd Grade: 76%
- 4th Grade: 79%
- 5th Grade: 82%

Science Meets or Exceeds State Standards
- 5th Grade: 73%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Establish systems through PLCs and ILTs to monitor and support consistent implementation of HQIM, district-approved instructional resources, district scope and sequence, and TEKS-aligned grade-level expectations through collaborative planning, data analysis, and instructional reflection.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Implement consistent progress-monitoring cycles through PLCs and ILTs to identify high-focus students, provide targeted support, monitor student growth and performance trends, and adjust instructional responses based on data.

GRANBURY ISD

ACTON MIDDLE SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Acton Middle School
Campus Principal: Jennifer Pennington
25-26 Accountability Rating: B (80%)

- Total Staff: 89
- Student Enrollment: 875
- Grade Levels Served: 6-8
- Attendance Rate: 94.9%
- Economically Disadvantaged: 40.3%
- Emergent Bilingual: 6.08%
- Special Education: 17.58%
- Teacher Retention: 92.5%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 6th Grade: 78%
- 7th Grade: 80%
- 8th Grade: 93%

Math Meets or Exceeds State Standards
- 6th Grade: 72%
- 7th Grade: 62%
- 8th Grade: 71%
- Algebra 1: 100%

Science Meets or Exceeds State Standards
- 8th Grade: 84%

Social Studies Meets or Exceeds State Standards
- 8th Grade: 72%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Use instructional rounds as a continuous improvement cycle focused on a specific instructional challenge (e.g., rigor, discourse, engagement, evidence of learning) to identify trends and improve instructional practice.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Strengthen PLC processes through a consistent data cycle where teams analyze standards, student evidence, assessment results, and instructional responses to determine next steps and monitor growth.

GRANBURY ISD

BACCUS ELEMENTARY SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Nettie Baccus Elementary
Campus Principal: Dr. Lacey Padgett
25-26 Accountability Rating: B (81%)

- Total Staff: 72
- Student Enrollment: 558
- Grade Levels Served: K-5
- Attendance Rate: 94.87%
- Economically Disadvantaged: 79.39%:
- Emergent Bilingual: 30.82%:
- Special Education: 18.2%:
- Teacher Retention: 90%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 3rd Grade: 69%
- 4th Grade: 74%
- 5th Grade: 86%

Math Meets or Exceeds State Standards
- 3rd Grade: 62%
- 4th Grade: 57%
- 5th Grade: 83%

Science Meets or Exceeds State Standards
- 5th Grade: 72%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Strengthen implementation of the GISD Instructional Framework through focused PLC planning, professional learning, classroom walkthroughs, and instructional feedback centered on standards-aligned learning, rigorous learning tasks, and evidence of learning.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Use consistent progress-monitoring cycles to provide targeted intervention and acceleration, monitor student growth, and adjust instructional responses based on evidence of student performance.

GRANBURY ISD

BRAWNER ELEMENTARY SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where every learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Brawner Elementary
Campus Principal: Sandy Ruiz
25-26 Accountability Rating: C (78%)

- Total Staff: 69
- Student Enrollment: 708
- Grade Levels Served: K-5
- Attendance Rate: 94.99%
- Economically Disadvantaged: 69%
- Emergent Bilingual: 29%
- Special Education: 18%
- Teacher Retention: 93%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 3rd Grade: 79%
- 4th Grade: 80%
- 5th Grade: 82%

Math Meets or Exceeds State Standards
- 3rd Grade: 67%
- 4th Grade: 65%
- 5th Grade: 77%

Science Meets or Exceeds State Standards
- 5th Grade: 72%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Implement a structured lesson internalization process within PLCs to ensure standards alignment, appropriate rigor, anticipated misconceptions, and intentional planning for questioning, student discourse, and checks for understanding.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Strengthen intervention and acceleration systems by using data to identify student needs, provide targeted support, monitor progress, and adjust instructional responses for identified student groups.

GRANBURY ISD

EMMA ROBERSON
EARLY LEARNING ACADEMY

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Emma Roberson Early Learning Academy
Campus Principal: Kellie Pollock
25-26 Accountability Rating: B (81%)

- Total Staff: 68
- Student Enrollment: 369
- Grade Levels Served: EE-PK
- Attendance Rate: 92.23%
- Economically Disadvantaged: 84%
- Emergent Bilingual: 26.8%
- Special Education: 29.8%
- Teacher Retention: 75%

Achievement Snapshot

CLI - CPM State Assessment , administered one on one with students using online assessment at BOY, MOY and EOY.

ELAR
Rapid Letter Naming
- On Track (ENG): 71%
- On Track (SPAN): 64%

Rapid Vocabulary
- On Track (ENG): 66%
- On Track (SPAN): 52%

Math
- Number Identification: 86%
- One to One Correspondence: 100%
- Pattern Recognition: 87%

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- **Strategy**: Strengthen the use of HQIM and district approved resources by focusing teacher planning on CLI standards, prek guidelines, rigorous tasks and opportunities for students to demonstrate school readiness.

2. Accelerate Student Growth Through Data-Driven Systems

- **Strategy:** Strengthen PLC processes through a consistent data cycle where teams analyze standards, student evidence, assessment results, and instructional responses to determine next steps and monitor growth.

GRANBURY ISD

GRANBURY HIGH SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Granbury High School
Campus Principal: Duane Fish
25-26 Accountability Rating: B (89)

- Total Staff: 223
- Student Enrollment: 2171
- Grade Levels Served: 9-12
- Attendance Rate: 93.8%
- Economically Disadvantaged: 43.4%
- Emergent Bilingual: 9.4%
- Special Education: 13.4%
- Teacher Retention: 93%

Achievement Snapshot

End-of-Course Exams Meets or Exceeds State Standards

- Algebra 1: 87%
- Biology: 96%
- English I: 82%
- English II: 77%
- US History: 95%

CCMR Achievement for Class of 2025: 90%

Graduation Rate for Class of 2026: 97.5%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Strengthen the use of HQIM and district-approved resources by focusing teacher planning on grade-level standards, rigorous tasks, and opportunities for students to read, write, discuss, collaborate, and solve problems effectively standardizing Tier 1 instruction in every classroom.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Develop systems to monitor academic progress by student group, identify performance gaps, implement targeted supports, and evaluate progress toward improved outcomes.

GRANBURY MIDDLE SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where every learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Granbury Middle School
Campus Principal: Dr. Ben Sherley
25-26 Accountability Rating: D (64%)

- Total Staff: 120
- Student Enrollment: 918
- Grade Levels Served: 6-8
- Attendance Rate: 93.2%
- Economically Disadvantaged: 64.82%
- Emergent Bilingual: 15.4%
- Special Education: 19.2%
- Teacher Retention: 72%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 6th Grade: 66%
- 7th Grade: 74%
- 8th Grade: 80%

Math Meets or Exceeds State Standards
- 6th Grade: 58%
- 7th Grade: 43%
- 8th Grade: 41%
- Algebra 1: 100%

Science Meets or Exceeds State Standards
- 8th Grade: 66%

Social Studies Meets or Exceeds State Standards
- 8th Grade: 43%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Implement consistent campus-wide practices for gathering evidence of student learning through checks for understanding, student work, and formative assessment, using evidence to make timely instructional adjustments and ensure students are mastering grade-level standards.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Strengthen PLC, intervention, and acceleration processes by using data to identify student needs, track performance and growth across student groups and subpopulations, provide targeted support, monitor progress, and adjust instructional responses based on identified needs.

OAK WOODS
ELEMENTARY SCHOOL

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where every learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Oak Woods School
Campus Principal: Chelsey Gibson
25-26 Accountability Rating: A (91%)

- Total Staff: 49
- Student Enrollment: 530
- Grade Levels Served: K-5
- Attendance Rate: 95.3%
- Economically Disadvantaged: 39.8%
- Emergent Bilingual: 2.8%
- Special Education: 16%
- Teacher Retention: 96.8%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 3rd Grade: 83%
- 4th Grade: 93%
- 5th Grade: 94%

Math Meets or Exceeds State Standards
- 3rd Grade: 76%
- 4th Grade: 78%
- 5th Grade: 94%

Science Meets or Exceeds State Standards
- 5th Grade: 75%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Implement a campus-wide focus on writing as a tool for learning by increasing opportunities for students to explain their thinking, justify reasoning, and demonstrate mastery across content areas, with an emphasis on textual evidence and organization.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Develop systems to monitor progress by student group, identify performance gaps, implement targeted supports, and evaluate effectiveness to close achievement gaps, particularly for special education and at-risk students.

GRANBURY ISD

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: STARS Accelerated High School
Campus Principal: Margaret Rodriquez
25-26 Accountability Rating: A (94%)

- Total Staff: 17
- Student Enrollment: 75
- Grade Levels Served: 9th-12th
- Attendance Rate:
- Economically Disadvantaged: 61.54%
- Emergent Bilingual: 14.67%
- Special Education: 12%
- Teacher Retention: 94%

Achievement Snapshot

Percentages based on campus data & number of students tested per semester:

Algebra 1 Meets or Exceeds State Standards
- Spring: 4/6 (67%), Fall: 1 / 2 (50%)

Biology Meets or Exceeds State Standards
- Spring: 4/6 (67%), Fall: 1 / 2 (50%)

English I Meets or Exceeds State Standards
- Spring: 4 /6 (67%), Fall: 3 / 3 (100%)

English II Meets or Exceeds State Standards
- Spring: 7 / 12 (53%), Fall: 7/10 (70%)

US History Meets or Exceeds State Standards
- Spring: 11/ 14 (79%), Fall: 11 / 11 (100%)

of Graduates 2026: 43

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Strengthen student academic progress by increasing course completion and credit attainment, supporting students in staying on track for on-time graduation, and improving college, career, and military readiness (CCMR) outcomes.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Monitor individual STAAR/EOC performance and provide targeted intervention based on student data to increase the percentage of students demonstrating positive scale-score growth and/or advancing a STAAR/EOC performance level from one administration to the next.

STEAM ACADEMY
AT MAMBRINO ELEMENTARY

Campus Academic Achievement Plan 2026-2027

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Campus Profile

Campus Name: Mambrino
Campus Principal: Melissa Shipp
25-26 Accountability Rating: C (72%)

- Total Staff: 97
- Student Enrollment: 813
- Grade Levels Served: K-5
- Attendance Rate: 94.56%
- Economically Disadvantaged: 47.6%
- Emergent Bilingual: 3.25%
- Special Education: 27.69%
- Teacher Retention: 86%

Achievement Snapshot

Reading Meets or Exceeds State Standards
- 3rd Grade: 70%
- 4th Grade: 74%
- 5th Grade: 82%

Math Meets or Exceeds State Standards
- 3rd Grade: 59%
- 4th Grade: 59%
- 5th Grade: 81%

Science Meets or Exceeds State Standards
- 5th Grade: 76%

*Percentages reflect students performing at Approaches, Meets, or Masters Grade Level, all considered passing by the State of Texas.

Strategic Priorities for Advancing Academic Achievement

1. High-Quality Tier 1 Instruction

- Strategy: Strengthen the use of HQIM and district-approved resources by focusing teacher planning on grade-level standards, rigorous tasks, and opportunities for students to read, write, discuss, collaborate, and solve problems.

2. Accelerate Student Growth Through Data-Driven Systems

- Strategy: Strengthen intervention and acceleration systems by using data to identify student needs, track performance and growth across student groups and subpopulations, provide targeted support, monitor progress, and adjust instructional responses based on identified needs.

Granbury Independent School District

Acton Elementary School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

WE BELIEVE: Positive partnerships with family and community are important for student success. Students should be future ready.

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Comprehensive Needs Assessment

Demographics

Summary

Acton Elementary ended the 2025-26 school year with 856 students in Kindergarten through 5th grade. Based upon current enrollment numbers and the current number of incoming Kindergarten students, anticipated enrollment numbers for the 2026-2027 school year is 875 students. The breakdown per grade level for the 2026-2027 school year is: 7 sections of Kindergarten, 7 sections of 1st grade, 6 sections of 2nd grade, 7 sections of 3rd grade, 8 sections of 4th grade, and 7 sections of 5th grade. We also will also have 3 structured learning classrooms with a total of approximately 25 students.

In May of 2026, 40% of our students qualified for free or reduced lunches.

The enrollment by ethnic background was 72.7% White, 20.8% Hispanic, 2.5% Black, 0.6% American Indian, .4% Asian, 4% two or more races. 81 students were newly enrolled at Acton Elementary during the 2026-2026 school year.

Strategies for the 2026-2027 School Year:

The campus goal is to have an average daily attendance at or above 96%. Acton Elementary ended the year with an average daily attendance of 95.1% (down from the 2024-25 average of 95.23%). We will continue to look for creative ways to incentivize and motivate students to be at school each day. Additionally, we will continue to educate families on the importance of good attendance. We will also have mentoring opportunities for our chronically absent students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Yearly combined attendance is below 96%.	Shifting family mindsets to prioritize daily attendance is a long-term effort. While we have implemented a variety of strategies-including the use of Raawee, targeted incentives at the student, classroom, and grade levels, and the renewed use of truancy court - our overall attendance rate remains below that of peer districts with similar size and demographics.

★ = Priority

Student Achievement

Summary

Overall STAAR 2026 Results:

- Reading Approaches - 84%
- Reading Meets - 63%
- Reading Masters - 34%
- Math Approaches - 79%
- Math Meets - 59%
- Math Masters - 28%
- Science Approaches - % have not received yet
- Science Meets - %
- Science Masters - %

Overall TELPAS 2026 Results:

Of the 20 Emergent Bilingual students:

- 20% were in the “Beginning” range
- 35% were in the “Intermediate” range
- 35% were in the “Advanced” range
- 10% were in the “Advanced High” range

1 Emergent Bilingual student exited needing ESL services due to their performance on TELPAS and STAAR

Overall mClass 2026 Results:

Kindergarten

- Well Below Benchmark - 16%
- Below Benchmark - 15%
- At Benchmark - 35%
- Above Benchmark - 34%

1st Grade

- Well Below Benchmark - 16%
- Below Benchmark - 10%
- At Benchmark - 37%
- Above Benchmark - 37%

2nd Grade

- Well Below Benchmark - 24%
- Below Benchmark - 18%
- At Benchmark - 24%
- Above Benchmark - 34%

Strategies for the 2026-2027 School Year:

- Strengthen foundational literacy in Kindergarten through 3rd grade through implementation of Benchmark Phonics Instruction and Benchmark Phonics Intervention programs.
- Implement Pirate Time, a dedicated 30–45 minute daily block for targeted reading and math interventions based on student data.
- Ensure vertically aligned writing instruction that prepares students for STAAR short and extended constructed response item types.
- Leverage Instructional Specialists to support teacher teams in delivering high-quality Tier 1 instruction, developing common formative assessments, and designing effective Tier 2 and Tier 3 interventions to meet diverse student needs.
- Utilize bi-weekly PLC meetings to analyze progress monitoring data, collaboratively plan targeted, data-driven interventions for Pirate Time, and build collective teacher understanding of the new math adoption, Bluebonnet OER.
- Use district workdays and professional development days for “Big Picture Planning,” which includes deep internalization of the math adoption, Bluebonnet OER, and ensures alignment with scope and sequence, instructional materials, and assessment tools.
- Continue small group instruction across all core subjects, using formative assessment data to guide intervention and extension tailored to each student.
- Support Emergent Bilingual students through the Summit K12 program and a dedicated interventionist, with a focus on ELPS mastery and TELPAS growth.
- Promote least restrictive environments for Special Education students to maximize access to and achievement in grade-level curriculum.
- Maintain weekly GT instruction through the continued rotation of the district GT teacher to serve AES students.
- Grow participation in the GISD Elementary Academic UIL competition, continuing to host and expand this enriching academic opportunity for students.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	After reviewing 2026 STAAR scores, specific areas of concern are: - A significant gap remains between "Meets" and "Masters" across all subjects: - Fewer students are reaching grade-level proficiency in Math compared to Reading and Science - Students entering 3rd grade may lack the fluency and comprehension skill necessary for long-term STAAR success.	One likely root cause is the need for increased focus on rigorous, high-quality Tier 1 instruction that challenges students beyond basic recall and procedural understanding. While students are demonstrating foundational knowledge (Approaches), they may not be consistently engaged in tasks that require critical thinking ,application, and problem-solving - skills needed to reach the Meets and Master

★ = Priority

School Culture and Climate

Summary

Strategies for the 2026-2027 School Year:

- Maintain a strong focus on campus safety and security through ongoing initiatives such as the Stop the Prop campaign, heightened visitor awareness, refined front office procedures, clear protocols for large-scale events, and routine safety drills.
- Utilize the behavior/reset room as a proactive tool to reduce disruptive behaviors and preserve valuable instructional time for all students.
- Strengthen our character education efforts through the continued use of Capturing Kids' Hearts principles, paired with targeted counselor lessons during bi-weekly PLCs and whole-class character instruction.
- Implement restorative circles in classrooms on a regular basis to nurture strong peer and teacher relationships, and use them intentionally to navigate conflict or support classroom dynamics when needed.
- Celebrate student achievements through positive office referrals and uplifting phone calls home, reinforcing a culture of encouragement and partnership with families.
- Deepen relationships with community partners and local organizations to strengthen the bond between our campus and the greater community.
- Participate in both grade-level and school-wide service learning opportunities that promote kindness, compassion, and civic responsibility.
- Empower our student ambassadors to lead campus tours and welcome new students, families, and visitors, supporting smooth transitions and a strong sense of belonging.
- Provide meaningful student leadership opportunities through programs like Student Council and Student Ambassadors, cultivating responsibility, confidence, and a voice in shaping campus culture.
- Continue sharing weekly family newsletters from campus administration that include principal updates, counselor tips, academic support strategies, and upcoming events to keep families informed and engaged.
- Continue hosting student-led parent conferences in the fall semester to foster meaningful dialogue between home and school about student progress and goals.
- Continue to host campus tours for current and prospective families as well as for community members interested in learning more about the innovative and engaging work happening on our campus.
- Partner with schools across the country to exchange fresh, innovative ideas and strategies, continually evolving our practices through collaboration and shared learning.
- Leverage mid-year and end-of-year surveys for families and staff, along with stay interviews, to gather feedback and guide Campus Leadership Team decision-making.
- Keep the momentum of our monthly Family Huddle, an all-school morning meeting in the pit, to build school spirit,

celebrate student growth, and recognize staff achievements.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Sustaining and enhancing a positive school culture is an evolving journey that demands ongoing collaboration, dedication, and a focus on continuous growth - especially after maintaining a strong culture over time.	Our positive school culture remains a significant strength and source of pride. However, to avoid complacency, we must intentionally explore fresh and innovative strategies to nurture and expand this culture moving forward.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Strategies for the 2026-2027 School Year:

- All instructional staff will hold appropriate certifications and meet all qualifications for their assigned content areas and grade levels
- First-year teachers and those new to Acton Elementary will be paired with a mentor teacher. This partnership, along with monthly "New Teacher Meetings," will help orient new staff to campus culture and expectations. Mentoring will follow the guidelines of the Granbury ISD Mentoring Program.
- Teachers new to the profession and/or Acton Elementary will participate in an observation-feedback coaching model, receiving a minimum of three positive shifts in their first year. These coaching cycles will support growth in classroom management and instructional rigor.
- Teachers will be included in either the T-TESS evaluation rotation or an observation and feedback coaching cycle. Each teacher will receive 2–3 walkthroughs annually, based on TIA eligibility.
- T-TESS goal-setting meetings, along with pre-conferences, post-conferences, and summatives, will serve as coaching opportunities for reflective conversations around instructional practices and professional growth.
- Using data from the observation-feedback global tracker and T-TESS tools, the Instructional Leadership Team will identify the highest leverage problems of practice prior to the start of the 2026–27 school year to inform a year-at-a-glance professional learning plan.
- Teacher teams will continue to have a 45-minute daily common planning period, with Instructional Specialists present to offer support and guidance during weekly meetings.
- Bi-weekly 60-minute PLC sessions will bring together grade-level teams, the Instructional Specialist, and administrators to internalize lesson plans, design common formative assessments, analyze student learning, and plan for timely interventions and enrichment.
- Designated professional development days will continue to be used for collaborative "big picture planning," allowing teacher teams to align instruction with curriculum goals and upcoming assessment windows, with support from instructional leaders.
- Through our partnership with Tarleton State University, Acton Elementary will continue participating in the US Preparation Intern Program, hosting one intern during the 2026–27 school year.
- We will continue to host interns, student teachers, and observers from local universities to help develop future educators and support their training.
- Teachers will be supported in obtaining or maintaining required certifications through alternative pathways, including GT, ESL, and Reading Academy.
- The Acton Elementary admin team will carry on our established teacher appreciation efforts throughout the school

year. These include gratitude rings, uplifting notes, staff shout-outs, favorite snacks, drinks, and desserts, as well as Acton Night Outs, treat carts, jeans/athleisure days, staff meals, and fun recognition initiatives. We'll also bring back our December and February calendars full of daily games and treats, and continue to celebrate our team during Teacher Appreciation Week.

- We will maintain partnerships with families, local businesses, our PTO, and StoneWater Church's Serve GISD team to support ongoing staff appreciation and encouragement.
- Staff surveys and stay interviews will continue to be conducted annually to gather input and guide decision-making by the admin team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The addition of multiple structured special education programs over the last three years has increased the number of specialized staff (teachers and paraprofessionals), creating new demands for training , collaboration, and support systems.	As these specialized programs are new to Acton Elementary, consistent structures for onboarding, coaching, and professional development specific to behavior intervention, sensory regulation, and instructional strategies for students with significant needs are still being developed and refined.

★ = Priority

Family and Community Engagement

Summary

Strategies for the 2026-2027 School Year:

- Implement Parent Square for teacher and campus-wide communication to maintain consistent, real-time updates between families and school staff
- Implement Parent Square for important school-wide announcements and time-sensitive reminders
- Continue using campus social media platforms (Facebook, Instagram, YouTube, TikTok, and Twitter/X) to highlight student success, share campus events, promote school culture, and inform stakeholders
- Continue publishing the weekly "Pirate Press" digital newsletter from the administration team to families with highlights, reminders, and updates
- Continue to foster a thriving Parent Teacher Organization (PTO) that offers numerous volunteer and leadership opportunities for families throughout the school year
- Continue hosting monthly Family Huddles that showcase student achievement, celebrate staff accomplishments, and build a strong campus community
- Student music performances will continue to be featured during Family Huddles and at separate designated events for broader family attendance and enjoyment
- Host student-led parent conferences during the fall semester to deepen the partnership between families and educators by focusing on student goals, growth, and academic progress
- Continue partnering with the Granbury Chamber of Commerce and local businesses to participate in Granbury Lemonade Day, helping students learn entrepreneurship and community engagement
- Maintain the following volunteer opportunities to increase parent involvement:
    - Classroom Volunteer
    - Library Volunteer
    - Field Trip Chaperone
    - PTO Officer or Committee Member
- Continue hosting family engagement events organized through the Family Engagement Committee, including literacy nights, math nights, and curriculum showcases
- Continue organizing community outreach efforts, including but not limited to:
    - Rancho Brazos Registration Event
    - Cresson POD Registration Event
    - Penny War, in support of The Beau Bear Organization
    - Canned Food Drive, in conjunction with Mission Granbury
    - "Cereal Domino Challenge", new cereal boxes distributed to various local non-profit organizations

    - Blanket Drive, distributed to various local non-profit organizations
    - Blessing Box donations, distributed to various local non-profit organizations
- Continue our partnership with Neighbors Feeding Neighbors and Acton Methodist Church to provide weekend backpack snacks to students in need
- Explore partnerships with mentor programs, where mentors work one-on-one with students who need additional social-emotional support
- Partner with the StoneWater Church Serve GISD team for special projects and campus support days
- Collaborate with district departments to promote and increase participation in special population events, such as Emergent Bilingual Family Night, Dyslexia Parent Training, and Autism Awareness events
- Distribute parent/family surveys at mid-year and end-of-year to gather meaningful feedback, identify strengths and areas for growth, and drive decisions aligned with stakeholder needs
- Host campus tours for prospective families, community members, and local organizations interested in learning more about Acton Elementary's unique programs and culture
- Partner with schools across the state and country to exchange innovative practices and enhance family-school engagement through new perspectives and shared learning
- Provide leadership opportunities for students through Student Council and Student Ambassadors, both of which help welcome guests, lead service initiatives, and represent the campus at events

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	While many families are engaged through school-wide events, some parents still do not actively participate in academic conversations about their child's learning progress.	A need for increased individualized, student-centered engagement opportunities, such as goal-setting conferences, student-led parent conferences, and academic workshops that empower families to play a more active role in student learning.

★ = Priority

Goals

Goal 1 Acton Elementary will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Strengthen academic achievement and growth

Evaluation Data Source: Increased state accountability scores

Strategy 1

We will monitor strategies to promote continuous improvement for GT, EL, SPED, Dyslexia, 504 and At Risk students through various means including Enrichment, MTSS, small group instruction, RBD and tutoring, and 3 week monitoring.

Strategy's Expected Result/Impact: Review sub pop student performance and student progress monitoring after each formative and summative assessment during each data cycle. This data will be collected in grade level data sheets and referred to in data meetings. Data Analysis will be completed and turned in for progress monitoring after each assessment, including data from our Academic Support Para on students with MTSS behavior.

Review student group performance and item analysis.

Staff Responsible for Monitoring: Campus administration, instruction & Intervention specialist, and teachers, Academic Support Para

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

	November	February	April	June
Some Progress				

Strategy 2

Utilize high-quality instructional resources to create personalized learning plans for all students: IXL, iReady, Amplify, Summit K12, Math Catalyst, Reading by Design and Benchmark Phonics Intervention.

Strategy's Expected Result/Impact: Students will receive targeted, data-driven instruction and intervention through high-quality instructional resources, resulting in increased academic growth, improved mastery of grade-level standards, and higher performance on district and state assessments.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialists

Formative Reviews

November	February	April	June

Strategy 3

Continue biweekly professional learning communities (PLC) (discussing appropriate grade level data, instruction, and best practices to improve student performance using the 4 PLC critical questions). Focus instruction around student data, lesson planning, and the correlation of the TTESS rubric and waterfall for Observation Feedback.

Strategy's Expected Result/Impact: All conversations will revolve around increasing student achievement and staff accountability

Staff Responsible for Monitoring: Campus administration, instructional specialists and teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Goal 2 Acton Elementary will prepare every student for college, career, and/or military success.

Performance Objective 1

Increase College, Career, and/or Military Readiness

Strategy 1

College and career readiness will be strengthened through character lessons from the counselor, continuing our Kindness Club, a student leadership ambassador group, that leads and serves other students through monthly character meetings.

Strategy's Expected Result/Impact: Student leadership and confidence will increase and they will be provided opportunities to grow in leadership skills.

Staff Responsible for Monitoring: Counselor

Formative Reviews

November	February	April	June

Strategy 2

Provide differentiated and enriched learning opportunities for GT students that cultivate critical thinking, creativity, problem-solving, collaboration, and student ownership while connecting learning to students' individual strengths, interests, and future college and career pathways.

Strategy's Expected Result/Impact: GT students will demonstrate increased engagement, confidence, and proficiency in higher-level thinking and problem-solving skills, establishing a strong foundation for future academic and college/career success.

Staff Responsible for Monitoring: GT Teacher, Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Goal 3 Acton Elementary will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Ensure safety, well-being and connection for the students of AES.

Evaluation Data Source: Capturing Kid's Hearts surveys, campus -wide surveys, parent feedback

Strategy 1

We will ensure that AES is a safe securer campus by conducting regular door audits, safety drills, and threat assessments when necessary.

Strategy's Expected Result/Impact: Safe and secure campus

Staff Responsible for Monitoring: SRO, Admin team, Counselor

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

Formative Reviews

November	February	April	June

Strategy 2

Implement Capturing Kids' Hearts with fidelity across the campus by establishing consistent campus-wide practices, language, routines, and relationship-building strategies that strengthen student-teacher relationships, promote a positive school culture, and increase student engagement and sense of belonging.

Strategy's Expected Result/Impact: Students will experience a greater sense of belonging, safety, and connection to their school and teachers, leading to improved engagement, fewer behavior concerns, increased student ownership of the campus culture, and greater readiness to learn.

Staff Responsible for Monitoring: All staff

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

Formative Reviews

November	February	April	June

Strategy 3

We will increase student and family well-being by increasing access to mental health supports through referrals to the Texas A&M Telehealth Counseling and Telepsychiatry (TCHATT) program.

Strategy's Expected Result/Impact: Improved well being of students through counselor logs and positive feedback from families.

Staff Responsible for Monitoring: Admin and Counselor

Formative Reviews

November	February	April	June

Strategy 4

Implement a proactive, campus-wide attendance initiative that strengthens student and family connections, identifies barriers to regular attendance, and provides timely interventions and support for students experiencing attendance concerns.

Strategy's Expected Result/Impact: Students will experience a stronger sense of belonging, connection, and support at school, resulting in improved daily attendance, increased engagement in learning, and greater access to consistent instructional opportunities.

Staff Responsible for Monitoring: Teachers, Campus Admin, Attendance Clerk

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

Formative Reviews

November	February	April	June

Goal 4 Acton Elementary will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student involvement and engagement in campus activities

Strategy 1

Increase student participation and engagement in academic extracurricular activities such as UIL.

Strategy's Expected Result/Impact: Compete at district UIL events. Encourages a sense of school pride and teamwork.

Staff Responsible for Monitoring: UIL sponsors, UIL Coordinator

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

Formative Reviews

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Strategy 2

Encourage 5th grade students to be involved in Student Council and Kindness Crew. These groups provide opportunities for leadership for the students.

Strategy's Expected Result/Impact: Increased student leadership, pride in campus, and strong school culture

Staff Responsible for Monitoring: Campus Admin, Student Council Sponsors, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 5 Acton Elementary will recruit, develop, and retain high-quality staff.

Performance Objective 1

Strengthen recruitment systems for highly qualified staff

Evaluation Data Source: Increased position fill rate in target area staffing

Strategy 1

Continue our relationship with Tarleton's Teacher Residency Program and Grow Your Own recruits for vacancies to increase the applicant pool.

Strategy's Expected Result/Impact: Recruitment of highly -qualified teachers who have experience in Granbury ISD

Staff Responsible for Monitoring: Campus and District Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 2

Strengthen retention systems for highly qualified staff

Evaluation Data Source: Increased retention rate
Increasingly better survey results addressing staff working conditions, support,

Strategy 1

Follow with fidelity the GISD PREP Mentor program for new teachers that are partnered with current mentors.

Strategy's Expected Result/Impact: New teachers will develop increased confidence, competence, and consistency in implementing campus routines, procedures, and instructional expectations through sustained mentoring, collaboration, and support throughout the school year.

Staff Responsible for Monitoring: Campus admin, mentor teachers, mentee teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

The administrative team and the Instructional Coaches will use the Observation Feedback loop to coach teachers, close gaps in instructional practices, and increase rigor and student discourse in the classroom. Teachers will be coached on a variety of items that are applicable to the staff member's needs, Consistent support for staff that is being coached is provided

Strategy's Expected Result/Impact: Teachers will demonstrate increased instructional effectiveness through consistent, individualized coaching and feedback, resulting in greater rigor, increased student discourse, and stronger student engagement in classroom learning.

Staff Responsible for Monitoring: Admin team, instructional coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3

Strengthen professional training and development systems of highly qualified staff

Strategy 1

Strengthen professional training and providing support of professional development for all teachers to include: Get Better Faster observation and coaching cycles, campus instructional rounds, learning walks, modeling.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger instructional practices in both rigor and classroom management. This will foster growth, collaboration and consistency across classrooms, leading to higher student achievement.

Staff Responsible for Monitoring: all staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 4

Strengthen staff culture

Strategy 1

We maintain a positive campus culture by providing opportunities for staff to spend time with one another such as: Sunshine Committees, Acton Nights Out, common planning times, staff luncheons, etc

Strategy's Expected Result/Impact: Increased teacher retention due to a positive campus culture

Staff Responsible for Monitoring: all staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 6 Acton Elementary will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student and family culture and engagement

Strategy 1

Parent Meetings will be hosted within the first 3 weeks of school. Information will be shared on various platforms with families such as school routines and procedures so that they are well informed.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Campus admin

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

Formative Reviews

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Strategy 2

Consistent communication and engagement with families through our weekly parent newsletter, Pirate Press, as well as strong social media presence and Parent Square.

Strategy's Expected Result/Impact: Our goal is that parents are informed of the pertinent and important events and news at AES>

Staff Responsible for Monitoring: Admin team, teachers

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

Formative Reviews

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Strategy 3

Encourage parents to volunteer at AES with a variety of options to choose from.

Strategy's Expected Result/Impact: Meaningful family engagement

Staff Responsible for Monitoring: all staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 7 Acton Elementary will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Refine and commit to transparent and effective budgeting processes

Strategy 1

AES PTO will complete all required training to ensure they are fully informed about financial procedures for best practices. Monthly budgets are shared at monthly PTO meetings.

Strategy's Expected Result/Impact: Clear understanding of financial procedures and allocation of all resources.

Formative Reviews

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Strategy 2

Campus principal and secretary will meet frequently to review budget and monitor spending.

Strategy's Expected Result/Impact: Improved budget and spending

Staff Responsible for Monitoring: Principal and Secretary

Formative Reviews

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Performance Objective 2

Explore/expand alternative revenue sources

Strategy 1

Staff will pursue grant opportunities through GEF to fund innovative programs and experiences.

Strategy's Expected Result/Impact: Increased access to funding for students to enrich learning for all students.

Staff Responsible for Monitoring: all staff

Formative Reviews

November	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Karin Garcia	Instructional Specialist	Title 1	1
Mallory Myers	PFE Liasion	Title 1	NaN

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Acton Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:32 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

AMS BELIEVES IN.....

- **POSITIVE CONTRIBUTIONS**
- **RELATIONSHIP BUILDING**
- **SAFE AND CARING ENVIRONMENT**
- **QUALITY EDUCATION FOR ALL STUDENTS**

"AMS Faculty and Staff are committed to making this happen!"

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Comprehensive Needs Assessment

Demographics

Summary

Acton Middle School is comprised of:

	Fall 2025	Spring 2026	Fall 2026
Enrollment			
6th grade	275	295	325
7th grade	327	338	275
8th grade	273	288	312
Ethnicity			
Hispanic/ Latino	210	223	238
Asian	6	6	
African American	17	20	12
White	619	646	634
Two or More Races	20	23	
Student Indicators			
Economically Disadvantaged	354	396	*not available yet
Emerging Bilingual	52	56	62

At Risk	364		340
Section 504	141	183	138
Special Education	146	162	177
Gifted and Talented	87	95	97
Homeless	14	17	

Overall campus attendance: 95.1

Strengths

AMS benefits from strong student attendance and a relatively stable enrollment, providing consistency in instruction, relationships, and student support. Our diverse student population brings a variety of backgrounds, experiences, interests, and needs that contribute to a well-rounded and connected campus community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	At the beginning of the school year, nearly half of the student population was identified as at risk, indicating a significant need for targeted support in academic achievement, attendance, and/or behavior.	This level of need is primarily associated with gaps in early academic intervention systems and progress monitoring practices, limited family engagement and communication regarding student academic performance, and socioeconomic barriers that impact student consistency, attendance, and overall readiness to learn.
2	Although AMS maintains an overall attendance rate of 95.1%, student absences continue to result in missed instructional time and learning opportunities, making consistent attendance an important area of continued focus.	Students and families may not fully recognize the cumulative impact that occasional absences have on instructional time, academic progress, and continuity of learning.

★ = Priority

Student Achievement

Summary

Combined scores for grades 6-8:

- Math - 71%
- RLA - 84%
- Science - 84%
- Social Studies - 72%

	Approaches 25-26	Meets 25-26	Masters 25-26
6th math	29%	31%	12%
6th reading	18%	27%	36%
7th math	12%	27%	23%
7th reading	21%	20%	30%
8th math	43%	26%	2%
Algebra	15%	42%	43%
8th reading	16%	40%	37%
8th science	23%	35%	19%
8th social studies	32%	23%	17%

Strengths

Student achievement in RLA and Science continues to be a strength for AMS. 8th grade RLA demonstrated strong overall performance, with only 18 students scoring at the *Did Not Meet* level on STAAR. 8th grade Science also showed significant growth, with a notable increase in the percentage of students achieving at the *Meets Grade Level* standard. These results reflect continued progress toward increasing both overall proficiency and the number of students demonstrating mastery of grade-level content.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Inconsistent use of data-driven PLC processes limits our ability to identify learning gaps and respond quickly to student needs.	PLC teams lack consistent structures and expectations for analyzing data, planning targeted instructional responses, and monitoring student growth.

★ = Priority

School Culture and Climate

Summary

AMS continues to demonstrate a strong culture and climate centered on safety, relationships, and character development through Capturing Kids' Hearts. Successfully passing the campus safety audit reflects our commitment to providing a secure learning environment, while continued implementation of Capturing Kids' Hearts implementation support positive relationships and a sense of belonging. CKH survey data further reflects the positive impact of these efforts and provides valuable feedback as we continue strengthening our campus culture.

Strengths

AMS has built a strong culture of communication, connection, and continuous improvement. Staff feedback following safety drills is used to strengthen campus procedures, while consistent implementation of Capturing Kids' Hearts led to AMS being recognized as a CKH National Showcase School. Weekly *Pirate Nation* newsletters keep families connected to campus events and celebrations, while weekly staff newsletters help ensure our team remains informed and aligned with campus priorities.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Communication about school events and feedback is not consistently centralized, making it difficult for staff, students, and families to stay informed and connected.	Multiple communication sources and the lack of a master calendar create inconsistencies in how information is shared and feedback is used to make adjustments.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

AMS continues to prioritize staff growth, support, and a positive professional culture. CKH survey data and face-to-face culture conversations provide staff with opportunities to share feedback and help shape campus practices. Professional development and T-TESS data are used to identify areas of strength and growth, allowing campus leadership to provide targeted support while continuing to develop and retain high-quality staff.

Strengths

AMS benefits from a highly qualified staff supported through intentional professional growth and a strong culture of appreciation. Get Better Faster coaching cycles provide targeted support for teacher development, while our partnership with Tarleton State University's intern program has created a successful pathway for recruiting and hiring new teachers. Staff retention efforts are strengthened through meaningful teacher appreciation and strong community partnerships with StoneWater Serves, PTO, and local donors who consistently invest in and celebrate our staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	PLC time is not consistently used effectively and efficiently to support student learning and instructional priorities.	Lack of a consistent PLC structure, clear agenda, and defined outcomes leads to time being used inconsistently.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

STAAR Data

Aware Data

Strengths

Time set aside for PLC

Instructional leadership and coaching opportunities

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	PLC structures need to be strengthened to better support collaboration, curriculum alignment, and instructional consistency across grade levels.	Inconsistent PLC processes and limited opportunities for cross-grade collaboration have led to gaps in curriculum alignment and instructional support.
2	Teachers have limited opportunities to engage in peer-to-peer learning through classroom observations, reducing opportunities to see effective practices in action, collaborate across classrooms, and learn from one another.	The master schedule and daily instructional responsibilities do not currently provide dedicated time or a structured process for teachers to observe peers and engage in learning walks.

★ = Priority

Family and Community Engagement

Summary

Acton Middle School benefits from an engaged parent community, with active participation in the PTO, Band Boosters, and Athletic Boosters. The campus also receives support through partnerships with local churches and businesses. Parents regularly volunteer and provide assistance as needed, contributing to a supportive and collaborative school environment.

Strengths

High levels of parent participation are demonstrated through campus events held throughout the year, including Pirate Camp, Open Houses, Title I meetings, parent meetings, pep rallies, sporting events, and award ceremonies. The PTO provides strong leadership and consistent support for campus initiatives. In addition, the campus benefits from ongoing support from local churches, which contribute to student and staff engagement through regular encouragement and assistance.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Emerging Bilingual (EB) parents experience barriers to effective engagement with the campus due to language differences that limit clear and consistent communication.	These barriers are primarily associated with limited confidence in cross-language communication between EB parents and campus staff. Additionally, reliance on translation tools may result in inaccuracies that can lead to misunderstandings and reduced clarity in communication.
2	As families transition into the middle school environment, overall consistency of campus engagement tends to decline especially for events that involve the whole school.	While families remain interested in maintaining connections with the school, engagement at the middle school level often shifts as students participate in multiple sports, fine arts, and other extracurricular activities that take priority over general campus events and activities.

★ = Priority

School Organization

Summary

School structure, decision making process, master schedule, duty rosters, special programs schedules

Strengths

Schedule allows for PLC

Coaching opportunity

Technology

Summary

Librarian reports

Strengths

Strong collaboration and communication

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/**

stability

- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Granbury ISD will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Acton Middle School will advance academic achievement and growth for every student.

Evaluation Data Source: BOY and MOY data, common assessments, benchmark data, STAAR/EOC data

Strategy 1

The campus Instructional and Intervention Specialist (IIS) will collaborate with core content teams to design and refine rigorous, TEKS-aligned lessons that incorporate research-based instructional strategies, including planning for re-teaching, intervention, and differentiation.

Strategy's Expected Result/Impact: Increases instructional quality and vertical alignment across content areas, supports teacher growth, and ensures students receive targeted, high-impact instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

Formative Reviews

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Strategy 2

Teachers will meet in bi-weekly Professional Learning Communities (PLCs) using a campus-wide protocol focused on unpacking TEKS, analyzing student data, and planning aligned instruction, small group instruction, and in-the-moment remediation.

Strategy's Expected Result/Impact: Ensures every classroom minute is used to meet student needs and accelerate learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS, teachers

Formative Reviews

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Strategy 3

Use instructional rounds as a continuous improvement cycle focused on a specific instructional

challenge (e.g., rigor, discourse, engagement, evidence of learning) to identify trends and improve instructional practice

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices by learning from one another and implementing effective strategies observed during peer learning walks

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Implement a coordinated system of targeted academic intervention through Family Time, Math and Reading intervention classes, and ELDA. Student data will be regularly reviewed to identify specific skill gaps, group students based on instructional need, and provide targeted instruction designed to accelerate learning and close achievement gaps.

Strategy's Expected Result/Impact: Students receiving targeted support through Family Time, Math and Reading intervention classes, and ELDA will demonstrate measurable growth in identified skill gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS, teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Goal 2 Granbury ISD will prepare every student for college, career, and/or military success.

Performance Objective 1

Acton Middle School will prepare every student for college, career, and/or military success.

Strategy 1

All 7th-grade students will participate in Project Success, providing intentional exposure to a variety of postsecondary pathways, including college, career, technical education, and military opportunities. The course will incorporate partnerships with local businesses, community organizations, colleges, technical schools, and military representatives to provide guest speakers, demonstrations, career exploration, and other real-world experiences that connect student interests and learning to future opportunities.

Strategy's Expected Result/Impact: Students will enter high school better prepared to make informed decisions about courses, programs, and pathways aligned with their future goals.

Staff Responsible for Monitoring: CTE Director, Project Success teachers, Principal, Assistant Principals

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 2

Partner with high school counselors, CTE staff, and CTE Student Ambassadors to provide 8th-grade students with intentional exposure to high school endorsements, CTE programs, industry-based certifications, and other academic and career opportunities.

Strategy's Expected Result/Impact: Students will enter high school with increased awareness of available programs and pathways and will be better prepared to make informed course selections that align with their interests, strengths, and future college, career, or military goals.

Staff Responsible for Monitoring: CTE Director, high school counselors, Principal, Assistant Principals, AMS counselors

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 3

Host an annual Veterans Day program to honor AMS staff members who have served in the military and recognize students and families with military connections, while providing students with an opportunity to learn about military service, sacrifice, and career pathways.

Strategy's Expected Result/Impact: Students will develop a greater understanding and appreciation of military service while increasing awareness of the military as a potential postsecondary pathway.

Staff Responsible for Monitoring: Principal, Assistant Principals, counselors

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 4

Provide AVID students with meaningful college exploration experiences through campus visits and research-based learning.

Strategy's Expected Result/Impact: Through college visits and research projects, students will be better prepared to identify postsecondary opportunities that align with their interests and future goals while also increasing college awareness among AMS students and families.

Staff Responsible for Monitoring: Principal, Assistant Principals, AVID teacher

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

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Goal 3 Granbury ISD will maintain safe, supportive, and connected learning environments.

Performance Objective 1 ☑ High Priority

Acton Middle School will maintain safe, supportive, and connected learning environments.

Evaluation Data Source: CKH staff, student, and parent surveys, TEA audit data

Strategy 1

Provide ongoing emergency preparedness training for all staff to ensure a clear understanding of campus safety procedures, individual responsibilities, and response protocols. Training will include opportunities to review procedures, address questions, and make adjustments based on identified campus needs.

Strategy's Expected Result/Impact: Staff will demonstrate increased confidence and preparedness in responding to emergency situations, resulting in more consistent implementation of campus safety procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, School Marshals

Formative Reviews

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Strategy 2

Conduct all required emergency drills with fidelity and use staff feedback following drills to identify strengths, concerns, and opportunities for improvement. Campus leadership will review feedback and make adjustments to emergency procedures as needed.

Strategy's Expected Result/Impact: Students and staff will be better prepared to respond appropriately during emergencies, and campus safety procedures will continuously improve based on actual drill experiences and staff feedback.

Staff Responsible for Monitoring: Principal, Assistant Principals, School Marshals, teachers

Formative Reviews

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Strategy 3

Continue campus-wide implementation of Capturing Kids' Hearts to strengthen relationships, student connectedness, and a positive learning environment. Staff will consistently implement CKH processes and strategies while campus leadership and the Process Champion Team provide ongoing support and opportunities for reflection.

Strategy's Expected Result/Impact: Students and staff will report increased feelings of connection, belonging, and support, while AMS sustains a positive campus culture and builds upon its recognition as a CKH National Showcase School.

Staff Responsible for Monitoring: Principal, Assistant Principals, Process Champion Team

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Maintain consistent communication with families through weekly campus newsletters and Parent Square to share important information, campus events, celebrations, safety updates, and opportunities for family involvement and feedback.

Strategy's Expected Result/Impact: Families will have increased access to timely campus information and opportunities for two-way communication, strengthening trust, engagement, and connection between home and school.

Staff Responsible for Monitoring: Principal, Assistant Principals,teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 5

Ensure all members of the campus Behavioral Threat Assessment (BTA) Team complete required training and participate in ongoing review of threat assessment procedures, roles, documentation, and response protocols.

Strategy's Expected Result/Impact: The BTA Team will be prepared to consistently identify, assess, document, and respond to potential safety concerns while ensuring appropriate supports and interventions are provided to students.

Staff Responsible for Monitoring: Principal, Assistant Principals, BTA team members

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 4 Granbury ISD will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Acton Middle School will champion extracurricular involvement that builds character and excellence.

Strategy 1

Provide students with opportunities to learn about athletics, fine arts, UIL, clubs, and other campus activities through student showcases, interest surveys, announcements, newsletters, and beginning-of-year recruitment efforts.

Strategy's Expected Result/Impact: Students and families will have greater awareness of available opportunities, reducing barriers to participation and increasing involvement across a broader range of student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, counselors, club sponsors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Use student participation data and staff relationships to identify students who are not currently connected to an extracurricular activity and intentionally help those students explore athletics, fine arts, UIL, clubs, or other opportunities aligned with their interests.

Strategy's Expected Result/Impact: More students, particularly those who have not previously participated in extracurricular activities, will develop meaningful connections to the campus and experience increased belonging, engagement, and school pride.

Staff Responsible for Monitoring: Principal, Assistant Principals, counselors, club sponsors

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 5 Granbury ISD will recruit, develop, and retain high-quality staff.

Performance Objective 1 ☑ High Priority

Acton Middle School will recruit high-quality staff.

Strategy 1

Continue and strengthen the partnership with Tarleton State University to host teacher interns at AMS, providing meaningful classroom experiences, mentoring, and opportunities to become connected to the campus culture.

Strategy's Expected Result/Impact: AMS will develop a stronger pipeline of qualified teacher candidates who are already familiar with campus expectations, students, and culture, increasing the likelihood of successfully recruiting and hiring high-quality teachers.

Staff Responsible for Monitoring: Principal, Assistant Principals, Mentor teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Actively participate in the GISD District-Wide Job Fair to identify and connect with high-quality teacher candidates.

Strategy's Expected Result/Impact: AMS will increase its pool of qualified applicants and establish early connections with strong candidates, supporting the timely recruitment and hiring of highly qualified staff for identified campus needs.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 2

Acton Middle School will develop high-quality staff.

Strategy 1

Implement structured instructional rounds that provide teachers opportunities to observe effective practices across classrooms, learn from peers, and reflect on strategies that can strengthen their own instruction.

Strategy's Expected Result/Impact: Teachers will expand their instructional practices through peer-to-peer learning, increasing consistency, collaboration, and the use of effective instructional strategies across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide teachers with timely, actionable feedback following classroom observations and walkthroughs, supported by individualized coaching conversations focused on identified areas of strength and growth.

Strategy's Expected Result/Impact: Teachers will receive individualized support that strengthens instructional practices, encourages professional reflection, and results in measurable growth in identified areas of instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, IIS

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 3

Strengthen the PLC process by providing teachers with structured time to collaboratively analyze student data, plan instruction, identify students in need of additional support or enrichment, and share effective instructional practices. PLC conversations will remain focused on student learning and continuous instructional improvement.

Strategy's Expected Result/Impact: Teachers will use collaborative planning and student data more effectively to adjust instruction, respond to individual student needs, and increase instructional consistency and student achievement across the campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, IIS

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

Acton Middle School will retain high-quality staff.

Strategy 1

Continue implementation of the PREP Mentorship Program to provide new teachers with consistent support, guidance, and connection throughout the school year.

Strategy's Expected Result/Impact: New teachers will feel more supported, confident, and connected to the campus, increasing job satisfaction and the likelihood of retaining high-quality staff beyond their first years at AMS.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 2

Provide intentional opportunities throughout the year to strengthen staff relationships, recognize contributions, celebrate successes, and build a positive campus culture through staff appreciation, team-building activities, celebrations, and opportunities for staff voice and

feedback.

Strategy's Expected Result/Impact: Staff will experience an increased sense of belonging, appreciation, and connection to AMS, contributing to stronger morale, job satisfaction, and retention of high-quality employees.

Staff Responsible for Monitoring: Principal, Assistant Principals, IIS, counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Goal 6 Granbury ISD will strengthen student, family, and community partnerships.

Performance Objective 1

Acton Middle School will strengthen student, family, and community partnerships.

Strategy 1

Utilize Parent Square as a primary communication platform to provide families with timely campus information, reminders, emergency updates, and opportunities for two-way communication.

Strategy's Expected Result/Impact: Families will have increased access to timely information and more opportunities to communicate directly with campus staff, strengthening trust, responsiveness, and family engagement.

Staff Responsible for Monitoring: Principal, Assistant Principals, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Continue publishing the weekly Pirate Nation newsletter to provide families with a consistent source for upcoming events, campus information, student celebrations, community partnerships, and opportunities for involvement and feedback.

Strategy's Expected Result/Impact: Families will remain better informed about campus activities, accomplishments, and opportunities to participate in the AMS community, increasing connection and engagement with the school.

Staff Responsible for Monitoring: Principal, Assistant Principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Utilize the campus Parent and Family Liaison to strengthen relationships with families, connect parents with campus and community resources, identify barriers to family engagement, and create additional opportunities for parents and caregivers to become involved in the AMS community.

Strategy's Expected Result/Impact: Families will have an additional point of connection and support, helping increase participation, improve access to resources, and strengthen relationships between families and the campus.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Hold two Parent/Teacher/Student Conference opportunities each year to provide dedicated time for students, families, and teachers to discuss academic progress, student needs, goals, and available supports.

Strategy's Expected Result/Impact: Students and families will have a clearer understanding of academic progress, areas for growth, and available supports. Including students in these conversations will increase student ownership, goal setting, and shared responsibility between the student, family, and school.

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS, counselors

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5

Continue developing partnerships with local businesses, churches, organizations, and community members to provide resources, volunteers, recognition, and experiences that support AMS students, staff, and families. Continue recognizing these partnerships through Pirate Nation and campus social media.

Strategy's Expected Result/Impact: AMS will strengthen relationships with community partners, increasing access to resources, volunteers, experiences, and support for students and staff. Consistent recognition of these partnerships will also encourage continued community investment and connection to the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

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Strategy 6

Build additional nontraditional Family Engagement Opportunities that intentionally provide family engagement through celebrations, performances, athletic events, awards, the 8th-grade clap out, showcases, and similar events where families naturally want to participate.

Strategy's Expected Result/Impact: Families will have increased opportunities to engage with the campus through meaningful experiences centered around their students.

Staff Responsible for Monitoring: Principal, Assistant Principals, sponsors

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

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Goal 7 Granbury ISD will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Acton Middle School will steward resources responsibly through transparent planning and budgeting.

Strategy 1

Continue partnering with the Granbury ISD Education Foundation to provide staff with grant-writing support and encourage departments to pursue grant opportunities that supplement campus funding and support innovative programs, instructional resources, and student experiences.

Strategy's Expected Result/Impact: Staff will increase their participation in grant opportunities, resulting in additional resources and experiences for students while reducing reliance on campus budget funds.

Staff Responsible for Monitoring: Principal, Assistant Principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Conduct monthly reviews of campus expenditures to compare budgeted versus actual spending, identify trends, monitor available funds, and make adjustments based on campus priorities and anticipated needs.

Strategy's Expected Result/Impact: Campus funds will be monitored consistently throughout the year, allowing leadership to make informed adjustments, avoid unnecessary expenditures, and ensure resources remain aligned with student and campus priorities.

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Strategy 3

Provide structured opportunities for departments to collaboratively review prior-year spending,

identify current and future needs, and provide input into budget priorities before campus allocations are finalized.

Strategy's Expected Result/Impact: Departments will have greater understanding and ownership of budget decisions, resulting in more intentional spending, increased transparency, and stronger alignment between available resources and instructional priorities.

Staff Responsible for Monitoring: Principal, Department Heads

ESF Levers: Lever 1: Strong School Leadership and Planning

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Angie Payne	PFE Liaison	Title 1	NaN
Meredith Brummer	Instructional Specialist	Title 1	1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Baccus Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:33 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

We believe every student can grow in all areas and become life-long learners.

We believe students' futures are impacted by experiences.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe positive relationships are essential for successful learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

A comprehensive needs assessment was conducted on May 28, 2024 and examined Baccus school culture, building teacher capacity, and preliminary STAAR using staff surveys, behavior room data, observation/feedback tracker, targeted improvement plan, ESF diagnostic and STAAR data. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards and behavioral expectations.

The CNA identified:

- Strengths: Campus-wide behavior expectations, procedures of behavior room, all teachers received Get Better
- Areas of Need: Time management support such as helping teachers and leadership balance their time, being ir
- Prioritization of needs: Two instructional coaches is priority. If funding is available: field trips covered and Saturday school

School Processes & Programs

Strengths

- All teachers and administrators are required to complete yearly EL training.
- All teachers are required to complete yearly GT training.
- Vertical alignment teams work together to strengthen tier 1 instruction.
- All administrators have been trained in the PLC process, Get Better Faster Program and TTESS to provide support on campus.
- All BES teachers have been trained in Get Better Faster Programs and TTESS.
- BES has clearly defined procedures available to all staff through the online Campus Handbook on the BES Faculty Google Website and the District Handbook.
- Instructional Technologists assist staff with implementation of technology in the classrooms.
- Behavior room is available to assist with student individual needs and social skills.
- Two instructional coaches are available to assist teachers as needed. One bilingual interventionist is available to assist teahers as needed.
- Systematically tracking data to determine individual student needs.
- A campus-wide schedule blocks 15 minutes off for the classroom teacher to provide character education first thing every morning.

Perceptions

Strengths

- Parent communications are provided in Spanish and English.
- Multiple opportunities are provided for parental and community involvement.
- Safety audits confirm a safe and orderly environment throughout the campus.
- Continually taking informative measures through CAC plus/deltas and staff surveys to check on campus culture/needs.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.
2 ★	Although Baccus has achieved CKH National Showcase School recognition, consistent implementation of CKH processes and practices must be sustained across all classrooms and campus settings.	Staff experience, comfort level, and implementation of CKH practices vary. New staff members also require onboarding, modeling, coaching, and reinforcement to ensure consistent campus-wide implementation.
3 ★	Although staff retention has increased significantly over the past three years, continued efforts are needed to sustain high retention and staffing stability.	Increasing enrollment, expanded campus programs, changing student needs, workload demands, and competition for highly qualified educators require continued attention to staff support, recognition, professional growth, and positive working conditions.
4 ★	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
5 ★	While staff report an extremely positive working environment, survey feedback identified areas for continued improvement in staff culture and climate.	Rapid campus growth, changing student needs, new initiatives, workload demands, and differences in staff experience can affect communication, collaboration, and staff connectedness. Continued attention to staff voice, recognition, professional support, and shared decision-making is needed.
6 ★	Positive campus culture and behavioral expectations are not yet demonstrated with the same consistency by all students across all school environments.	Behavioral expectations and relationship-based practices may be implemented or reinforced differently across classrooms and common areas. Some students also require additional Tier 2 or Tier 3 behavioral and social-emotional supports beyond universal CKH practices.

7

Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.

Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

8

Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.

Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened

9

A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.

Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.

10

The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.

With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.

11

The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups

Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

12 ★

The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.

Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

13 ★

Continued growth in Dual Language and specialized student services has increased the need to recruit and retain highly qualified Bilingual and Special Education educators.

A limited regional applicant pool of appropriately certified Bilingual and Special Education educators, combined with competition among districts for specialized personnel, makes these positions more difficult to fill and requires proactive recruitment and retention strategies.

14 ★

Professional learning does not always transfer consistently from training into classroom implementation.

Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.

15 ★

As staff retention increases, additional opportunities are needed to develop teacher leadership and utilize experienced staff to build campus capacity.

Leadership opportunities have not always been systematically developed or differentiated based on staff strengths, interests, and professional goals. Increased retention creates an opportunity to develop mentors, PLC leaders, instructional leaders, and future campus leaders.

16 ★

New-to-profession and new-to-district teachers require differentiated support to develop instructional effectiveness and successfully transition into Baccus instructional and cultural expectations.

Beginning and newly hired teachers enter the campus with varying levels of experience with district curriculum, instructional practices, classroom management, CKH, PLC processes, and campus expectations.

17 ★

Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.

Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

18 ★

While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.

Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.

19 ★

Parent and community volunteer participation is not consistent across grade levels, programs, and campus activities.

Although PTO, the Campus Advisory Committee, surveys, and other feedback opportunities are available, participation may represent a limited portion of the overall parent population. Work schedules, language differences, communication preferences, and meeting times may create barriers to broader participation.

20 ★

Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.

Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

21 ★

Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.

There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels

22 ★

While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.

Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 Nettie Baccus Elementary students will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase student achievement in Reading, Writing, Mathematics, and Science by meeting or exceeding district and state accountability targets through high-quality Tier I instruction.

Evaluation Data Source: STAAR Results
i-Ready Diagnostic Growth
Common Assessments
MClass Diagnostic Assessment

Strategy 1 ☑ Targeted Support Strategy

Strengthen implementation of the GISD Instructional Framework through focused PLC planning, professional learning, classroom walkthroughs, and instructional feedback centered on standards-aligned learning, rigorous learning tasks, and evidence of learning.

Strategy's Expected Result/Impact: Walkthrough and PLC data will demonstrate increased implementation of the GISD Instructional Framework, including standards-aligned objectives, rigorous student tasks, and evidence of learning. Student formative, common assessment, i-Ready, and STAAR data will demonstrate increased grade-level mastery, growth, and performance at Meets and Masters.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 2 ☑ Targeted Support Strategy

Implement Bluebonnet Learning and district-approved instructional resources with fidelity.

Strategy's Expected Result/Impact: Students will receive rigorous, TEKS-aligned instruction, resulting in increased mastery of grade-level standards and improved performance on district and state assessments.

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

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 3 ☑ Targeted Support Strategy

Conduct bi-weekly Professional Learning Communities (PLCs) focused on TEKS alignment, common formative assessments, student work analysis, and instructional planning.

Strategy's Expected Result/Impact: Teachers will collaboratively analyze data and adjust instruction, leading to improved instructional effectiveness and increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Conduct frequent instructional walkthroughs and provide timely feedback aligned to TTESS and campus instructional priorities.

Strategy's Expected Result/Impact: Teachers will continuously refine instructional practices, increasing consistency and effectiveness of Tier I instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 5 ☑ Targeted Support Strategy

Utilize the Get Better Faster coaching model to provide individualized instructional coaching cycles.

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through targeted coaching, resulting in increased student engagement and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, NL Coaches

Problem Statements: Student Achievement 2, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.

2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students demonstrating one year's academic growth in Reading and Math as measured by i-Ready/MClass diagnostics.

Evaluation Data Source: BOY, MOY, EOY i-Ready/MClass Reports
Student Growth Reports

Strategy 1 ☑ Targeted Support Strategy

Use consistent progress-monitoring cycles to provide targeted intervention and acceleration, monitor student growth, and adjust instructional responses based on evidence of student performance.

Strategy's Expected Result/Impact: Students will receive timely instructional adjustments, increasing the effectiveness of interventions and accelerating academic growth.

Staff Responsible for Monitoring: Instructional Specialists, Interventionist Paras, Tutors, Teachers

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 2 ☑ Targeted Support Strategy

Administer BOY, MOY, and EOY i-Ready/MClass Diagnostics and analyze student growth data.

Strategy's Expected Result/Impact: Teachers will identify student strengths and instructional gaps early, allowing interventions to be adjusted throughout the year.

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

Problem Statements: Demographics 2, 5 - Student Achievement 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Develop individual student growth goals and monitor progress throughout the year.

Strategy's Expected Result/Impact: Students will take ownership of their learning, increasing motivation and academic growth.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 ☑ Targeted Support Strategy

Implement daily WIN (What I Need) intervention and enrichment periods based on student needs. With a coordination of Title 1 Funds and State Comp Ed, we will use highly qualified tutors to support student growth during the school day for reading, writing, and math.

Strategy's Expected Result/Impact: Students will receive differentiated instruction that addresses learning gaps while extending learning for advanced students.

Staff Responsible for Monitoring: Instructional Specialists, Interventionist Paras, Tutors, Teachers

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 2, 3

Funding Sources: Campus Tutors Title I (211),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.

3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.

2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Strengthen instructional practices through ongoing professional learning, coaching, collaboration, and data-driven decision making.

Evaluation Data Source: PLC Agendas
Walkthrough Data
Coaching Logs
TTESS Data

Strategy 1 ☑ Targeted Support Strategy

Conduct bi-weekly PLCs utilizing the PLC at Work framework to analyze student learning and instructional effectiveness.

Strategy's Expected Result/Impact: Teacher collaboration will increase, resulting in improved instructional practices and higher student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Demographics 3, 4, 5 - Student Achievement 1, 2, 3

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 2

Provide professional learning aligned to campus/district instructional priorities, including literacy, mathematics, science, differentiation, and student engagement.

Strategy's Expected Result/Impact: Teachers will implement research-based instructional strategies with greater consistency across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 3 ☑ Targeted Support Strategy

Utilize instructional coaching cycles that include pre-conferences, classroom observations, modeling, and reflective feedback.

Strategy's Expected Result/Impact: Teachers will increase instructional effectiveness through personalized coaching and reflection.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, NL Coaches

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Conduct instructional rounds/walks focused on standards alignment, rigorous tasks, evidence of learning, and relationship foundation.

Strategy's Expected Result/Impact: Campus instructional consistency will improve through collaborative observations and reflective discussions.

Staff Responsible for Monitoring: Campus Leadership Team

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.
2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.

Performance Objective 4 ☑ High Priority

Increase intervention effectiveness through MTSS by ensuring all identified students receive targeted interventions with progress monitoring.

Evaluation Data Source: MTSS Documentation
Progress Monitoring Data
Intervention Rosters

Strategy 1 ☑ Targeted Support Strategy

Conduct BOY/MOY/EOY MTSS meetings to review student academic and behavioral progress.

Strategy's Expected Result/Impact: Students will receive timely interventions and supports based on current academic and behavioral data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Specialists, Teachers

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ☑ Targeted Support Strategy

Implement evidence-based intervention programs with fidelity for students identified through universal screening and progress monitoring.

Strategy's Expected Result/Impact: Students will demonstrate accelerated learning and reduced academic gaps through targeted interventions.

Staff Responsible for Monitoring: Teachers, Interventionist Paras, Tutors

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 3 ☑ Targeted Support Strategy

Monitor intervention fidelity through classroom observations, coaching, and documentation reviews.

Strategy's Expected Result/Impact: Interventions will be implemented consistently across classrooms, increasing student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 4 ☑ Targeted Support Strategy

Evaluate intervention effectiveness every grading period and adjust instructional supports based on student performance.

Strategy's Expected Result/Impact: Instructional decisions will be driven by student data, resulting in continuous academic improvement and increased student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Intervention Paras

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 5

Increase opportunities for students to develop leadership, problem-solving, collaboration, and critical thinking skills through classroom instruction and enrichment activities.

Evaluation Data Source: Student Projects
Classroom Observations

Strategy 1

Conduct campus-wide data meetings after each common assessment and benchmark administration.

Strategy's Expected Result/Impact: Instructional decisions will be based on timely student performance data, leading to improved achievement.

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

Problem Statements: Student Achievement 1, 2, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Utilize student data notebooks and goal-setting conferences to increase student ownership of learning.

Strategy's Expected Result/Impact: Students will monitor their academic progress, increasing motivation, accountability, and achievement.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 1, 2, 3 - Family and Community Engagement 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Celebrate student academic growth through classroom recognition, assemblies, and campus-wide celebrations.

Strategy's Expected Result/Impact: Student motivation and engagement will increase as academic success and growth are consistently recognized.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Problem Statements: Student Achievement 3 - School Culture and Climate 2 - Family and Community Engagement 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4 ☑ Targeted Support Strategy

Monitor campus performance indicators through quarterly Campus Leadership Team meetings and adjust instructional priorities as needed.

Strategy's Expected Result/Impact: Continuous improvement processes will ensure instructional resources and strategies remain aligned to student needs and campus goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

Problem Statements: Demographics 2, 3, 4, 5 - Student Achievement 1, 2, 3 - School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.

3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 5 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.

2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.

Performance Objective 5 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

Goal 2 Nettie Baccus Elementary will prepare every student for college, career, and/or military success.

Performance Objective 1

Develop future-ready learners by providing opportunities for all students to strengthen critical thinking, problem-solving, communication, collaboration, creativity, and leadership skills.

Evaluation Data Source: Student Projects
Classroom Observations

Strategy 1

Embed critical thinking, problem-solving, communication, and collaboration opportunities within daily core instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to analyze information, solve problems, communicate their thinking, and collaborate effectively with peers.

Staff Responsible for Monitoring: Teachers, Instructional Specialists

Problem Statements: Student Achievement 3 - Family and Community Engagement 2

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Incorporate rigorous questioning, academic discourse, and opportunities for students to justify and explain their thinking.

Strategy's Expected Result/Impact: Students will develop deeper conceptual understanding and improve their ability to communicate evidence-based reasoning across content areas.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Provide authentic learning experiences that require students to apply academic content to real-world situations and problems.

Strategy's Expected Result/Impact: Students will make stronger connections between classroom learning and real-world applications, increasing engagement and relevance.

Staff Responsible for Monitoring: Teachers, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Integrate developmentally appropriate technology tools to support research, creation, communication, collaboration, and digital literacy.

Strategy's Expected Result/Impact: Students will increase digital literacy and learn to use technology appropriately as a tool for learning, communication, and creation.

Staff Responsible for Monitoring: Library Para, Teachers, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.
2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

Performance Objective 2

Increase student awareness of college, career, and military pathways through developmentally appropriate learning experiences and exposure to a variety of future opportunities.

Evaluation Data Source: Career Day
College Day Activities
Guest Speakers
Student Surveys

Strategy 1

Provide a campus-wide College, Career, and Military Readiness awareness activities throughout the school year such as dress up days.

Strategy's Expected Result/Impact: Students will increase awareness of postsecondary pathways and begin making connections between current learning and future opportunities.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers

Problem Statements: Demographics 4 - Family and Community Engagement 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Invite parents, community members, first responders, military representatives, and local professionals to share information about their careers with students.

Strategy's Expected Result/Impact: Students will gain exposure to a broader range of careers and develop an understanding of the education, skills, and personal qualities associated with different professions.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers

Problem Statements: Demographics 2 - Family and Community Engagement 1, 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Integrate career connections into Reading, Mathematics, Science, Social Studies, and enrichment instruction.

Strategy's Expected Result/Impact: Students will understand how academic skills and content are applied across a variety of careers and real-world settings.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 4

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.
3	Parent and community volunteer participation is not consistent across grade levels, programs, and campus activities.	Although PTO, the Campus Advisory Committee, surveys, and other feedback opportunities are available, participation may represent a limited portion of the overall parent population. Work schedules, language differences, communication preferences, and meeting times may create barriers to broader participation.

Performance Objective 3

Increase student participation in enrichment and extended learning opportunities that develop individual talents, interests, academic skills, and future-ready competencies.

Evaluation Data Source: Participation Data
Competition Results
Student Rosters

Strategy 1

Provide and promote participation in UIL Academic events and other academic competitions.

Strategy's Expected Result/Impact: Students will strengthen academic skills, confidence, perseverance, and competitive excellence while extending learning beyond the classroom.

Staff Responsible for Monitoring: UIL Coordinator, Coaches, Teachers

Problem Statements: Demographics 2 - School Culture and Climate 2, 5 - Family and Community Engagement 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide STEM-based learning experiences that incorporate science, technology, engineering, mathematics, creativity, and problem-solving.

Strategy's Expected Result/Impact: Students will increase interest and proficiency in STEM concepts while strengthening collaboration, innovation, and problem-solving skills.

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Library Para

Problem Statements: Demographics 4 - Student Achievement 1 - Family and Community Engagement 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Provide enrichment and extension opportunities for students demonstrating advanced academic readiness, including students identified for Gifted and Talented services.

Strategy's Expected Result/Impact: Advanced learners will experience appropriate levels of rigor, depth, complexity, and challenge, resulting in continued academic growth.

Staff Responsible for Monitoring: GT Teacher, Teachers, Instructional Specialists

Problem Statements: Demographics 2 - Student Achievement 3

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Identify and reduce barriers that may prevent students from participating in enrichment and extracurricular opportunities.

Strategy's Expected Result/Impact: A greater number and broader representation of students will have equitable access to enrichment experiences regardless of background or circumstance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: Demographics 1, 2, 3, 4, 5 - Family and Community Engagement 4

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.

3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.

3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

4	Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.	Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

Performance Objective 4

Increase student ownership, leadership, goal setting, and self-advocacy to develop the personal competencies necessary for future academic and career success.

Evaluation Data Source: Student Led Conferences Agenda
Student Data Notebooks
Classroom Observations

Strategy 1

Engage students in setting individual academic and personal goals and regularly monitoring progress toward those goals.

Strategy's Expected Result/Impact: Students will develop increased ownership of learning and understand the relationship between effort, goal setting, and achievement.

Staff Responsible for Monitoring: Teachers

Problem Statements: Family and Community Engagement 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide students with classroom and campus leadership opportunities appropriate to their grade level.

Strategy's Expected Result/Impact: Students will strengthen leadership, responsibility, communication, and decision-making skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: School Culture and Climate 2, 5 - Family and Community Engagement 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Conduct at least one student-led when developmentally appropriate to allow students to communicate their strengths, goals, and progress.

Strategy's Expected Result/Impact: Students will increase confidence and self-advocacy while developing the ability to communicate about their own learning.

Staff Responsible for Monitoring: Teachers

Problem Statements: Family and Community Engagement 1, 2, 4

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

Explicitly teach and reinforce perseverance, responsibility, work ethic, teamwork, and problem-solving through classroom instruction and Capturing Kids' Hearts practices.

Strategy's Expected Result/Impact: Students will demonstrate stronger interpersonal and employability-related skills that contribute to long-term success in school, college, careers, and life.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: School Culture and Climate 1, 2, 4, 5

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Although Baccus has achieved CKH National Showcase School recognition, consistent implementation of CKH processes and practices must be sustained across all classrooms and campus settings.	Staff experience, comfort level, and implementation of CKH practices vary. New staff members also require onboarding, modeling, coaching, and reinforcement to ensure consistent campus-wide implementation.
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
4	Positive campus culture and behavioral expectations are not yet demonstrated with the same consistency by all students across all school environments.	Behavioral expectations and relationship-based practices may be implemented or reinforced differently across classrooms and common areas. Some students also require additional Tier 2 or Tier 3 behavioral and social-emotional supports beyond universal CKH practices.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.

2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.
4	Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.	Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

Goal 3 Nettie Baccus Elementary will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Strengthen a positive, supportive, and relationship-centered campus culture through consistent implementation of Capturing Kids' Hearts and campus-wide practices that promote belonging and connectedness.

Evaluation Data Source: CKH Walkthroughs
Climate Surveys
Relationship Mapping

Strategy 1

Implement Capturing Kids' Hearts processes and practices with fidelity across classrooms and common areas.

Strategy's Expected Result/Impact: Students will experience consistent relationship-building practices that increase trust, belonging, engagement, and positive relationships with adults and peers.

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 1 - School Culture and Climate 1, 2, 3, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Utilize daily greetings, Good Things, social contracts, affirmations, and other CKH processes as appropriate.

Strategy's Expected Result/Impact: Students will feel known, valued, and connected to their classroom communities, resulting in increased engagement and positive classroom climate.

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 1 - School Culture and Climate 1, 2, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Monitor CKH implementation through campus walkthroughs, staff reflection, and student/staff feedback.

Strategy's Expected Result/Impact: Consistent implementation will strengthen the campus's relationship-centered culture and identify areas where additional support or professional learning is needed.

Staff Responsible for Monitoring: Principal, Assistant Principal, Process Champions

Problem Statements: School Culture and Climate 1, 2, 3, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Provide ongoing CKH professional learning, reinforcement, and support for staff.

Strategy's Expected Result/Impact: Staff will increase their capacity to build meaningful relationships, create positive classroom environments, and respond effectively to student needs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Process Champions

Problem Statements: School Culture and Climate 1, 2, 3, 4, 5 - Staff Quality, Recruitment, and Retention 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Recognize students and staff who exemplify campus values, leadworthy character traits, and relationship-building behaviors.

Strategy's Expected Result/Impact: Regular recognition will reinforce desired behaviors, increase motivation, and strengthen a positive campus identity and sense of belonging.

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 1 - School Culture and Climate 1, 2, 3, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Although Baccus has achieved CKH National Showcase School recognition, consistent implementation of CKH processes and practices must be sustained across all classrooms and campus settings.	Staff experience, comfort level, and implementation of CKH practices vary. New staff members also require onboarding, modeling, coaching, and reinforcement to ensure consistent campus-wide implementation.
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.

3	While staff report an extremely positive working environment, survey feedback identified areas for continued improvement in staff culture and climate.	Rapid campus growth, changing student needs, new initiatives, workload demands, and differences in staff experience can affect communication, collaboration, and staff connectedness. Continued attention to staff voice, recognition, professional support, and shared decision-making is needed.
4	Positive campus culture and behavioral expectations are not yet demonstrated with the same consistency by all students across all school environments.	Behavioral expectations and relationship-based practices may be implemented or reinforced differently across classrooms and common areas. Some students also require additional Tier 2 or Tier 3 behavioral and social-emotional supports beyond universal CKH practices.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.

Performance Objective 2

Increase student attendance and reduce chronic absenteeism through early identification, family engagement, targeted interventions, and positive attendance supports.

Evaluation Data Source: Attendance Reports
Attendance Committee Documentation

Strategy 1

Monitor campus and individual student attendance data weekly to identify attendance concerns and emerging patterns.

Strategy's Expected Result/Impact: Students demonstrating attendance concerns will be identified earlier, allowing interventions to occur before patterns of chronic absenteeism become established.

Staff Responsible for Monitoring: Assistant Principal, Campus Attendance Clerk

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Implement an attendance intervention process for students demonstrating excessive absences or patterns of chronic absenteeism.

Strategy's Expected Result/Impact: Students with attendance concerns will receive individualized support, resulting in improved attendance and increased access to classroom instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Attendance Clerk, Counselor

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Communicate regularly with families regarding the importance of consistent attendance and its relationship to student achievement.

Strategy's Expected Result/Impact: Families will have increased awareness of the academic impact of absences and will partner with the campus to improve student attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Attendance Clerk

Problem Statements: Demographics 1 - Family and Community Engagement 2

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Recognize and celebrate improved and consistent attendance at the student, classroom, and campus levels.

Strategy's Expected Result/Impact: Positive recognition will motivate students and families to prioritize regular attendance and contribute to a culture in which attendance matters.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Problem Statements: Demographics 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Collaborate with families and district/community resources to identify and address barriers contributing to student absenteeism.

Strategy's Expected Result/Impact: Families experiencing attendance barriers will be connected with appropriate resources and supports, resulting in improved student attendance and school engagement.

Staff Responsible for Monitoring: Attendance Committee, CIS Social Worker, Counselor

Problem Statements: Demographics 1, 2, 3, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

Performance Objective 3

Reduce behavioral incidents and increase positive student behavior through consistent expectations, proactive supports, relationship-based practices, and targeted behavioral interventions.

Evaluation Data Source: Discipline Reports
Behavior Data
PBIS Documentation

Strategy 1

Explicitly teach, model, practice, and reinforce campus-wide behavioral expectations at the beginning of the year and following extended breaks.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding of behavioral expectations, resulting in fewer preventable discipline incidents.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: School Culture and Climate 1, 2, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Utilize proactive classroom management and relationship-based strategies to address behavior before administrative intervention is required (leveled response system/matrix).

Strategy's Expected Result/Impact: Teachers will increase their capacity to address minor behaviors within the classroom, resulting in fewer office discipline referrals and increased instructional time.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Behavior Support

Problem Statements: School Culture and Climate 1, 2, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Analyze discipline data by grade level, location, time, behavior type, student group, and frequency to identify patterns and needed interventions.

Strategy's Expected Result/Impact: Campus leaders will identify behavioral trends early and implement targeted supports that reduce repeated incidents.

Staff Responsible for Monitoring: Process Champions, Principal, Assistant Principal, Counselor, CIS Social Worker, Behavior Support, Teachers

Problem Statements: School Culture and Climate 1, 2, 4, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Implement individualized behavioral interventions and supports through the MTSS process for students demonstrating persistent behavioral needs.

Strategy's Expected Result/Impact: Students requiring additional behavioral support will receive targeted interventions, resulting in improved self-regulation, behavior, and classroom success.

Staff Responsible for Monitoring: Assistant Principal, Counselor, CIS Social Worker, Behavior Support, Teachers

Problem Statements: School Culture and Climate 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Utilize restorative and reflective practices following behavioral incidents to help students understand the impact of their choices and repair relationships.

Strategy's Expected Result/Impact: Students will strengthen problem-solving, accountability, conflict-resolution, and relationship-repair skills, reducing repeated behavioral incidents.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS Social Worker, Behavior Support, Teachers

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Strategy 6

Conduct parent conferences and collaborative problem-solving meetings for students demonstrating significant academic, attendance, or behavioral concerns.

Strategy's Expected Result/Impact: Campus staff and families will develop shared intervention plans, resulting in more consistent student support between home and school.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS Social Worker, Behavior Support, Teachers

Problem Statements: Demographics 1, 2, 3, 4, 5 - Family and Community Engagement 2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Although Baccus has achieved CKH National Showcase School recognition, consistent implementation of CKH processes and practices must be sustained across all classrooms and campus settings.	Staff experience, comfort level, and implementation of CKH practices vary. New staff members also require onboarding, modeling, coaching, and reinforcement to ensure consistent campus-wide implementation.
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
4	Positive campus culture and behavioral expectations are not yet demonstrated with the same consistency by all students across all school environments.	Behavioral expectations and relationship-based practices may be implemented or reinforced differently across classrooms and common areas. Some students also require additional Tier 2 or Tier 3 behavioral and social-emotional supports beyond universal CKH practices.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

Performance Objective 4 ✅ High Priority

Maintain a physically and emotionally safe learning environment through effective safety procedures, emergency preparedness, supervision, and proactive campus safety practices.

Evaluation Data Source: Drill Documentation
Safety Audit Reports

Strategy 1

Conduct all required emergency drills and safety exercises in accordance with district and state requirements.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased preparedness and understanding of appropriate responses during emergency situations.

Staff Responsible for Monitoring: Campus Safety Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Review and communicate campus emergency procedures with all staff at the beginning of the year and periodically throughout the school year.

Strategy's Expected Result/Impact: Staff will demonstrate increased knowledge and confidence in implementing campus emergency procedures, resulting in more consistent responses during safety situations.

Staff Responsible for Monitoring: Campus Safety Team

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Monitor campus arrival, dismissal, transitions, playgrounds, hallways, cafeteria, and other common areas through established supervision procedures.

Strategy's Expected Result/Impact: Consistent adult supervision will reduce safety concerns, behavioral incidents, and opportunities for unsafe student behavior.

Staff Responsible for Monitoring: All Staff

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

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Strategy 4

Implement and monitor visitor management, exterior door, classroom door, and campus access procedures in accordance with district safety protocols.

Strategy's Expected Result/Impact: Controlled campus access will reduce potential safety risks and ensure students and staff are protected from unauthorized campus entry.

Staff Responsible for Monitoring: All Staff

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

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Strategy 5

Analyze safety concerns, drill outcomes, and campus safety data to identify areas requiring improvement.

Strategy's Expected Result/Impact: Campus safety procedures will be continuously refined based on identified needs, resulting in increased preparedness and a safer learning environment.

Staff Responsible for Monitoring: Campus Safety Team

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

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Goal 4 Nettie Baccus Elementary will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student participation in extracurricular, co-curricular, academic, fine arts, leadership, and enrichment opportunities that support the development of the whole child.

Evaluation Data Source: Participation Reports
Competition Results

Strategy 1

Actively communicate and promote available extracurricular opportunities to students and families through multiple communication methods.

Strategy's Expected Result/Impact: Increased awareness of available opportunities will result in greater student participation and family support of extracurricular involvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Sponsors, Counselor

Problem Statements: Demographics 2, 4 - School Culture and Climate 2 - Family and Community Engagement 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Encourage teachers and staff to identify and personally invite students who would benefit from participation in extracurricular activities.

Strategy's Expected Result/Impact: Students who may not independently seek involvement will have increased access to opportunities that build confidence, relationships, skills, and school connectedness.

Staff Responsible for Monitoring: Teachers, Sponsors, Counselor

Problem Statements: School Culture and Climate 2 - Family and Community Engagement 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Monitor student participation across grade levels and student groups to identify opportunities to expand involvement.

Strategy's Expected Result/Impact: Campus leaders will use participation data to ensure extracurricular opportunities are accessible to a broad and representative group of students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Sponsors, Counselor

Problem Statements: School Culture and Climate 2, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

Performance Objective 2

Increase student recognition and celebration of excellence in academics, leadership, character, attendance, extracurricular participation, and personal growth.

Evaluation Data Source: Awards/Incentives
Social Media
House Rallies

Strategy 1

Implement regular student recognition opportunities that celebrate academic achievement, growth, leadership, character, attendance, and extracurricular accomplishments.

Strategy's Expected Result/Impact: Students will experience increased motivation, confidence, and pride as effort, improvement, achievement, and positive character are recognized.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: Demographics 1 - School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Publicly celebrate student and team accomplishments through campus announcements, newsletters, ParentSquare, social media, and campus displays.

Strategy's Expected Result/Impact: Increased visibility of student success will strengthen school pride and communicate that excellence and involvement are valued throughout the Baccus community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Counselor, Teachers

Problem Statements: Demographics 1 - School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Recognize students for demonstrating CKH Leadworthy Traits.

Strategy's Expected Result/Impact: A broader range of students will experience meaningful recognition, reinforcing the importance of effort, growth, character, and contribution rather than achievement alone.

Staff Responsible for Monitoring: Teachers, Coaches, Counselor

Problem Statements: School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.

Performance Objective 3

Increase student leadership opportunities through structured campus service, student leadership programs, and school-wide roles that promote responsibility, service, and student voice.

Evaluation Data Source: Leadership Rosters
Student Service Projects

Strategy 1

Expand student leadership roles through Treasure Team, class ambassadors, House activities, classroom leadership positions, Principal Advisory Committee and other school-wide opportunities.

Strategy's Expected Result/Impact: More students will participate in meaningful leadership roles, resulting in increased responsibility, confidence, communication skills, and school connectedness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: School Culture and Climate 2, 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide campus and community service opportunities that allow students to contribute positively to the school and broader community.

Strategy's Expected Result/Impact: Students will develop empathy, citizenship, responsibility, and an understanding of the importance of serving others.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Increase opportunities for student voice through student surveys, leadership meetings, feedback opportunities, and participation in planning campus activities.

Strategy's Expected Result/Impact: Students will have greater ownership in the school community, resulting in increased engagement, belonging, and leadership capacity.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Student culture and climate survey results met the NSS benchmark at 4.0; however, opportunities remain to increase students' sense of belonging, voice, and connectedness.	Students have varying levels of connection to peers, trusted adults, leadership opportunities, and extracurricular activities. Additional intentional structures for student voice, leadership, recognition, and relationship building can strengthen connectedness.
5	Continued campus growth and changing student demographics require intentional efforts to ensure all students and families experience a strong sense of belonging within the Baccus community.	Growth associated with the Dual Language Enrichment program and increased cultural and linguistic diversity require continued attention to inclusive communication, family engagement, relationship building, and opportunities that represent and celebrate the entire school community.

Goal 5 Nettie Baccus Elementary will recruit, develop, and retain high-quality staff.

Performance Objective 1 ☑ High Priority

Recruit and hire highly qualified educators who align with the campus mission and instructional expectations.

Evaluation Data Source: Hiring Data
Vacancy Reports

Strategy 1

Implement a consistent selection process that includes structured interviews, reference checks, and questions aligned to campus instructional expectations, CKH practices, collaboration, and commitment to student success.

Strategy's Expected Result/Impact: New hires will demonstrate strong instructional knowledge and alignment with the mission, values, culture, and expectations of Nettie Baccus Elementary.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interview Committeees

Problem Statements: School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Proactively recruit high-quality candidates through district job fairs, IAG for bilingual, educator preparation programs, professional networks, employee referrals, and other recruitment opportunities including district grow your own programs (ie. LEAP Academy).

Strategy's Expected Result/Impact: The campus will develop a stronger and more diverse candidate pool, allowing vacancies to be filled with highly qualified educators in a timely manner.

Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3, 4, 5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 3

Involve teacher leaders and appropriate team members in the interview and selection process.

Strategy's Expected Result/Impact: Collaborative hiring decisions will increase the likelihood of selecting candidates who complement existing teams and demonstrate commitment to collaboration and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interview Committee

Problem Statements: School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 4

Provide new employees with a structured campus onboarding process that communicates instructional priorities, campus systems, CKH expectations, PLC practices, and campus culture.

Strategy's Expected Result/Impact: New staff will transition more successfully into the campus, demonstrate earlier understanding of expectations, and feel connected and supported from the beginning of employment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Mentors, Instructional Specialists

Problem Statements: Staff Quality, Recruitment, and Retention 3, 5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Although Baccus has achieved CKH National Showcase School recognition, consistent implementation of CKH processes and practices must be sustained across all classrooms and campus settings.	Staff experience, comfort level, and implementation of CKH practices vary. New staff members also require onboarding, modeling, coaching, and reinforcement to ensure consistent campus-wide implementation.
3	While staff report an extremely positive working environment, survey feedback identified areas for continued improvement in staff culture and climate.	Rapid campus growth, changing student needs, new initiatives, workload demands, and differences in staff experience can affect communication, collaboration, and staff connectedness. Continued attention to staff voice, recognition, professional support, and shared decision-making is needed.
4	Positive campus culture and behavioral expectations are not yet demonstrated with the same consistency by all students across all school environments.	Behavioral expectations and relationship-based practices may be implemented or reinforced differently across classrooms and common areas. Some students also require additional Tier 2 or Tier 3 behavioral and social-emotional supports beyond universal CKH practices.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Continued growth in Dual Language and specialized student services has increased the need to recruit and retain highly qualified Bilingual and Special Education educators.	A limited regional applicant pool of appropriately certified Bilingual and Special Education educators, combined with competition among districts for specialized personnel, makes these positions more difficult to fill and requires proactive recruitment and retention strategies.
2	Although staff retention has increased significantly over the past three years, continued efforts are needed to sustain high retention and staffing stability.	Increasing enrollment, expanded campus programs, changing student needs, workload demands, and competition for highly qualified educators require continued attention to staff support, recognition, professional growth, and positive working conditions.

3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.
4	As staff retention increases, additional opportunities are needed to develop teacher leadership and utilize experienced staff to build campus capacity.	Leadership opportunities have not always been systematically developed or differentiated based on staff strengths, interests, and professional goals. Increased retention creates an opportunity to develop mentors, PLC leaders, instructional leaders, and future campus leaders.
5	New-to-profession and new-to-district teachers require differentiated support to develop instructional effectiveness and successfully transition into Baccus instructional and cultural expectations.	Beginning and newly hired teachers enter the campus with varying levels of experience with district curriculum, instructional practices, classroom management, CKH, PLC processes, and campus expectations.

Performance Objective 2 ☑ High Priority

Provide ongoing professional learning aligned to campus instructional priorities and teacher needs.

Evaluation Data Source: PD Agendas
Sign-in Sheets
TTESS Goals

Strategy 1

Develop and implement a campus professional learning plan based on student achievement data, walkthrough trends, teacher feedback, T-TESS goals, and identified campus priorities.

Strategy's Expected Result/Impact: Professional learning will directly address identified instructional needs, resulting in stronger classroom practices and improved student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 2, 3 - Staff Quality, Recruitment, and Retention 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Provide targeted professional learning in campus instructional priorities, including high-quality Tier I instruction, Bluebonnet Math, literacy, differentiation, MTSS, student engagement, and data-driven instruction.

Strategy's Expected Result/Impact: Teachers will increase knowledge and consistent implementation of high-impact instructional practices aligned with campus and district expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3, 4, 5

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 3

Differentiate professional learning based on teacher experience, instructional needs, student data, and individual professional growth goals.

Strategy's Expected Result/Impact: Teachers will receive relevant, job-embedded learning that addresses individual areas of growth and increases professional capacity.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 3, 4

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Monitor implementation of professional learning through walkthroughs, PLCs, coaching conversations, and follow-up support.

Strategy's Expected Result/Impact: Professional learning will transfer into classroom practice, resulting in sustained instructional improvement rather than isolated training experiences.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.
2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels

3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
3	While staff report an extremely positive working environment, survey feedback identified areas for continued improvement in staff culture and climate.	Rapid campus growth, changing student needs, new initiatives, workload demands, and differences in staff experience can affect communication, collaboration, and staff connectedness. Continued attention to staff voice, recognition, professional support, and shared decision-making is needed.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
2	Although staff retention has increased significantly over the past three years, continued efforts are needed to sustain high retention and staffing stability.	Increasing enrollment, expanded campus programs, changing student needs, workload demands, and competition for highly qualified educators require continued attention to staff support, recognition, professional growth, and positive working conditions.
3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.

4	As staff retention increases, additional opportunities are needed to develop teacher leadership and utilize experienced staff to build campus capacity.	Leadership opportunities have not always been systematically developed or differentiated based on staff strengths, interests, and professional goals. Increased retention creates an opportunity to develop mentors, PLC leaders, instructional leaders, and future campus leaders.
5	New-to-profession and new-to-district teachers require differentiated support to develop instructional effectiveness and successfully transition into Baccus instructional and cultural expectations.	Beginning and newly hired teachers enter the campus with varying levels of experience with district curriculum, instructional practices, classroom management, CKH, PLC processes, and campus expectations.

Performance Objective 3 ☑ High Priority

Strengthen teacher effectiveness through coaching, mentoring, PLCs, and frequent instructional feedback.

Evaluation Data Source: Coaching Logs
Walkthrough Data
TTESS

Strategy 1

Implement individualized coaching cycles utilizing the Get Better Faster framework, classroom observations, modeling, practice, feedback, and follow-up.

Strategy's Expected Result/Impact: Teachers will receive targeted, actionable support that strengthens instructional practices and positively impacts student engagement and achievement.

Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Specialists, Teacher Mentors, NL Coaches

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Conduct weekly PLCs focused on essential standards, instructional planning, student work, common assessments, intervention/enrichment, and data-driven instructional responses.

Strategy's Expected Result/Impact: Teachers will strengthen collective efficacy and use student evidence to make timely instructional adjustments, resulting in increased student mastery and growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Conduct frequent classroom walkthroughs and provide timely, specific, actionable feedback aligned with T-TESS and campus instructional priorities.

Strategy's Expected Result/Impact: Teachers will have clear feedback regarding instructional strengths and areas for growth, resulting in continuous improvement and greater consistency across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 3

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Strategy 4

Utilize the district-wide mentoring program to provide beginning teachers in first two years with trained mentors, coaching, professional learning, scheduled release days, classroom observations, collaboration, and ongoing support.

Strategy's Expected Result/Impact: Beginning teachers will increase instructional effectiveness, confidence, and connection to the profession while receiving structured support that contributes to successful induction and long-term retention.

Staff Responsible for Monitoring: Principal, Instructional Specialists, Campus Mentors

Problem Statements: Staff Quality, Recruitment, and Retention 5

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in mathematics is inconsistent across grade levels, with declines evident in some STAAR performance levels and cohort data, particularly in fourth grade.	The campus implemented Bluebonnet Learning Math as a new curriculum during the 2025-2026 school year, resulting in an expected implementation dip as teachers developed familiarity with new instructional routines, lesson structures, pacing, and expectations for student thinking. Continued support is needed to strengthen curriculum internalization, standards alignment, and effective delivery.
2	Although campus data demonstrate strong overall student growth, achievement and closing the gaps outcomes are not yet consistent across grade levels and content areas, with fourth-grade Reading and Math showing declines while other grade levels demonstrated significant growth.	There is a need for the implementation of the GISD Instructional Framework, particularly in standards-aligned lesson planning, rigorous student tasks, checks for understanding, and the use of evidence of learning to make timely instructional adjustments. Strengthening PLC processes and instructional feedback will support greater consistency across classrooms and grade levels
3	While students are demonstrating growth and increasing rates of Approaches Grade Level performance in several areas, a continued need exists to increase the percentage of students achieving at the Meets and Masters Grade Level standards.	Instructional planning and intervention systems have historically placed significant emphasis on moving students toward grade-level proficiency. Continued refinement is needed to ensure students who demonstrate readiness receive consistent opportunities for acceleration and higher levels of cognitive demand, while students below grade level receive targeted support without reducing the rigor.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
3	Professional learning does not always transfer consistently from training into classroom implementation.	Teachers need ongoing job-embedded support following professional development, including coaching, modeling, opportunities to practice, PLC collaboration, classroom observation, and actionable feedback.
5	New-to-profession and new-to-district teachers require differentiated support to develop instructional effectiveness and successfully transition into Baccus instructional and cultural expectations.	Beginning and newly hired teachers enter the campus with varying levels of experience with district curriculum, instructional practices, classroom management, CKH, PLC processes, and campus expectations.

Performance Objective 4

Increase staff retention by fostering a collaborative, positive campus culture focused on employee recognition and professional growth.

Evaluation Data Source: Retention Data
Climate Survey
Staff Recognition Documentation

Strategy 1

Implement intentional staff recognition systems that celebrate instructional excellence, professional growth, collaboration, service, attendance, and contributions to campus culture.

Strategy's Expected Result/Impact: Staff will feel valued and recognized for their contributions, resulting in increased morale, engagement, job satisfaction, and connection to the campus.

Staff Responsible for Monitoring: All Staff

Problem Statements: School Culture and Climate 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide opportunities for teachers to grow professionally and assume leadership roles through PLC leadership, mentoring, committees, professional learning facilitation, instructional leadership, and campus initiatives.

Strategy's Expected Result/Impact: Staff will develop leadership capacity and experience meaningful opportunities for professional advancement, increasing ownership, engagement, and retention of high-performing employees.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Campus Leadership Team

Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Regularly gather staff feedback through climate surveys, individual conferences, team meetings, and stay conversations and use the feedback to address identified needs.

Strategy's Expected Result/Impact: Campus leadership will proactively identify factors affecting morale and retention and respond to staff needs, resulting in a more supportive, collaborative, and responsive work environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselor

Problem Statements: School Culture and Climate 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
3	While staff report an extremely positive working environment, survey feedback identified areas for continued improvement in staff culture and climate.	Rapid campus growth, changing student needs, new initiatives, workload demands, and differences in staff experience can affect communication, collaboration, and staff connectedness. Continued attention to staff voice, recognition, professional support, and shared decision-making is needed.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
4	As staff retention increases, additional opportunities are needed to develop teacher leadership and utilize experienced staff to build campus capacity.	Leadership opportunities have not always been systematically developed or differentiated based on staff strengths, interests, and professional goals. Increased retention creates an opportunity to develop mentors, PLC leaders, instructional leaders, and future campus leaders.

Goal 6 Nettie Baccus Elementary will strengthen student, family, and community partnerships.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase family engagement by expanding participation in campus events, academic nights, and parent learning opportunities.

Evaluation Data Source: Event Attendance
Parent Surveys

Strategy 1

Provide a variety of family engagement opportunities throughout the year, including Title I Family Night, Hispanic Heritage Night, literacy, math, science/STEM academic nights, family celebrations, and other campus events.

Strategy's Expected Result/Impact: Sign in sheets and reports from raptor will show an increase in parental involvement
Class DOJO school story and family newsletters will document campus advertisement for the different events as well as family participation in this communication system we use at Baccus

Staff Responsible for Monitoring: Parent and Engagement Coordinator, PFE Committee

Problem Statements: Family and Community Engagement 1, 3, 4

Funding Sources: PFE Resources Title I (211), $2,500, PFE Coordinator Title I (211), $500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide Title I parent and family engagement events and activities that help families understand curriculum, assessments, academic expectations, available supports, and strategies for supporting learning at home.

Strategy's Expected Result/Impact: Families will increase their understanding of grade-level expectations and gain practical strategies and resources to support student achievement at home.

Staff Responsible for Monitoring: Parent and Family Engagement Coordinator, PFE Committee

Problem Statements: Family and Community Engagement 1, 2, 3, 4

Funding Sources: PFE Coordinator Title I (211), $500, Family Night Resources Title I (211), $2,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Baccus will show support and commitment to meeting the unique needs of military-connected students and their families.

Strategy's Expected Result/Impact: Purple Star Campus Designation will be earned based on meeting the specified criteria. Families will feel welcomed and supported.

Staff Responsible for Monitoring: Principal, Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Partner with the PTO and homeroom parents to plan, promote, and support family engagement activities and campus celebrations.

Strategy's Expected Result/Impact: Increased parent leadership and participation will strengthen collaboration between families and the campus while expanding the school's capacity to provide meaningful student and family experiences.

Staff Responsible for Monitoring: Parent and Family Engagement Coordinator, Principal

Problem Statements: Family and Community Engagement 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Monitor family participation and gather feedback following major events to identify interests, barriers to participation, and opportunities for improvement.

Strategy's Expected Result/Impact: Campus leadership will use family voice and participation data to improve future events, increase accessibility, and provide engagement opportunities that better meet family needs.

Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator

Problem Statements: Family and Community Engagement 1, 2, 3, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.

3	Parent and community volunteer participation is not consistent across grade levels, programs, and campus activities.	Although PTO, the Campus Advisory Committee, surveys, and other feedback opportunities are available, participation may represent a limited portion of the overall parent population. Work schedules, language differences, communication preferences, and meeting times may create barriers to broader participation.
4	Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.	Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

Performance Objective 2 ☑ High Priority

Strengthen communication with families through multiple communication platforms and timely updates.

Evaluation Data Source: ParentSquare Analytics
Newsletters
Social Media Engagement

Strategy 1

Provide consistent and timely campus communication through district-approved communication platforms (ParentSquare/Edlio), newsletters, social media, campus website, email, phone calls, and other appropriate methods.

Strategy's Expected Result/Impact: Families will have increased access to accurate and timely information regarding campus events, academic expectations, student opportunities, and important deadlines.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 2

Maintain consistent teacher-to-family communication regarding student academic progress, attendance, behavior, classroom activities, and upcoming learning opportunities.

Strategy's Expected Result/Impact: Families will be better informed about student progress and will have increased opportunities to partner with teachers in addressing student strengths and needs.

Staff Responsible for Monitoring: Teachers

Problem Statements: Family and Community Engagement 2

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Provide communication in families' preferred languages, including English and Spanish, when appropriate and available.

Strategy's Expected Result/Impact: Language barriers will be reduced, resulting in more equitable access to information and increased participation among families.

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 4 - Family and Community Engagement 4

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Create opportunities for two-way communication through parent conferences, surveys, PTO meetings, homeroom parent communication, family events, and individual conversations. Baccus will conduct two parent/teacher conferences and at least one student-led conference each year.

Strategy's Expected Result/Impact: Families will have increased opportunities to provide input, ask questions, and participate in campus decision-making, strengthening trust and shared responsibility for student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, PTO

Problem Statements: Family and Community Engagement 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.
2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.
4	Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.	Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

Performance Objective 3

Expand partnerships with local businesses and community organizations to support student learning and campus initiatives.

Evaluation Data Source: Partnership Agreements
Volunteer Logs
Donations
Business Recognition

Strategy 1

BES staff will maximize our partnership with Communities In Schools to offer a variety of resources, including attendance support for Baccus students and their families.

Strategy's Expected Result/Impact: Families in need will receive wrap around support that will support the whole child developmentally and acadmically.

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS Social Worker, Counselor

Problem Statements: Demographics 1, 2, 3, 4, 5

Funding Sources: Title IV (289),

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 2

Develop and maintain partnerships with local businesses, churches, civic organizations, nonprofits, and other community organizations that can provide resources, volunteers, expertise, or support for campus programs including La Reunion for academic support.

Strategy's Expected Result/Impact: Community partnerships will provide additional resources and experiences that enhance student learning, support campus needs, and strengthen connections between the school and community.

Staff Responsible for Monitoring: Principal, Instructional Specialists, Counselor, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

Engage community partners in academic nights, career awareness activities, family events, student celebrations, mentoring, service projects, and other campus initiatives.

Strategy's Expected Result/Impact: Students and families will benefit from expanded learning experiences, community expertise, positive role models, and stronger connections with the Granbury community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS Social Worker, PTO, Team Leads

Problem Statements: Family and Community Engagement 1, 3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 4

Seek community support for student incentives, attendance initiatives, extracurricular activities, field trip experiences, family events, and other identified campus needs.

Strategy's Expected Result/Impact: Additional resources will expand opportunities for students while allowing the campus to recognize achievement, attendance, character, growth, and participation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PTO, Team Leads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 5

Recognize and celebrate community partners through campus communication, social media,

newsletters, events, and other recognition opportunities.

Strategy's Expected Result/Impact: Community partners will feel valued for their contributions, strengthening existing relationships and encouraging continued and expanded involvement with Nettie Baccus Elementary.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PTO

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although student attendance improved from 93.7% to 94.57%, continued improvement is needed to maximize students' access to daily instruction.	Some students experience recurring attendance barriers, and consistent systems for early identification, family communication, incentives, and individualized attendance interventions must continue to be strengthened
2	A significant percentage of Baccus students experience factors associated with economic disadvantage, with 77.1% of students identified as Economically Disadvantaged and 58.8% identified as At-Risk.	Students and families may experience barriers related to access to academic resources, enrichment opportunities, transportation, consistent attendance, and other supports outside the school day. The campus must continue strengthening systems that provide equitable access to instructional resources, interventions, enrichment, and family support.
3	The growing linguistic diversity of the campus requires continued development of instructional practices that effectively meet the needs of Emergent Bilingual students.	With 28.6% of students identified as Emergent Bilingual and continued growth of the Dual Language Enrichment program, teachers have varying levels of experience and professional learning in language acquisition, sheltered instruction, biliteracy development, and differentiation for multilingual learners.

4	The demographic diversity of the campus creates a continued need to ensure equitable access to advanced academics, enrichment, leadership, and extracurricular opportunities for all student groups	Students may not have equal awareness of, access to, or participation in enrichment opportunities. Continued intentional identification, recruitment, family communication, and removal of participation barriers are needed to ensure broad representation.
5	The high percentage of students identified as At-Risk requires a coordinated system of early identification, intervention, and progress monitoring.	Students enter school with varied levels of academic readiness and may experience multiple academic, behavioral, attendance, linguistic, or socioeconomic risk factors. Consistency in MTSS implementation, progress monitoring, and timely adjustment of interventions remains essential.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.
3	Parent and community volunteer participation is not consistent across grade levels, programs, and campus activities.	Although PTO, the Campus Advisory Committee, surveys, and other feedback opportunities are available, participation may represent a limited portion of the overall parent population. Work schedules, language differences, communication preferences, and meeting times may create barriers to broader participation.

Performance Objective 4

Increase volunteer participation to support instructional and extracurricular programs.

Evaluation Data Source: Volunteer Hours
Raptor Reports

Strategy 1

Strengthen the PTO and homeroom parent structure by providing parents with clearly defined opportunities to support classrooms, grade levels, family events, celebrations, and campus initiatives.

Strategy's Expected Result/Impact: More families will have meaningful opportunities to contribute their time and talents, resulting in increased parent ownership, participation, and connection to the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTO Board, Homeroom Parents, Teachers

Problem Statements: Family and Community Engagement 1, 2, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Recruit and utilize parent and community volunteers to support academic nights, Title I events, Hispanic Heritage Night, UIL, Book Fair, family events, extracurricular programs, field experiences, and other campus activities.

Strategy's Expected Result/Impact: Increased volunteer support will expand the campus's capacity to provide high-quality academic, extracurricular, and family engagement experiences for students.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTO, Teachers

Problem Statements: Family and Community Engagement 1, 2, 3, 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

Communicate volunteer opportunities throughout the year using multiple platforms and provide clear information regarding district volunteer requirements and campus procedures.

Strategy's Expected Result/Impact: Families and community members will have greater awareness of how to become involved, resulting in an increased number and broader range of campus volunteers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff, PTO, Teachers

Problem Statements: Family and Community Engagement 1, 2, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 4

Recognize volunteers and community members for their contributions through campus celebrations, appreciation activities, newsletters, social media, and other communication channels.

Strategy's Expected Result/Impact: Volunteers will feel valued and connected to the campus, supporting continued participation and helping build a sustainable culture of family and community involvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTO, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While family participation in campus events is strong, participation in academic-focused family engagement opportunities is not yet as consistent.	Historically, many family engagement opportunities have centered on celebrations and community-building events. Additional academic nights, parent learning opportunities, conferences, and resources are needed to help families actively support learning at home.

2	Student ownership and family participation in conversations about academic and behavioral progress and goal setting need to be strengthened.	Traditional communication about student progress has primarily occurred between teachers and parents, with limited structured opportunities for students to communicate their own goals, growth, accomplishments, and areas for improvement.
3	Parent and community volunteer participation is not consistent across grade levels, programs, and campus activities.	Although PTO, the Campus Advisory Committee, surveys, and other feedback opportunities are available, participation may represent a limited portion of the overall parent population. Work schedules, language differences, communication preferences, and meeting times may create barriers to broader participation.
4	Continued growth and increasing cultural and linguistic diversity require additional intentional efforts to engage all families.	Growth of the Dual Language Enrichment program and the campus's significant Emergent Bilingual population have increased the need for accessible bilingual communication, culturally responsive engagement opportunities, and intentional outreach to families.

Goal 7 Nettie Baccus Elementary will steward resources responsibly through transparent planning and budget.

Performance Objective 1

Develop and monitor a campus budget aligned with instructional priorities and student achievement goals.

Evaluation Data Source: Budget Reports
CIP Budget Alignment

Strategy 1

Develop the annual campus budget based on identified student needs, Campus Improvement Plan priorities, achievement data, and district strategic goals.

Strategy's Expected Result/Impact: Campus funds will be intentionally aligned with identified needs and initiatives that have the greatest potential to improve student achievement and support campus priorities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, Campus Secretary

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 2

Review campus expenditures and budget balances regularly to ensure spending remains aligned with approved priorities and available resources.

Strategy's Expected Result/Impact: Regular monitoring will promote fiscal responsibility, prevent over- or under-spending, and allow resources to be redirected when campus needs change.

Staff Responsible for Monitoring: Principal, Campus Secretary

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 3

Engage the Campus Leadership Team and appropriate staff in identifying and prioritizing instructional and operational resource needs.

Strategy's Expected Result/Impact: Increased stakeholder input will strengthen transparency and ensure resource decisions reflect student, staff, and instructional needs.

Staff Responsible for Monitoring: Principal, Campus Leadership Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 4

Prioritize expenditures that directly support high-quality Tier I instruction, intervention, enrichment, professional learning, and student achievement.

Strategy's Expected Result/Impact: Resources will be concentrated on high-impact instructional priorities, resulting in stronger classroom instruction and improved student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Performance Objective 2

Ensure effective allocation of Title I and other funding sources to maximize student outcomes.

Evaluation Data Source: Title I Documentation

Strategy 1

Align Title I expenditures with the comprehensive needs assessment, Campus Improvement Plan, identified achievement gaps, and Title I schoolwide program requirements.

Strategy's Expected Result/Impact: Title I resources will directly address documented student needs and support strategies designed to improve achievement and reduce identified performance gaps.

Staff Responsible for Monitoring: Principal, District Federal Programs Coordinator, Campus Leadership Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 2

Utilize Title I and other available funding sources to provide supplemental instructional resources, intervention supports, professional learning, and family engagement activities based on identified needs. This includes staff of 2 Instructional Specialists, 1 Bilingual Paraprofessional, and 1 Interventionist Paraprofessional and ongoing tutoring intervention as well as PFE and Title 1 PFE strategies (outlined in Goal 6).

Strategy's Expected Result/Impact: Students, staff, and families will receive additional supports and resources that strengthen instruction, intervention, and family engagement and contribute to improved student outcomes.

Staff Responsible for Monitoring: Principal, Federal Programs Coordinator, Instructional Specialists, Bilingual Para, Interventionist Para, Tutors, Parent and Family Engagement Coordinator

Funding Sources: Tutors (Title 1, State Comp Ed, Early Education Allotment) Title I (211), , Interventionist Para (State Comp Ed) Title I (211), , 2 Instructional/Intervention Specialists Title I (211), , Bilingual Para Title III (263),

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 3

Monitor Title I expenditures and implementation throughout the year to ensure funds are spent appropriately, timely, and in accordance with federal and district requirements.

Strategy's Expected Result/Impact: The campus will maintain fiscal compliance while maximizing the effective use of available Title I resources to support student achievement.

Staff Responsible for Monitoring: Principal, Campus Secretary, District Federal Programs Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 4

Maintain appropriate documentation of Title I-funded activities, expenditures, family engagement, and program implementation.

Strategy's Expected Result/Impact: Accurate documentation will demonstrate fiscal accountability, program implementation, and compliance with Title I requirements.

Staff Responsible for Monitoring: Principal, District Federal Programs Coordinator, Campus Secretary, Title 1 Staff

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Performance Objective 3

Maintain efficient campus operations through ongoing monitoring of technology, instructional materials, and facility needs.

Evaluation Data Source: Inventory Reports
Work Orders
Technology Requests

Strategy 1

Conduct ongoing reviews of instructional materials, technology, equipment, and campus resources to identify replacement, repair, or additional resource needs.

Strategy's Expected Result/Impact: Students and staff will have reliable access to the materials and technology necessary to support effective teaching and learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Technology Staff

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 2

Monitor facility conditions and submit maintenance, safety, and repair requests promptly when needs are identified.

Strategy's Expected Result/Impact: Facility concerns will be addressed in a timely manner, supporting a safe, clean, functional, and effective learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Custodian, District Maintenance, All Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 3

Maintain accurate inventories and establish procedures for the responsible distribution, use, and care of technology, instructional materials, textbooks, and other campus assets.

Strategy's Expected Result/Impact: Campus resources will be used efficiently, loss and unnecessary replacement costs will be reduced, and materials will remain available to support instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary, Instructional Specialists, Teachers, Technology Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 4

Prioritize operational and facility needs based on student safety, instructional impact, urgency, and available resources.

Strategy's Expected Result/Impact: Campus resources will be directed toward the highest-priority needs, resulting in efficient operations and responsible stewardship of district resources.

Staff Responsible for Monitoring: Principal, Assistant Principal, District Operations Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Title I Summary

Title I

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

1.1 Description of CNA Process

A comprehensive needs assessment was conducted on May 27, 2025 and examined Baccus school culture, building teacher capacity, and preliminary STAAR. Data was collected through staff surveys, keep/change/toss survey, behavior room data, observation/feedback tracker, targeted improvement plan, ESF diagnostic and STAAR data. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards and behavioral expectations.

The CNA identified:

- Strengths: higher attendance rate, student growth, overall student progress growth with STAAR, RLA gro
- Areas of Need: increase in PTO members, Kinder math MAPS, Continue to push for 60%, more staff rec
- Prioritization of needs: instructional specialists, Saturday School, mentoring program, increase in PTO

1.2 Location for Evidence of Multiple Meetings Held

We have multiple meetings at different family nights for our family engagement and our Campus Advisory Meetings. The evidence is located in our district Title Google Folder.

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

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

We begin with collecting end of year data (attendance, surveys, assessments, STAAR, behavior) and meet at a Campus Advisory Committee. We complete a Campus Needs Assessment together and the information is shared with staff for further input. The Campus Improvement Plan is built off of the Campus Needs Assessment and the priorities agreed upon by end of summer and beginning of fall. It is finalized and review with Campus Leadership Team and the staff prior to submitting for approval for the September Board Meeting each year. Evidence can be found in the District Title One Google Folder.

2.2 Stakeholders 1114(b)(2)

We invite families and community members to be a part of our Campus Advisory Committee to help give feedback and develop the Campus Needs Assessment. Staff gives feedback in meetings and through our Campus Leadership Committee. See evidence in the District Title One Google Folder.

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

The plan is shared with priorities and Title One expenditures at our Title I family night. We also share the compact and our parent engagement policy. If they don't make it to the Title One Family Night, we also have a virtual option to hear the information. We have a translator that translates the informational meeting.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

We coordinate our plan with other services based on campus priorities and needs. Our activities align with Title One requirements and we also add our community partners that help support our efforts. We ask our community partners to help be a part of the creation of our goals and action steps.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Required information is included in our strategies within the plan. We have checked the appropriate boxes and labeled the personnel that are paid for by our federal/state funds.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for the evaluation of program effectiveness is built within our Campus Improvement Plan with our formative reviews and our summative review. We use these reviews to help us determine the effectiveness and if we should continue the strategy. This is also discussed in our Campus Advisory Committee meeting.

Title I Personnel

Name	Position	Program	FTE
Chelsey McCord	Instructional&Interventionist Specialist	Title I	1
Jairo Martinez	Instructional&Interventionist Specialist	Title I	1
Lacey Padgett	PFE Liason	Title I	NaN

Funding Summary

Funding Summary

Title I (211)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Campus Tutors	--	$0.00
6	1	1	PFE Resources	--	$2,500.00
6	1	1	PFE Coordinator	--	$500.00
6	1	2	PFE Coordinator	--	$500.00
6	1	2	Family Night Resources	--	$2,500.00
7	2	2	Tutors (Title 1, State Comp Ed, Early Education Allotment)	--	$0.00
7	2	2	Interventionist Para (State Comp Ed)	--	$0.00
7	2	2	2 Instructional/Intervention Specialists	--	$0.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$184,460.00
				+/- Difference	**$178,460.00**

Title III (263)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
7	2	2	Bilingual Para	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$34,090.00
				+/- Difference	**$34,090.00**

Title IV (289)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$23,000.00
				+/- Difference	**$23,000.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Brawner Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

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Comprehensive Needs Assessment

Demographics

Summary

Brawner Elementary ended the 25/26 school year with 708 students in K-5. The breakdown per grade level for 2025-26 is: 6 sections of Kindergarten (2 are Dual Language), 6 sections of 1st (2 are Dual Language), 6 sections of 2nd grade (2 are Dual Language), 7 sections of 3rd grade (2 are Dual Language), 7 sections of 4th grade (1 is Dual Language), 7 sections of 5th grade (2 are dual language).
Kindergarten - 106
1st Grade - 124
2nd Grade - 105
3rd Grade - 126
4th Grade - 128
5th Grade - 119

Brawner Elementary was one of two dual-language campuses for GISD. Baccus is the other dual-language campus. During the 25/26 school year, there were 206 bilingual/dual language students enrolled at Brawner. We currently have 225 LEP students.

Families have to apply to receive free/reduced meals. The percentage of students who received free/reduced meals during the 25/26 school year was 69%.

The enrollment by ethnic background was: 358- White, 322-Hispanic, 4-American Indian, 8-African American, and 14-Asian.
73 students withdrew during the 25/26 school year. 64 students enrolled during the 2022-23 school year.

Our mobility rate dropped for the 25/26 school year: 22/23 - 17.06 23/24 - 18.49% 24/25 - 16% 25/26 - 14.16%

Special Populations: At Risk - 391 LEP - 225 Bilingual - 206 ESL - 27 SPED - 127 ECD - 491 GT - 42 IMM - 50 MIG - 0 HOM - 2 504 - 40 MTSS 42

Attendance
The campus goal is to have an average yearly attendance at or above 97%. Brawner ended the year with an average attendance of 94.99% (down 0.37 from the previous year's average of 95.36%).

Kindergarten - 94.07 - up .31
1st Grade - 94.36 - down .93
2nd Grade - 95.45 - down .03
3rd Grade - 95.32 - down .40
4th Grade - 95.38 - down .50
5th Grade - 95.27 - down .70

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend

25-26	Sixth six weeks	95.3%	0%	1,105	
25-26	Fifth six weeks	94.1%	0%	1,171	
25-26	Fourth six weeks	93.5%	0%	1,063	
25-26	Third six weeks	94.6%	0%	1,135	
25-26	Second six weeks	95.9%	0%	772	
25-26	First six weeks	96.4%	0%	650	

Our biggest gains were during the 2nd, 3rd, and 5th Six Weeks for March Madness. We will continue this competition with prizes and awards every six weeks.

The Attendance Committee creates incentives for students to win the daily attendance competition, such as free seating during lunch, extended recess, pizza parties, dance parties, bowling parties, and dodgeball tournaments against the staff.

Strengths

* 2nd, 3rd, and 5th Six Weeks saw the biggest gains with attendance challenges

* We implemented programs to target our sub-populations - Purple Council and Blue Prints for LIFE

*We did classroom incentives for getting 10 days of 100% attendance.

* We did a grade-level incentive when the grade level got 100%.

* Attendance superheroes gave prizes to students who were present on selected dates.

* Student Council is culturally diverse

* Administration is culturally diverse

* Staff are diverse in years of experience.

* Read daily attendance on morning announcements and celebrated grade levels

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Brawner's attendance rate is below our goal of 97%.	Getting information out to families on the importance of attendance. We will push more attendance challenges in the 26/27 school year, as that helped with our 5th Six-week attendance. We will also push more with the cohort group going into the 2nd, as they have been our lowest grade level and didn't see any growth from the previous year.

 = Priority

Student Achievement

Summary

Listed below are the preliminary (unofficial) STAAR test scores for Brawner. Percentages are figured with students who were present on snapshot day.

Preliminary STAAR 2026 Scores:

- **5th Math Approaches - 77% Meets - 26% Masters - 20%**
- **5th Reading Approaches - 81% Meets - 28% Masters - 32%**
- **5th Science Approaches - (Have not completed due to large Zone of Uncertainty)**

- **4th Math Approaches - 62% Meets - 24% Masters - 19%**
- **4th Reading Approaches - 80% Meets - 48% Masters - 16%**

- **3rd Math Approaches - 65% Meets - 32% Masters - 13%**
- **3rd Reading Approaches - 77% Meets - 26% Masters - 27%**

Overall Reading: Approaches - 80% Meets - 34% Masters - 25%

Overall Math: Approaches - 68% Meets - 28% Masters - 17%

Target/Focus areas by demographics: (All at the Meets level)

3rd Math: All students - ~~45~~ (Goal 49) Hispanic - ~~30~~ (Goal 44) White - ~~55~~(Goal 60) ECD - ~~38~~(Goal 40) EB - ~~33~~(Goal 45) Sped 30 (Goal 26)

4th Math: All students - ~~46~~ (Goal 49) Hispanic - ~~37~~ (Goal 44) White - ~~55~~ (Goal 60) ECD - 43 (Goal 40) EB - ~~39~~ (Goal 45) Sped 27 (Goal 26)

5th Math: All students - 51 (Goal 49) Hispanic - 47 (Goal 44) White - ~~53~~(Goal 60) ECD -43 (Goal 40) EB - ~~39~~ (Goal 45) Sped ~~8~~ (Goal 26)

3rd Reading: All students - 50 (Goal 46) Hispanic - ~~33~~ (Goal 39) White - 67 (Goal 59) ECD - 36 (Goal 35) EB - ~~31~~(Goal 37) Sped ~~13~~ (Goal 26) (Teacher scores missing from Aware)

4th Reading: All students - 53 (Goal 46) Hispanic - 39 (Goal 39) White - 63 (Goal 59) ECD - 43 (Goal 35) EB - 37(Goal 37) Sped 27(Goal 26)

5th Reading: All students - 60 (Goal 46) Hispanic - 61 (Goal 39) White - 64 (Goal 59) ECD - 55 (Goal 35) EB - 40 (Goal 37) Sped 27 (Goal 26)

Preliminary Cohort information:

5th Gen Ed increased their STAAR math scores by 1 points from 74% in 4th grade to 75% in 5th grade. 5th Dual Language increased their STAAR math scores by 2 points from 79% in 4th grade to 81% in 5th grade. 5th Gen Ed decreased their STAAR reading scores by 9 points from 88% in 4th grade to 79% in 5th grade. 5th Dual Language decreased their STAAR reading scores by 11 points from 94% in 4th grade to 85% in 5th grade.

4th Gen Ed decreased their STAAR math scores by 12 points from 77% in 3rd grade to 65% in 4th grade. 4th Dual Language decreased their STAAR math scores by 20 points from 74% in 3rd grade to 54% in 4th grade. 4th Gen Ed decreased their STAAR reading scores by 8 points from 91% in

3rd grade to 83% in 4th grade. 4th Dual Language decreased their STAAR reading scores by 2 points from 75% in 3rd grade to 73% in 4th grade.

After reviewing STAAR scores and demographic/target areas, specific areas of concern are:
5th grade science performance, 3rd, 4th, and 5th math performance, and 3rd-grade reading.
* We did not meet our target of 60% at the Meets category for white math, all students for 3rd and 4th math, Hispanic for 3rd and 4th math, EB for 3-5 math, ECD for 3rd math, and sped for 5th math and reading
* Math did not meet any of our campus goals - Campus Goals - 80/50/30.
* 5th Science did not meet any of our campus goals - 80/50/30
* SPED did not meet our target of 26% at the Meets category in 5th reading and math.
* SPED met our target of 26% -38% in 4th reading and 3rd and 4th math.

Telpas Results:
225 students - K-5 tested. 69 students scored advanced or advanced high. 8 are able to exit the program.

MClass:

Goal: Blue/Green - 80% Red - 20%

Kindergarten - Blue/Green - 87% Red - 13% (Met our campus goal by 7% for blue/green and 7% for Red/Yellow) Kindergarten is up 1% for Blue/Green and up 1% in Red/Yellow from the previous school year.

1st Grade - Blue/Green - 78% Red - 22% (Missed the campus goal by 2% for blue/green and missed the Red goal by 2%)

2nd Grade - Blue/Green - 71% Red- 16% (Missed the campus goal by 19% for blue/green and met the red goal by 4%)

After reviewing Mclass scores, specific areas of concern are: 1st & 2nd grade blue/green percentage and 1st Red

Title I resources will be used to improve student performance through tutors, books and supplies, and parent training in all target areas set by the campus.

Quantitative data from a variety of sources (common assessments, classroom based assessments such as CFAs and summatives, universal screeners, IReady, IXL, MClass, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation spreadsheet for his/her class. The data sheet will list the information needed to begin the intervention process. A copy of the data sheet will be updated and given to the Instructional Specialists, Assistant Principals, and Principal after every summative assessment. MTSS progress, teacher information, and information on data sheets will be used to identify student needs in a timely manner through Branching Minds. Student data folders will continue to be used and students will be trained to track their individual data from a variety of sources. Students will enter their answers to CFAs and summatives in Aware. Students will work with their teachers to set individual goals and monitor progress. Staff will be trained on usage of student data folders by their teacher.

Students will receive additional instruction by Title I tutors who are certified teachers. The tutors will assist Kindergarten through fifth grade students using a variety of methods including small group instruction, small group phonics lessons, oral administration and extended time on assessments, and small group writing, math, and reading groups.

Tier 3 students will receive additional interventions from the classroom teacher, Reading/Writing Intervention paraprofessional and Math Intervention paraprofessional. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers (Assistant Principals, Instructional Specialists) every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

Other campus programs provided for students and will continue in 25-26:

- o 42 students served through MTSS
- o 56 students served through MTA
- o 40 students served through 504
- o 225 students served in the EB program
- o The math and reading intervention paras did push in support all year.
- 127 students were served through Special Education

Gifted and Talented students will receive 40 minutes of instruction once per week by a certified GT teacher. GT students will be challenged academically by using higher level thinking skills, studying current events and topics of personal interest, questioning, and practicing public speaking skills. Students will research a topic of their choice and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee and UIL. During the 2024-25 school year, Brawner had 42 students in GT.

Resource Allocation
Title I resources will be used to improve student achievement in reading, writing, math and science, which will substantially increase the percentage of students attaining meets or masters on STAAR. A portion of the funds will be used to improve parent participation and provide parent training. The majority of Title 1 money will be spent on tutors (certified teachers) for each grade level.

Evaluation of Plans and Strategies
Common assessments, benchmarks, summative tests, common formative assessments and yearly Universal Screener results (IReady, MClass,) will be used on a regular basis to ensure the interventions/strategies are resulting in the intended impact on skills, knowledge and behavior of students. Brawner will continue to have assessments every 3 weeks to track data. Reading/Writing and Math STAAR tests will be given in grades 3, 4, and 5. Science will be given in grade 5 only.

Strengths

5th Gen Ed increased their STAAR math scores by 1 points from 74% in 4th grade to 75% in 5th grade. 5th Dual Language increased their STAAR math scores by 2 points from 79% in 4th grade to 81% in 5th grade.

3rd math met sped goal
4th math met ecd and sped
5th math met all students, Hispanic, and ecd
No 3rd demographic data at the time of reporting
4th & 5th reading met all goals by demographics

Kindergarten - Blue/Green - 87% Red - 13% (Met our campus goal by 7% for blue/green and 7% for Red/Yellow) Kindergarten is up 1% for Blue/Green and up 1% in Red/Yellow from the previous school year.

2nd grade met the red goal with 16%
Telpas Results:
225 students - K-5 tested. 69 students scored advanced or advanced high. 8 are able to exit the program.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Math and Science scores are an area of concern.	More time needs to be spent on unpacking the TEKS, looking at distractors, and vocabulary during PLC time.
2	White math not meeting the target area of 60% at the meets levels in 3-5.	White students at Brawner are a large percentage of our low ECD students.
3	Math is not meeting the target areas in any of the demographic areas in 3rd-5th.	New math curriculum

★ = Priority

School Culture and Climate

Summary

Activities to Ensure real-world Experiences:
Brawner students are provided with additional learning opportunities such as: Science field trips to Outdoor Learning Center, dictionaries provided by the Granbury Kiwanis Club, campus field trips, 4th grade field trip to Austin, Spelling Bee in English and Spanish, Book Fair , Learning Lab in the Library, campus tutors, Ready, Set, Teach students from GHS, and TSU year long Residents on campus. Due to the number of grants approved by Granbury Education Foundation, there are many presentations/ assemblies in the spring semester to make learning come to life, such as Family Math Night, and grade level science programs about animals and space.

Coordination Between Programs
Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Day, Health Fair, Kindness Challenges, Nurse information for families, safety training provided by Assistant Principals, charity donations to Christmas for Children, Couch Surfers, Beau Bear Foundation, Second Chance Farms, weekend food bags provided by the Fort Worth Food Bank, Wear purple for month of the Military Child, Wear RED to Remember Everyone Deployed. Veteran's Day program, Jeans for Troops to benefit the Army GI fund, safety drills, Red Ribbon Week. ERES pre-K students are welcomed on our campus for the Kindergarten roundup.

Brawner provides the following programs to strengthen the academic core areas, increase learning time, and meet the needs of underserved populations:

Implementation of PLCs during non-conference times
Common planning time for all teachers in each grade level
Tutors for each grade level
Two full time Instructional Specialists
Full time Counselor, focusing on character development and behavior interventions
Two Full time Bilingual paraprofessional
Full time special education paraprofessional (3)
Three full time special education teachers
One Reading Intervention paraprofessional
One Math Intervention paraprofessional
Food Pantry for students and families
Shoes and socks for students and families
Early start time (7:10 a.m. in classrooms) to increase instructional minutes
Year at a Glance layout of the Brawner Academic Year
Social Skills groups provided by the campus Counselor
All grade levels had at least two real-world experiences
College Shirt Days
GHS students who participate in the Ready, Set, Teach program (training future educators)
TSU/Weatherford college sign-in sheets for students who are earning observation hours

TSU Residents who will student teach for an entire year on our campus
Staff members trained in Capturing Kids' Hearts

Focus for 25/26 School Year:
* Continue to have a focus on safety with knowing who is in the building, checking doors throughout the day, and Stop the Prop
* Continue with PBIS and students showing their Brawner BEST
* Decrease discipline referrals
* Continue Behavior room for students' breaks, resets, and negative student behavior. - The goal will be to get students back to class asap!
* Add an additional behavior room
* Add in more staff luncheons
* Tightened all daily routines and procedures
* PLC to include unpacking the TEK, looking at distractors, and vocabulary
* Teacher coaching in specials for classroom management
* Continue with morning meetings where we recognize students and staff, character focuses, and showing our Brawner BEST.
* Daily restorative circles - topics given to teachers at the beginning of each week.
* Continue to partner with the community
* Have 5th-grade campus ambassadors who will greet parents and show new students and visitors around Brawner.
* Principal Advisory Committee to focus on CKH survey data
* Counseling-type lessons for after-school detention

Strengths

* Teachers who have been coached are excelling

* Armed Marshall

* PTO support

* Stonewater Serves support

* Curriculum support for K-2 testing

* Weekly counselor calming strategies

*Global Centers for Baptist Ministries providing weekly snack bags to students.

* Admin walks the building every morning after morning announcements and most times after lunch to have eyes on all classrooms every day.

* Admin did at least one thing every six weeks for staff (Cart Lady, ice cream, national days, etc)

* Every six weeks a potluck luncheon

* Staff Appreciation Days

*

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Daily routines and procedures need to be tightened up. (hallway, cafeteria, recess)	Admin not holding everyone accountable and keeping an eye on the daily routines and procedures.
2	Increase in discipline numbers specifically to physical aggression.	Staff members not seeing the importance of building relationships with students and daily routines and monitoring aggressively in all area of the building.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Stop/Start/Continue for 26/27:

Stop	*Stop MANITORY Valentine and Halloween parties. If we do the Halloween parade then we don't need to have a class party too. *Thinking what a 5th grader can do is what a kinder can do. *Allow for Kinder teachers to dismiss their own class after breakfast instead of universal dismissal. It's pure chaos when all 6 classes are dismissed at the same time. We can then teach them the correct way to line up. Dismissal in the small gym. At my school in Weatherford, we had the School Dismissal Manager. Every parent has an app where when they pull up to the school they type in their pin. Each teacher has their own kids in their classroom after school. When the parent pulls up and enters their pin- their child's name appears on the smart board. The teacher sends them out to the pickup line:) It was so calm and quick:)! Being Called out about Doors being opened instead of private email Wearing safety vests at Recess due to being a target Turning Students away when wanting another book Impromptu changes to our schedules • Delegating write ups/folder signs. Too much is lost in recounting events. • Extra duties. 5th has 2 buses, plus 1 car duty, but we also end up typing frequently. It makes coverage tricky in emergencies.

	• Blanket emails about specific issues related to one teacher. Send an email to the staff member who did it. Only having to do MTSS accommodations 1 time before STAAR instead of a bunch. DL feels limited on choices they can make within the classroom. No Halloween parties
Start	*All kinder teachers have recess duty *Make sure the Spanish behavior chart is ready ahead of time.....before the end of the six weeks. *For English behavior chart, we would like for it to be updated before the end of the six weeks. *Do Science and Social Studies units with Reading and Writing according to RBIS training *Add 5 minute transition to Kinder schedule. (Example lunch to recess, specials to WIN time) *Let teachers know when kids go home at lunch or specials so we will know where they are at. Example office staff and nurse. *Let teachers have flexibility on our schedule. We understand the reason it was done like it was to accommodate SPED services and WIN time. We do not like having Math at the end of the day. *Bring back Christmas movie day. I know the upper grades don't like it but the younger kids do. (We don't do the DREAM team because our kids are younger) *On the 1st week of school have ALL OF KINDERGARTEDEN go to the cafeteria to show and tell them the cafeteria expectations. We understand that teachers can do this but it works so much better when it is coming from the principals. Completely Random thought- To help our amazing custodian staff- There is a dust pan spray painted gold. It is called the golden dustpan. Every week on announcements, a different class will win

	the GOLDEN DUSTPAN, for having the cleanest classroom Schedule for Dismissal Duties Dual Language Departmentalization Closed Door Challenge Shaded areas on the playground Team Sonic rotation Consistent accountability for all teachers; i.e. hallway, lunch, recess. More field trips Assigned and defined team roles Student-led teacher recognition vs. Starburst. Could be STUCO run Team level everything calendar Consistent use of the tiers of behavior A clipboard chart instead of Behavior Cards. See picture from Baccus. AMS and GMS field trip at the end of the year. We did it once and it was great. Start the new year on a positive note regardless of data. There is always something to celebrate. Opting Skyward to contact teachers of record of all referrals. We can't see it if we don't write the referral. Accommodation trackers online instead of paper copies. Having library on Fridays Making gym more evenly split between classes QR code or some sort of accountability for support time scan in and scan out. A better scope for DL $20 for a semester for jeans on PLC days with a team shirt.
Continue	***Kinder breakfast in the cafeteria** ***Continue to call kinder kids up for good things but assign 1 teacher's class per a week to go up to stage. Kinder teachers can make a schedule if ya'll approve.** ***Doing PLC every other week. Could ya'll check and see how other schools do their PLC so teachers don't loose**

	their conference time. ***Sitting at the tables for bus pick-up** ***The reset room and high expectations for the behaviors.** **Encouraging more field trips:) I love that Brawner puts value into creating experiences for our students:)** Attendance Challenge Brawner Tickets Football Friday **Supporting and celebrating one another as a team.** **To keep conversations direct and addressed to the appropriate audience.** **Cuts the drama in half.** **To do our thing and keep students as the focus.** **Be patient and respond with love and respect** **To remember that we're all doing our best.** **The rotating duties each six weeks.**

Focus for 26/27

* Continue morning meeting via TEAMS every day but start at 7:25. - may have to change due to new PLC time

*PLC during a non-conference time

*Admin will continue to be in classrooms more often

* Admin will continue to make instruction a priority.

* Implementation of instructional rounds with observation feedback - 1 per semester

* Both IIS will attend all grade-level planning meetings

* Continue with PLC meetings - every other week

* Continue with data checkpoints every three weeks for every grade level in every content area.

* Continue with one potluck every six weeks

* Continue with Admin doing one thing for staff each month (Snack Cart, ice cream, national days, etc)

* Continue to put teachers in their area of strength

* Partnership with Tarleton State University to have full year teacher interns. Brawner will have 1 intern next year who will be placed with a 3rd grade teacher

* Our campus will continue to welcome teacher observers from local colleges and universities.

* Continue to partner with our PTO and Stonewater Serves to show gratitude to our staff.

* Continue to have staff surveys to give them a voice.

Strengths

* Continue to have data checkpoints every 3 weeks in every grade and every content area.

* All teachers are ESL certified

*District offers tiered level of Professional Development

* Teacher placement by strengths

* Ongoing coaching for management and rigor

* All K-2 teachers have completed Reading Academy

* All K-5 teachers are eligible for Teacher Incentive Allottment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	New teachers and new to Brawner teachers lack training.	Brawner will participate in the state mentor program.
2	Teacher retention and consistency	Teacher retention and consistency

★ = Priority

Family and Community Engagement

Summary

Focus for 26/27:

*Continue with "This Week at Brawner" through Parent Square

* Sending all parent information through one platform - Parent Square

* Counselor make contact with families that have attendance concerns

* Continue to host a family night during each semester

* Host student-led conferences for K-5 in the beginning and end of the school year.

*Continue to have parent/family copy room volunteers

* Continue to have parent/family lunch room volunteers.

* Continue Family Engagement Activities - reading and math night, Title 1 Family Night, Meet the Teachers, Scarecrow Scamper, Costume parade, Thanksgiving Feast, Christmas Around the World, Veteran's Day Ceremony, music performances for all grade levels, Dia de Los Ninos, Field Day, Awards Ceremony, Career Day, Book fair, field trips, library volunteers,

* Continue partnership with the Global Centers for Baptist Ministry to provide snack packs to our low-income students.

* Start a partnership with Preston and Sarah Cave for "Boys Who Build." Preston will be adding in a portion for girls

* Progress reports and Report cards posted in Skyward

* Continue to involve families and community partners to be on our Campus Advisory Committee

.

Strengths

* "This Week at Brawner" through Remind, Brawner Facebook page, and Class DOJO

* Sending all parent information through Remind, Brawner Facebook page, and Class DOJO

* Hosted a family night during each semester

* Hosted parent conferences during the 2nd six weeks.

* Hosted student led conferences for grades K-2 at the end of the year

*Parent/family copy room volunteers

*Parent/family lunch room volunteers.

* Family Engagement Activities - reading and math night, Title 1 Family Night, Meet the Teachers, Scarecrow Scamper, Costume parade, Thanksgiving Feast, Christmas Aroudn the World, Veteran's Day Ceremony, music performance, Dia de Los Ninos, Field Day, Awards Ceremony, Career Day, Book fair, field trips, library volunteers,

* Partnership with Fort Worth Food Bank to provide snack packs to our low-income students.

* Progress reports and Report cards posted in Skyward

* Involve families and community partners to be on our Campus Advisory Committee

* Offer Fast Passes to families

* Career Day where parents can present

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Low-income family engagement.	Working during the day and long hours.
2	Resources needed for low-income families.	Communicate with families when we see a need and involve the counselor to reach out to families.

★ = Priority

Goals

Goal 1 Brawner Elementary will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Strengthen academic achievement and growth

Evaluation Data Source: Increased state accountability scores

Strategy 1

Strengthen the campus-wide system in which all students engage daily with TEKS-aligned high-quality instructional materials and assessments which support learning at high levels of rigor.

Strategy's Expected Result/Impact: Students will engage daily in rigorous, TEKS-aligned instruction and assessments, leading to higher achievement, equitable access to quality learning, and measurable growth across all grade levels.

Staff Responsible for Monitoring: Principal, ASST Principals, IIS team, Teachers, Curriculum Coordinators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Increase student use of online testing practice specific to STAAR new item types

Strategy's Expected Result/Impact: Increased student time with online tools and new item types, increased student grade level proficiency,

Staff Responsible for Monitoring: Principal, ASST Principals, IIS Team, Teachers, Curriculum Coordinators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 3

Increased student time with short constructed and extended constructed responses, increased student grade level proficiency,

Strategy's Expected Result/Impact: Increased student time with short constructed and extended constructed responses, increased student grade level proficiency,

Staff Responsible for Monitoring: Principal, ASST Principals, IIS Team, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 4

3- and 6-week online checkpoints (Progress Measures) for grades 2-5 in all STAAR-tested content.

Strategy's Expected Result/Impact: Increased student time with online tools and new item types, increased student grade level proficiency,

Staff Responsible for Monitoring: Principal, ASST Principals, IIS Team, Teachers, Curriculum coordinators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 5

During weekly content internalization meetings, Instructional and Intervention Specialists will assist teachers in creating high-quality lessons and learning activities. They will facilitate lesson planning templates that ensure 100% of instructional materials and assessments are aligned with state standards, researched best practices, and STAAR assessment items.

Strategy's Expected Result/Impact: During weekly content internalization meetings, Instructional and Intervention Specialists will assist teachers in creating high-quality lessons and learning activities. They will provide lesson-planning templates that ensure 100% of instructional materials and assessments are aligned with state standards, research-based best practices, and STAAR assessment items.

Staff Responsible for Monitoring: Principal, ASST Principals, IIS Team,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 6

Increase the number of SPED students who will achieve the Meets level in reading and math on STAAR and the grade-level projection on MClass.

Strategy's Expected Result/Impact: 30% of SPED students will achieve the Meets level on STAAR in reading and math and grade-level projection on MClass.

Staff Responsible for Monitoring: Principal, Assistant Principals, IIS Team, SPED teachers, Gen Ed teachers, Curriculum coordinators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 7

Strengthen, document, and monitor student interventions using Branching Minds.

Strategy's Expected Result/Impact: Strengthening, documenting, and monitoring student interventions will lead to more consistent support, timely adjustments, and improved academic and behavioral outcomes for all students.

Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 8

All students will participate in WIN (What I Need) time for 30 minutes daily.

Strategy's Expected Result/Impact: Increased student grade-level proficiency,

Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 9

Allocate Title 1 and Title 111 resources for the addition of certified tutors and immigrant tutoring for 20 hours a week.

Strategy's Expected Result/Impact: Increased student grade-level proficiency.

Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 10

Brawner will employ two paraprofessionals, one focused on reading and one on math, to provide targeted support for K-5 students in reaching grade-level expectations.

Strategy's Expected Result/Impact: Students will receive focused intervention in reading and math, leading to improved achievement and greater success in meeting grade-level standards.

Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 11

Brawner will employ two Instruction and Intervention Specialists

Strategy's Expected Result/Impact: Students will benefit from tailored instructional support, resulting in improved academic growth and success across all grade levels.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Goal 2 Brawner Elementary will prepare every student for college, career, and/or military success.

Performance Objective 1 ☑ High Priority

Increase College, Career, and/or Military Readiness (CCMR)

Evaluation Data Source: Increased state accountability scores-especially CCMR component.
Students may achieve this through TSIA2 exam, ACT, SAT, College Prep courses, AP exams, Dual Credit courses, Dual Enrollment courses, IEP and workforce readiness status, military enlistment, and/or earning an Industry Based Certifications (IBC).

Goal 3 Brawner Elemetary will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Ensure safety, well-being, and connection for all students

Evaluation Data Source: Capturing kids hearts surveys and campus wide surveys, stay interviews for employees, parent feedback on what they love about our campus

Strategy 1

Brawner staff will be trained on the campus Emergency Operations Plan.

Strategy's Expected Result/Impact: Clear and understandable safety procedures and expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer, Teachers

Formative Reviews

November	February	April	June

Strategy 2

The School Safety & Security Committee will meet regularly to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan.

Strategy's Expected Result/Impact: The School Safety & Security Committee will meet regularly to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer, Safety & Security
Committee

Formative Reviews

November	February	April	June

Strategy 3

Brawner staff and students will participate in safety drills to fulfill state requirements. (Fire Drills, Secure, Lock-Down, Shelter in Place, Evacuation)

Strategy's Expected Result/Impact: Brawner staff and students will have knowledge of emergency response plans.
Procedures and expectations followed during drills as documented by the admin. Improvement in response time on all drills.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer, teachers

Formative Reviews

November	February	April	June

Strategy 4

Brawner will pass TEA Security Audits with a 100%. Classroom doors will remain locked at all times and closed when students are in the room. All exterior doors will remain locked and closed at all times. (Stop the Prop)

Strategy's Expected Result/Impact: 100% on TEA Safety Audit. Importance of student safety will be a top priority of all staff members.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer, teachers

Formative Reviews

November	February	April	June

Strategy 5

The Brawner Behavior Threat Assessment team will meet each semester and after each major event to review procedures and identify developing concerns/threats.

Strategy's Expected Result/Impact: Provide a safe school environment for students and staff and appropriate interventions to identified individuals.

Staff Responsible for Monitoring: Director of Security, Assistant Director of Special Education, Principal, Assistant Principals, Counselor, Teachers

Formative Reviews

November	February	April	June

Strategy 6

All visitors to Brawner will Raptor in and out daily.

Strategy's Expected Result/Impact: Provide a safe school environment for students and staff

Staff Responsible for Monitoring: Office Personnel, Principal, Assistant Principals, Campus Security Officer, teachers

Formative Reviews

November	February	April	June

Strategy 7

Brawner will continue implementing Capturing Kids' Hearts strategies.

Strategy's Expected Result/Impact: CKH will help students better manage their relationships with adults and peers. Classroom conduct problems will be reduced and will have a positive impact on students/ emotional well-being. Skills will promote responsible decision-making and social-emotional skills for life.

Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principals, Principal

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Goal 4 Brawner Elementary will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student involvement that builds character and excellence.

Strategy 1

Brawner students in 2nd-5th grade will have the opportunity to compete in the district-wide UIL A+ meet.

Strategy's Expected Result/Impact: Enhance students' academic skills, build confidence, and foster a strong sense of school pride. UIL will sharpen skills in writing, speaking, problem-solving, and critical thinking for Brawner students.

Staff Responsible for Monitoring: UIL Coordinator, teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Students will have the opportunity to apply for leadership opportunities such as the Principal Advisory Committee, Capturing Kids' Hearts Ambassadors, Student Council membership, and announcement leaders. These opportunities will provide experiences in leadership, as well as decision-making on campus.

Strategy's Expected Result/Impact: Increased student leadership participation and engagement, stronger school culture, and greater communication between staff and students.

Staff Responsible for Monitoring: Administrators, Counselor, Student council advisor, teachers

Formative Reviews

November	February	April	June

Strategy 3

We will celebrate positive student behaviors in the following ways: Capturing kids' hearts,

character trait of the month students, student of the six weeks, and Kiwanis Super Citizens

Strategy's Expected Result/Impact: Positive campus culture and climate

Staff Responsible for Monitoring: All campus staff

Formative Reviews

November	February	April	June

Goal 5 Brawner Elementary will recruit, develop, and retain high-quality staff.

Performance Objective 1

Strengthen recruitment systems for highly qualified staff

Evaluation Data Source: Increased position fill rate in target area staffing

Strategy 1

We will foster a strong partnership with Tarleton State University's Teacher Residency Program and recruit Teacher Residents for vacancies to increase the applicant pool. We will additionally participate in the Granbury ISD Job Fair, actively participating in the recruitment of strong candidates to Granbury ISD.

Strategy's Expected Result/Impact: Recruitment of high-quality teachers who have spent a year on our campus

Staff Responsible for Monitoring: Recruitment of high-quality teachers who've already been trained on the "granbury way"

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen retention systems for highly qualified staff

Evaluation Data Source: Increased retention rate
Increasingly better survey results addressing staff working conditions, support,

Strategy 1

Brawner leadership team will provide teachers with Observation Feedback coaching. Each teacher will make three positive shifts in research-based teaching practices to increase the effectiveness of classroom instruction.

Strategy's Expected Result/Impact: Provide consistent support for staff in the areas of classroom management and academic rigor for the purpose of improving academic outcomes and retaining quality staff.

Staff Responsible for Monitoring: Admin, IIS Team

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Strategy 2

Brawner will implement TEA Prep-Mentorship Program for staff who have 0-2 years of teaching experience. Staff will be mentored by veteran teachers and admin monthly.

Strategy's Expected Result/Impact: New staff feels supported, teacher retention

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Performance Objective 3

Strengthen professional training and development systems of highly qualified staff

Strategy 1

The Curriculum department will provide after-school and summer PD to allow teachers to attend individualized sessions to learn and apply new skills and knowledge.

Strategy's Expected Result/Impact: Build teachers' skill set, teacher retention

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), Curriculum Department

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Strategy 2

All instructional staff will participate in the campus-based PLCs (Professional Learning Community) process to identify areas of needed student growth based upon common assessment and benchmark data.

Strategy's Expected Result/Impact: Brawner will have an "B" on the TEA report card.

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Coach (IIS), Curriculum Specialist, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 3

Continue to strengthen the vertical alignment of the K-5 Dual Language Program.

Strategy's Expected Result/Impact: Aligned K-5 dual language instruction will strengthen biliteracy, ensure consistent rigor across grade levels, and support smooth student transitions with equitable student access to content.

Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Performance Objective 4

Strengthen staff culture

Strategy 1

We will work to improve campus culture by providing opportunities for staff to encourage one another and spend time with one another.

Strategy's Expected Result/Impact: Building a positive campus culture through staff encouragement and shared experiences will increase collaboration, strengthen relationships, and boost overall morale.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

One staff potluck luncheon every six weeks, summer staff get-togethers, staff shoutout submissions from parents and community members, Weekly Starburst winners, Monthly staff member of the month voted on by peers, birthdays posted on Brawner social media, birthday recognition on morning announcements

Strategy's Expected Result/Impact: These strategies will help retain, train, and grow quality employees.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Goal 6 Brawner Elementary will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student and family culture and engagement

Strategy 1

Family Night will be hosted within the first two months of the school year. Timely information will be shared on school routines and procedures. The admin team will present the parent and family engagement plan, showing the positive relationship between school and home. Grade levels will encourage reading at home, as well as math facts, to close the gaps between the grades.

Strategy's Expected Result/Impact: Positive relationships between school and home

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Brawner and Brawner PTO will host a Back to School Bash to allow families and the Brawner staff to get to know each other

Strategy's Expected Result/Impact: Positive relationships between school and home

Staff Responsible for Monitoring: All staff member & PTO members

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

All K-5 students will have a student-led conference in the fall and spring with a parent, guardian, or staff member.

Strategy's Expected Result/Impact: Increase school/parent relationships

Staff Responsible for Monitoring: Increase school/parent relationships

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 4

Each grade level will have two real-world experiences a year.

Strategy's Expected Result/Impact: Increase in real-world experiences.

Staff Responsible for Monitoring: Increase in real-world experiences.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 5

Brawner will host an academic night in the spring to give students and families opportunities to engage in educational activities.

Strategy's Expected Result/Impact: Increase school/parent relationships

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals, IIS Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 6

Brawner will host Dia de los Ninos for our Dual Language Classes.

Strategy's Expected Result/Impact: Increase school/parent relationships of our Dual Language Families.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals, IIS Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 2

Increase community relationships and transparency practices

Strategy 1

Two bilingual paraprofessionals will support the students and parents in communicating all aspects of school-related information.

Strategy's Expected Result/Impact: Students and parents will receive all written and verbal information in their native language (Spanish is the only required language at this time; language line used for other languages)

Staff Responsible for Monitoring: Principal, Assistant Principals, Bilingual Paraprofessionals, Teachers

Formative Reviews

November	February	April	June

Goal 7 Brawner Elementary will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Develop a district-wide Long-range facility and asset plan.

Strategy 1

Brawner will develop a campus-wide system to meet current and future facility-related needs and show transparency by communicating all needs to the community.

Strategy's Expected Result/Impact: Timely collection of accurate data will help facilitate a quality plan that will be
used for addressing campus capacity concerns.

Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary.

Formative Reviews

November	February	April	June

Performance Objective 2

Refine and commit to transparent and effective budgeting processes

Strategy 1

Brawner PTO will attend the annual PTO/Booster training to ensure they are fully informed about financial procedures and best practices. Budgets will be printed and shared at monthly PTO meetings for parents to view.

Strategy's Expected Result/Impact: Clear understanding of financial procedures and allocation of resources.

Staff Responsible for Monitoring: District staff, campus admin and PTO volunteers.

Formative Reviews

November	February	April	June

Strategy 2

The campus principal and school secretary will meet monthly to review the budget and monitor expenditures. When needed, we will consult with Federal and Local program coordinators to ensure funds are in compliance.

Strategy's Expected Result/Impact: Improved budgeting

Staff Responsible for Monitoring: Campus admin, secretary, District coordinators.

Formative Reviews

November	February	April	June

Strategy 3

Brawner Staff with relevant job responsibilities will attend all district-level budget trainings.

Strategy's Expected Result/Impact: Principal, Secretary, Chief Financial Officer

Formative Reviews

November	February	April	June

Performance Objective 3

Explore/expand alternative revenue sources

Strategy 1

Staff will pursue grant opportunities through GEF to fund innovative programs and enrich learning for all students.

Strategy's Expected Result/Impact: Increased access to funding for student programming including expanded opportunities not accessible in the curriculum and Local budget.

Staff Responsible for Monitoring: All staff

Formative Reviews

November	February	April	June

Title I Summary

Title I

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

1.1 Description of CNA Process

A comprehensive needs assessment was conducted on May 21, 2025, and June 4, 2025, and examined campus culture, parent engagement and communication, student achievement, and instruction using assessment data, and staff and family end-of-year surveys. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing behind.

The CNA identified:

- Continued concern in student attendance, with overall attendance below 95%
- Math and Science scores are an area of concern.
- White math not meeting the target area of 60% at the meets levels in 3-5.
- SPED math and reading isn't meeting the target area of 26% at the meets level in 4th and 5th.
- Academic Strengths in reading
-

1.2 Location for Evidence of Multiple Meetings Held

We provided multiple opportunities for families to receive Title I information by offering sessions at various times to accommodate different schedules. On August 28th, we shared information during our Title 1 Parent Night, as well as a Zoom session on 9/4/25. In addition, we created a Title I information video that was shared with all families through multiple platforms, including email, Remind, and social media, ensuring that every family had access to the information.

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

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

A comprehensive improvement plan was developed on May 21, 2025, and June 4, 2025 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

The campus will use Title funds to implement/provide

- a campus Intervention & Instructional Specialist (IIS) to oversee grade level lesson plans and track student performance.
- a campus Parent & Family Engagement Liaison

Stakeholders involved in the development of the plan included campus administration, campus teachers, a campus paraprofessional, district admin and a parent.

2.2 Stakeholders 1114(b)(2)

The CIP will be reviewed regularly (November, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards.

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

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The school will monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- Identifying students who may be at risk for academic failure;
- Providing additional educational assistance to individual students, the school determines need help in meeting the challenging State academic standards; and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve conditions for student learning.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum (which may include programs, activities, and courses) necessary to provide a well-rounded education.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Data (STAAR, Common Assessments, Benchmarks, mClass, iReady, and informal data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement,

particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE
Courtney Renard	Instructional Specialist	Title 1	1
Julie Sellers	PFE Liaison		NaN
Katie Jensen	Instructional Specialist	Title 1	1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Roberson Elementary School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:34 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

Positive partnerships with family and community are important for student success .

Students should be future ready.

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Comprehensive Needs Assessment

Demographics

Summary

1. **Demographics** - Data used from Skyward Reports
    - **Enrollment** - 373 total students
        - 10 Prekindergarten 4 year old classes 18 students each
            - (3 of the existing English PK4 classes will partner with Upbring Head Start)
        - 4 Bilingual Spanish classes of 18 students each (1 partnered with Upbring Head Start)
        - 5 Prekindergarten 3 year old classes (4 partnered with Upbring Head Start, 1)
            - 3 English classes of 17 students each
            - 1 Bilingual Spanish class of 17 students each
        - 4 ECSE classes (Early Childhood Special Education (3 and 4 year old qualifying students (50 students; 1 homebound, 40 in referral)

Qualifying Criteria (Many students have more than one qualifier.)

- Limited English Proficient 119
- Homeless 23
- Member Armed Forces 9
- Foster Child 7
- Econ Disadvantaged 331
- Star of Texas Award 0
- Employee Tuition Based 22
- ECSE - special ed 46

Home Campus Enrollment

- Acton Elementary 45
- Oakwoods Elementary 16
- Baccus Elementary 54
- Brawner Elementary 82
- Mambrino Steam Academy 62

Other Information

- Male 225
- Female 176
- Asian 4
- Black or African American 7
- Nat Hawaiian or Other Pacific 0
- White 194
- Hispanic/Latino Ethnicity 180
- Multi-Racial 16
- American Ind or Alaskan 0

Attendance Rate

- 92.27%

Staff - Total 67

- Principal, Assistant Principal, Instructional Specialist

- Office Staff (Secretary, Receptionist)
- Teachers
  - Pk4 (14) Pk4 Paras (14)
  - Pk3 (5) Pk3 Paras (5)
  - ECSE (4) Paras (9)
- Speech - share 1 SLP + 1 SLPA
- PE/Spanish Interpreter Para
- Music Para
- Library Para
- Nurse - LVN
- Uniformed Security

Tutors - Total 2

- Part Time Title I Funded
  - 1 English, 1 Bilingual

Strengths

- **Strengths:**
  - Emma Roberson represents the entire district population of early elementary
  - Experience Based Classrooms (Camping, Zoo, Farm to Market, and Space)
  - Family Style Dining
  - Concentration on a single, foundational grade level
  - Ability to tailor academics, scheduling, parent involvement, facility, and community involvement toward early childhood needs
  - Bilingual program serves all qualifying students
  - ECSE inclusion supported due to number of general education sections
  - Moving to a blended (dual certified, highly qualified teachers) model. Currently 12 of the 23 classrooms are instructed by a dual certified (general education and special education) teacher.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Lacks sufficient resources and staff knowledge to effectively support severe behavior regulation in 3- and 4-year-old students, impacting classroom learning and early social-emotional development.	Students enrolling with deficits in acceptable social behaviors; students enrolling with childhood trauma; increased students enrolling with special education eligibility.
2	Yearly combined attendance is below 92.27%.	Improving attendance as a priority for families will require a multi-year effort. Despite implementing strategies, student and classroom incentives, and reinstating truancy court, attendance rates remain below the ADA of comparable districts with similar demographics and size.

★ = Priority

Student Achievement

Summary

25-26 CLI - CPM (Circle Progress Monitoring) State Assessment - Prek 3 and Prek 4

CLI - CPM (Circle Progress Monitoring) State Assessment - Administered one on one with students using online assessment at the beginning, middle, and end of the year.

Areas with the largest growth: English - Rapid Letter Naming, Rote Counting, Number Naming, Counting Sets
Spanish - Rapid Letter Naming, Rote Counting, Shape Naming, Number Discrimination, Shape Discrimination

CLI- Circle Progress Monitoring State Assessment	Beginning of the Year % on Track English	Middle of the Year % on Track English	End of the Year % on Track English	Growth BOY > EOY English	Beginning of the Year % on Track Spanish	Middle of the Year % on Track Spanish	End of the Year % on Track Spanish	Growth BOY > EOY Spanish
Rapid Letter Naming - 2.5 minutes/ timed for Fluency	33%	56%	71%	+38%	26%	43%	64%	+38%
Rapid Vocabulary - 2.5 minutes/ timed for Fluency	67%	76%	66%	-%1	57%	59%	52%	-5%
Math								
Rote Counting	14%	47%	66%	+52%	0%	33%	47%	+47%
Shape Naming	59%	80%	86%	+27%	25%	49%	76%	+51%
Number Discrimination	44%	73%	79%	+35%	38%	77%	80%	+42%
Number Naming	34%	61%	75%	+41%	32%	49%	65%	+33%
Shape Discrimination	57%	75%	85%	+28%	37%	65%	76%	+39%
Counting Sets	32%	53%	66%	+34%	26%	56%	60%	+34%
Operations	11%	25%	35%	+24%	11%	34%	45%	+34%
Phonological Awareness								
Syllabication	Not Tested	27%	36%	+9%	Not Tested	48%	52%	+4%
Onset-Rime	Not Tested	35%	51%	+16%	Not Tested	Not Tested	Not Tested	Not Tested
Alliteration	Not Tested	10%	22%	+12%	Not Tested	50%	55%	+5%
Rhyming I	Not Tested	32%	41%	+9%	Not Tested	57%	70%	+13%

25-26 ESGI - (Educational Software for Guiding Instruction) District Assessment

Prek 4 - Progress Monitoring Six Week Assessment

Areas with the largest growth: English - Uppercase Letters, Lowercase Letters, Rote Counting
Spanish - Uppercase Letters, Lowercase Letters

Assessments	SW1	SW3	SW6	+/-	Assessments	SW1	SW3	SW6	+/-
Uppercase Letters (26 letters) - SW1	42%	67%	81%	+39%	Spanish Uppercase Letters (27 letters)- SW1	20%	50%	71%	+51%
Lowercase Letters (26 letters)- SW1	29%	60%	75%	+46%	Spanish Lowercase Letters (27 letters)-SW1	16%	44%	72%	+56%
Identify Letter Sounds - SW3	NT	33%	67%	+34%	Spanish Letter Sounds - SW3	NT	37%	66%	+29%
Rote Count (Counts to 20) - SW1	34%	69%	85%	+51%					

Rote Count (Counts to 30) - SW1	34%	69%	85%	+51%					
Colors (11 colors)- SW1	81%	96%	97%	+29%					
Common Shapes (5 shapes)- SW1	63%	88%	92%	+4%					
Writes Name (Students can trace, copy, and write own name) - SW2	NT	82%	98%	+16%					
One to One Correspondence (Using counters to count up to 10) - SW2	NT	100%	100%	0					
Rhyming Words (Students are able to recognize and produce rhyming words)- SW2	NT	35%	56%	+21%					
Number ID 0-10 (Students id numbers in random order) - SW3	NT	65%	86%	+21%					
Patterns (Copy, Extend, Create AB and AABB patterns) - SW2	NT	67%	87%	+20%					
Reading CVC Books	118 students out of 219 students = 53%								

Strengths

CLI - CPM (Circle Progress Monitoring) State Assessment- All Areas within the CPM showed student growth.

- **Areas with the largest growth:**
  - **English-**Rote Counting (+52%), Naming Numbers (+41%), Rapid Letter Naming (+38%), Number Discrimination (+35%), Couting Sets (+34%)
  - **Spanish** - Shape Naming (+51%), Rote Counting (+47%), Number Discrimination (+42%), Shape Discrimination (+39%), Rapid Letter Naming (+38%)

ESGI - Progress Monitoring Six Week Assessments - (Educational Software for Guiding Instruction)

- *Student Strengths:*
  - *53% (118 out of 219) of students reading CVC books*
  - *4 skills had over 90% of students master (Colors, Shapes, One to One Correspondence,Writes Name)*
  - *4 skills had over 80% of students master (Uppercase Letters, Rote Count, Number ID, Patterns)*
  - *51% of growth in Rote Counting*
  - *11 out 14 skills with 20% or more growth*

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Students are demonstrating difficulty regulating their emotions, which is impacting their ability to remain engaged in learning and achieve academic success. Increased support for social-emotional development is needed to help students manage emotions and effectively participate in the learning environment.	Limited social-emotional skills hinder students' ability to regulate emotions, build positive relationships, and effectively engage in learning.
2	Rapid Vocabulary was the lowest-performing domain on the CLI assessment, declining by 1% in English and 5% in Spanish. These results indicate a need to strengthen vocabulary instruction and increase opportunities for students to develop and apply vocabulary skills in both languages.	Inconsistent implementation of targeted vocabulary instruction and limited opportunities for repeated vocabulary practice and differentiation have contributed to lower student growth in Rapid Vocabulary in both English and Spanish.
3	Students did not achieve 90% success across campus on uppercase letters (81%); lowercase letters (75%) rote counting up to 30 (85%); rhyming words (56%); letter sounds (67%); patterns (87%)., Number ID 0-10 (86%), Spanish uppercase letters (71%), Spanish lowercase letters (72%), Spanish letter sounds (66%)	Inconsistent mastery of foundational literacy and numeracy skills, coupled with the need for more targeted and differentiated instruction, has limited students' ability to achieve the campus goal of 90% proficiency across key readiness indicators in English and Spanish.

★ = Priority

School Culture and Climate

Summary

School Culture and Climate Summary

- Maintains a safe, secure, and welcoming campus environment that supports student success and well-being.
- Fosters strong collaboration among students, staff, families, and community partners.
- Utilizes an active Campus Leadership Team to support continuous improvement and campus initiatives.
- Implements the Capturing Kids' Hearts (CKH) Program campus-wide to build positive relationships and strengthen school connectedness.
    - Process Champions
    - Campus Ambassadors
    - Classroom Ambassadors
- Implements Conscious Discipline practices campus-wide to promote social-emotional learning, self-regulation, and positive behavior.
- Creates an inviting, engaging, and fun school atmosphere through:
    - Morning welcome assemblies
    - Positive greetings
    - Bubble machines and music
    - Bentley Fridays
    - Special student experiences
    - Staff morale boosters (recognition activities)
    - Staff appreciation events sponsored by StoneWater Church
- Provides opportunities for student leadership and service learning, including participation in projects such as creating placemats for prisoners.
- Demonstrates strong family engagement:
    - Over 90% family participation in daytime family events
    - 100% participation in evening music programs
- Promotes a positive campus culture where students, staff, and families feel valued, connected, and supported.

Strengths

School Culture and Climate Strengths

- Maintains a positive campus reputation within the community and district.
- Receives consistently positive feedback from families and community members on social media platforms, including numerous supportive and favorable comment threads.

- Employs a kind, caring, and experienced staff dedicated to supporting the academic and social-emotional needs of young learners.
- Upholds high academic expectations for Pre-K students, fostering early learning success and school readiness.
- Feeder campuses report that students who attended Emma Roberson Early Learning Academy demonstrate strong educational readiness and foundational skills compared to peers who did not attend.
- Continues to attract families through a strong reputation for providing high-quality early childhood education, fostering trust and confidence in the campus and its programs.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	There is a need to strengthen family understanding and engagement around the academic purpose of the program, as some parents currently perceive the campus more as childcare than a focused early learning environment. Additionally, increasing the value placed on consistent attendance and academic expectations is essential to support student readiness and long-term success.	Limited parent understanding of the campus's instructional goals and early learning standards, along with inconsistent communication about the importance of attendance and academic expectations, has contributed to a perception among approximately 10% of parents that the program functions as "free daycare" rather than a structured academic entity.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Focus for 2026-2027 School Year

- All teachers and paraprofessionals will be highly qualified.
- The GISD Human Resources department determines that applicants are highly qualified before they are allowed to interview for employment.
- T-TESS goal setting conferences, pre-conferences, post-conferences, and summative conferences will be opportunities for coaching and will allow the administrator and the teacher to reflect on instructional and professional best practices.
- Intentional professional development will be provided to help teachers implement instructional strategies that are effective with early childhood students who are considered to be at-risk including Dual Language, LEP, special education, homeless and economically disadvantaged students.
- Teachers are expected to plan/ collaborate together and also work with the Instructional Specialist to create engaging purposeful lessons.
- Use observation/ feedback to coach and grow teachers.
- Our campus will host interns, student teachers, and student observers from local universities. As well as hosting numerous Ready, Set, Teach students from Granbury High School.
- The Emma Roberson ELA administrator team will implement appreciation strategies throughout the school year to maintain a positive school culture.

Strengths

Strengths – Staff Quality, Recruitment, and Retention

- Strong teacher retention and staffing stability across the campus
- Highly confident, passionate, and committed teaching staff
- Above-average median years of teaching experience among educators
- Active internal recruitment pipeline, including paraprofessionals transitioning into teaching roles

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Teacher retention in the area of bilingual Spanish teachers will be an area of focus due to National Teacher Shortage.	Research reports the shortage is due to the lack of adequate teacher preparation, lack of administrative support, and challenging working conditions from parents and students.
2	Lack of shared urgency and collective passion among staff to consistently go beyond baseline expectations, which may limit innovation, collaboration, and the overall level of support provided to students and the school community.	A minimalist attitude.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Curriculum, Instruction, and Assessment Summary

- Instruction is purposeful and student-centered, with a focus on small group instruction (9:1 maximum grouping supported by paraprofessionals).
- Differentiation is embedded through intervention and enrichment opportunities, along with individualized and experience-based instruction.
- Instructional family dining (breakfast and lunch) and campus-wide behavioral expectations support structured learning environments.
- MTSS interventions are in place to support student academic and behavioral needs.
- State-adopted curriculum resources include: Frogstreet (English) and Benchmark (bilingual), supported by CLI progress monitoring, Handwriting Without Tears, and Heggerty phonological and phonemic awareness instruction.
- Recruitment and retention efforts support staffing needs, including hiring a certified bilingual Spanish teacher for PK3, and maintaining staff through positive support systems and intentional onboarding.
- Organizational systems such as Conscious Discipline, campus-wide expectations, and common procedures (discipline, safety, transitions, cafeteria, playground, etc.) provide structure and consistency.
- The campus implements the Capturing Kids' Hearts (CKH) program to strengthen relationships, build positive school culture, and support student social-emotional development.
- Administrative Leadership Team (Principal, AP, IS) meets weekly to plan, monitor staff needs, support and encourage individuals, and coordinate campus operations.
- Campus leadership also supports parent involvement, volunteers, and fundraising efforts to strengthen overall school engagement.

Strengths

- Consistent implementation of morning assemblies that support school-wide culture, routines, and positive student engagement.
- Strong use of mentoring practices to build relationships and support student academic and social-emotional growth.
- Effective implementation of Heggerty phonological and phonemic awareness instruction to strengthen early literacy skills.
- Use of Conscious Discipline to support student self-regulation, behavior expectations, and a positive learning environment.
- Implementation of the Capturing Kids' Hearts (CKH) program to strengthen relationships, build trust, and promote a positive campus climate.
- Integration of ESGI data system with enrichment opportunities to monitor student progress and provide targeted instructional support.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Rigor within student learning stations is not consistently at the level required to support student mastery on state and local assessments, limiting opportunities for students to engage in higher-order thinking and demonstrate academic readiness.	Rigor in student learning stations is limited due to the state-adopted Frog Street curriculum not fully aligning with the depth of rigor required on state and local assessments. In addition, there is a lack of in-depth understanding of Pre-K guideline rigor among staff. Limited dedicated PLC time focused specifically on analyzing expectations and collaboratively increasi
2	Limited student engagement and inconsistent differentiation are contributing to increased behavior challenges and reducing overall instructional effectiveness and student success.	Reliance on whole group instruction instead of developmentally appropriate small group and individualized instruction for Pre-K students has limited engagement and contributed to reduced instructional effectiveness.

★ = Priority

Family and Community Engagement

Summary

Family and Community Engagement

- Provides multiple family involvement opportunities, including activity days and campus volunteer opportunities.
- Offers Meet the Teacher individual appointments to build strong home-school connections at the beginning of the year.
- Conducts parent conferences every six weeks to communicate student progress and support academic growth.
- Hosts evening music programs for each class (in small groups of three classes) to encourage family participation and student celebration.
- Organizes daytime family engagement activities to strengthen relationships between school and families.
- Sends home academic support resources to help families reinforce learning and support student success at home.

Strengths

- Strong Yearbook Program that promotes student involvement and captures school memories and achievements.
- Engaging Student Music Programs that showcase student talent and build school pride.
- Celebratory Signing Day events that recognize student milestones and foster a culture of achievement.
- Regular Family Activity Days that strengthen family engagement and school-community connections.
- Well-supported Spirit Nights that encourage community participation and school spirit.
- Implementation of the Ready, Set, Teach program that supports early interest in the education profession.
- Partnership with Tarleton State University resident teacher program, enhancing instructional support and teacher preparation.
- Integration of student teachers who provide additional classroom support and current instructional practices.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Students are not consistently supported in the home environment with the development of behavior regulation and academic skills, which impacts their readiness to engage and succeed in the school setting.	Limited parental knowledge of effective behavioral and academic support strategies contributes to inconsistent reinforcement of skills in the home environment, impacting student readiness and success in school.
2	There is a lack of consistent parent understanding and prioritization of attendance, resulting in enrollment not being fully viewed as a commitment to students' daily educational participation and learning success.	A perception among some families that the program functions primarily as childcare rather than an academic setting has led to attendance and daily participation not being consistently valued as essential to student learning and success.

★ = Priority

Goals

Goal 1 Emma Roberson Early Learning Academy will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase academic achievement and growth for all students.

Evaluation Data Source: BOY/MOY/EOY Assessment CLI (Children's Learning Institute), Meeting Notes from teacher observation, Intervention Documentation MTSS (Multi Teared Systems of Support), Health Assessments, Six Week Progress Reports

Strategy 1

During weekly content planning meetings, the instructional specialist will support teachers in developing high-quality, developmentally appropriate lessons and learning experiences aligned to the Texas Prekindergarten Guidelines, district scope and sequence, and research-based early childhood practices.

Strategy's Expected Result/Impact: Increased vertical alignment, instructional consistency, and alignment to state standards and the district scope and sequence, resulting in increased student engagement and kindergarten readiness.

Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Implement evidence-based, systematic early literacy and numeracy instruction using district-adopted resources, including Frog Street, Heggerty, Handwriting Without Tears, and Benchmark (bilingual), with an explicit focus on foundational literacy and numeracy skills.

Strategy's Expected Result/Impact: Increased consistency and fidelity of early literacy and numeracy instruction, resulting in improved student mastery of foundational skills and increased kindergarten readiness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instruction Specialist, Curriculum Specialist, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide targeted, data-driven instructional support through 1:1 and small-group interventions delivered by certified instructional interventionists to address identified skill gaps, reinforce foundational skills, and accelerate student growth in early literacy and numeracy.

Strategy's Expected Result/Impact: Increase student growth in foundational literacy and numeracy through targeted intervention and timely response to identified student needs. Progress and effectiveness will be monitored through intervention documentation, including MTSS, Special Education, 504, LPAC, and parent/teacher conferences, as well as BOY/MOY/EOY CLI student performance data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teacher, Interventionists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Provide targeted enrichment and extension opportunities for students performing above Pre-K expected outcomes to deepen learning, extend foundational literacy and numeracy skills, and promote continued academic growth.

Strategy's Expected Result/Impact: Increase student growth and readiness for kindergarten by extending learning for students performing above Pre-K expectations, as demonstrated by an increased percentage of PK4 students who independently read CVC books and demonstrate mastery of foundational numeracy skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teacher, Interventionists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Implement a campus-wide emphasis on identified areas of need, including vocabulary development, letter identification and sounds, rhyming, number identification, and rote counting, by intentionally embedding frequent practice, repetition, and reinforcement into specials classes, morning learning assemblies, common-area signage, transitions, and other schoolwide learning opportunities.

Strategy's Expected Result/Impact: Increase student mastery of identified priority skills and reduce campus-wide learning gaps across all areas of Pre-Kindergarten readiness through consistent reinforcement and repeated practice across learning environments. Progress will be monitored through classroom and campus-wide assessment data to determine student growth and identify skills requiring additional reinforcement.

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Facilitate consistent, data-driven Professional Learning Communities (PLCs) to analyze campus and state assessment data, T-TESS observations, and classroom walkthrough evidence; identify areas of student and instructional need; plan targeted instructional responses; and monitor progress to inform ongoing adjustments to teaching and learning.

Strategy's Expected Result/Impact: Impact will be demonstrated through improved teaching strategies and an increased percentage of PK4 students identified as "on track" according to CLI data, with progress monitored through PLC documentation, assessment data, T-TESS observations, and classroom walkthroughs.

Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 2 Emma Roberson Early Learning Academy will prepare every student for college, career, and/or military success.

Performance Objective 1

Build foundational skills that prepare students for future academic success.

Evaluation Data Source: Student participation and engagement in career and community awareness experiences; classroom observations; student work and documentation from Experience Rooms, campus garden activities, family-style dining, and other future-ready learning experiences.

Strategy 1

Provide developmentally appropriate opportunities for students to explore community helpers, careers, and the world of work through classroom learning, books, dramatic play, guest speakers, community partners, and hands-on experiences that connect learning to real-world roles and responsibilities.

Strategy's Expected Result/Impact: Increase student awareness and understanding of community helpers and a variety of careers while building curiosity about future possibilities. Impact will be demonstrated through student participation and engagement in career-connected classroom activities, hands-on experiences, and interactions with community partners and guest speakers.

Staff Responsible for Monitoring: Campus principal, assistant principal, staff

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Provide intentional, hands-on learning experiences that develop foundational future-ready skills such as communication, collaboration, curiosity, problem-solving, independence, and responsibility. Students will practice these skills through thematic Experience Rooms, hands-on learning in the campus garden, family-style dining practices that promote communication and independence, and other authentic learning experiences embedded throughout the school day.

Strategy's Expected Result/Impact: Increase students' development and demonstration of foundational future-ready skills through authentic, age-appropriate learning experiences. Impact will be demonstrated through increased student communication, collaboration, independence, problem-solving, and engagement as observed across Experience Rooms, the campus garden, family-style dining, classrooms, and other learning environments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instruction Specialist, Curriculum Specialist, Teachers

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

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Goal 3 Emma Roberson Early Learning Academy will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Maintain a safe, supportive, and connected learning environment.

Evaluation Data Source: Capturing kids hearts surveys and campus wide surveys, stay interviews for employees, parent feedback

Strategy 1

Implement consistent campus safety monitoring procedures through daily administrative and security officer walkthroughs. The administrative team and security officers will conduct morning and multiple daily safety checks to ensure classroom doors are locked when students are present and exterior doors remain closed and secured, while also greeting and connecting with students throughout the campus.

Strategy's Expected Result/Impact: Maintain a safe, secure, and welcoming learning environment through consistent adherence to campus, district, and state safety expectations. Safety checks will be documented on the campus safety checklist audit form, reviewed weekly by the principal, and used to identify and address concerns and ensure continued readiness for district and TEA safety and security audits.

Staff Responsible for Monitoring: Principal, Assistant Principals, Officer, and staff

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

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Strategy 2

Ensure all campus staff are trained and prepared to effectively implement campus emergency procedures through ongoing safety training, review of established protocols, and participation in required emergency drills and preparedness activities throughout the year.

Strategy's Expected Result/Impact: Increase staff knowledge, confidence, and readiness to respond appropriately during emergency situations, supporting a safe and secure campus environment. Implementation will be monitored through training completion, emergency drill documentation, and ongoing review of staff preparedness and adherence to campus safety procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Conduct and participate in required safety drills and preparedness activities throughout the year to ensure ERELA staff and students understand and practice appropriate emergency response procedures, including fire/evacuation, secure, lockdown, and shelter procedures.

Strategy's Expected Result/Impact: Increase staff and student preparedness and ability to respond safely and appropriately during emergency situations. Implementation will be monitored through completion and documentation of required drills, review of procedures, and identification of any needed adjustments following drills.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Security Officer, Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 4

Maintain an active campus Behavioral Threat Assessment Team that meets each semester and as needed to review threat assessment procedures, identify and assess potential concerns, and coordinate appropriate interventions and supports in accordance with district and state requirements.

Strategy's Expected Result/Impact: Strengthen campus safety through early identification, assessment, and response to potential behavioral or safety concerns. Implementation will be monitored through Behavioral Threat Assessment Team meetings, required documentation, and timely follow-up on identified concerns.

Staff Responsible for Monitoring: Assistant Director of Special Education, Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 5

Implement proactive systems to improve student attendance by monitoring attendance trends, identifying concerns early, providing six-week attendance incentives, and increasing communication and outreach with parents/guardians through the Rawee platform to reinforce the importance of consistent attendance and address barriers to regular school participation.

Strategy's Expected Result/Impact: Increase student attendance from 92.7% to 95% while strengthening family engagement around consistent school participation. Progress will be monitored through campus attendance data, six-week attendance trends, participation in attendance incentives, and parent/guardian communication and outreach through the Rawee platform.

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

Formative Reviews

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Strategy 6

Implement consistent, schoolwide character education through Capturing Kids' Hearts (CKH) by explicitly teaching and reinforcing the nine character traits throughout the year. Character traits will be intentionally integrated into whole-group morning assemblies, library lessons, classroom instruction and discussions, and daily interactions, providing students with repeated opportunities to learn, practice, and demonstrate each trait across campus settings.

Strategy's Expected Result/Impact: Increase students' understanding and demonstration of positive character traits across learning environments, strengthening relationships, behavior, and overall campus culture. Impact will be monitored through classroom and campus observations, student demonstration of the CKH character traits, and behavior and discipline data.

Staff Responsible for Monitoring: All Staff

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

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Goal 4

Emma Roberson Early Learning Academy will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase extracurricular engagement that builds character, leadership, and excellence.

Strategy 1

Implement a consistent student recognition and leadership system that celebrates academic achievement, positive behavior, and demonstration of CKH character traits. Recognize 12 students each month for exemplifying the CKH Character Trait of the Month, celebrate students as they reach academic and behavioral goals, and provide meaningful leadership opportunities such as serving as student ambassadors, greeting students during arrival, leading pledges at morning assemblies, and modeling positive character for peers. Utilize campus celebrations, positive recognition, and student shout-outs to reinforce and celebrate student success throughout the year.

Strategy's Expected Result/Impact: Increase student motivation, confidence, leadership, and sense of belonging through consistent recognition and meaningful opportunities to lead. Impact will be demonstrated through student participation in leadership and recognition opportunities, increased demonstration of CKH character traits and positive behaviors, and continued progress toward academic and behavioral goals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist

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

Formative Reviews

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Strategy 2

Provide developmentally appropriate enrichment experiences that extend beyond core classroom instruction and allow students to explore interests, discover talents, and engage in new experiences through music and art, student performances, interactive campus activities, special programs, and other hands-on enrichment opportunities throughout the year.

Strategy's Expected Result/Impact: Increase student engagement and participation in enrichment experiences that promote creativity, confidence, collaboration, and excellence. Impact will be demonstrated through student participation and engagement in performances, enrichment activities, and campus-wide experiences throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist

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

Formative Reviews

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Goal 5 Emma Roberson Early Learning Academy will recruit, develop, and retain high-quality staff.

Performance Objective 1

Emma Roberson Early Learning Academy will recruit high-quality staff.

Strategy 1

Implement targeted recruitment efforts to attract and hire high-quality teachers and staff, with an emphasis on bilingual-certified educators, through job fairs, strategic job postings, university partnerships, and campus- and district-level "Grow Your Own" opportunities that develop potential candidates from within TeamGISD.

Strategy's Expected Result/Impact: Increase the number of qualified applicants and strengthen the candidate pool for identified staffing needs, particularly bilingual-certified positions, resulting in timely hiring of high-quality staff who are well-aligned to campus needs and expectations.

Staff Responsible for Monitoring: Principal, Teachers, Human Resources

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

Support and encourage teachers, paraprofessionals, and other staff in pursuing additional certifications, credentials, and leadership pathways aligned to campus and district needs by connecting employees with certification programs, professional learning, leadership development opportunities, and district "Grow Your Own" pathways.

Strategy's Expected Result/Impact: Increase the number of staff who pursue and earn additional certifications, credentials, and leadership development opportunities, strengthening internal talent pipelines and building campus capacity to fill future instructional, specialized, and leadership roles from within TeamGISD.

Staff Responsible for Monitoring: Principal, Instructional Specialist, District Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 2

Emma Roberson Early Learning Academy will develop high-quality staff.

Strategy 1

Ensure teachers participate in high-quality district professional development aligned to curriculum and instructional priorities, complemented by campus-based professional learning targeted to identified student and staff needs. Provide opportunities for teachers to apply new learning, receive feedback, deepen their expertise, and progress from participant to teacher-leader by sharing effective practices and facilitating professional learning for colleagues.

Strategy's Expected Result/Impact: Increase the quality and effectiveness of lesson planning and instructional practices through consistent implementation of district and campus professional learning. Impact will be demonstrated through effective lesson plans and teaching strategies, increased student performance on CLI and report card assessments, and a decrease in the need for behavioral assistance and support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teaching and Learning Department

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 2

Implement consistent observation, feedback, and coaching cycles, with instructional leaders utilizing real-time feedback coaching to provide specific, actionable feedback, offer ongoing support and collaboration, and promote teacher reflection and self-assessment aligned to instructional expectations and individual areas for growth.

Strategy's Expected Result/Impact: Strengthen instructional practice and teacher effectiveness through timely feedback, coaching, and reflection, resulting in increased implementation of effective teaching strategies and improved student engagement and learning. Progress will be monitored through coaching tracking sheets and scripts, T-TESS observations, and classroom walkthrough data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teaching and Learning Department

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 3

Provide intentional onboarding, mentoring, and ongoing support for new teachers and staff, including participation in the Granbury ISD PREP Mentorship Program for eligible beginning teachers, to strengthen instructional effectiveness, build connection to campus culture, and support successful transition into ERELA and TeamGISD.

Strategy's Expected Result/Impact: Increase new staff confidence, instructional effectiveness, and connection to the campus through structured onboarding, PREP Mentorship participation, ongoing collaboration, and targeted support, contributing to increased teacher effectiveness and retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Mentor Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Performance Objective 3

Emma Roberson Early Learning Academy will retain high-quality staff.

Strategy 1

Foster a positive, supportive campus culture by intentionally recognizing and celebrating staff accomplishments, birthdays, significant family events, and student successes during each staff meeting, creating consistent opportunities for staff to feel valued, connected, and appreciated.

Strategy's Expected Result/Impact: Increase staff morale, sense of belonging, and connection to the campus community, contributing to a positive workplace culture and increased staff retention. Impact will be monitored through staff feedback, engagement, and annual retention data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Staff Celebration Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Strengthen campus culture and staff ownership through continued implementation of Capturing Kids' Hearts (CKH), increasing teacher champions and staff leadership in CKH activities, engagement strategies, and launches. Empower staff to lead and model CKH practices, celebrate implementation, and promote consistent use of CKH strategies in interactions among both students and staff.

Strategy's Expected Result/Impact: Increase staff engagement, leadership, and sense of ownership in campus culture while strengthening positive relationships and connection among staff. Impact will be demonstrated through increased staff participation and leadership in CKH implementation, consistent use of CKH practices, staff feedback, and improved staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, CKH Champions

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Goal 6 Emma Roberson Early Learning Academy will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student, family, and community partnerships.

Strategy 1

Provide meaningful family engagement opportunities through campus events, Head Start parent trainings, and family learning opportunities that equip families with practical strategies and resources to support early literacy, numeracy, behavior regulation, social-emotional development, attendance, and school readiness at home.

Strategy's Expected Result/Impact: Increase family engagement and families' capacity to support student learning, development, and school readiness at home. Progress will be monitored through family participation, parent feedback, attendance data, and student progress data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, teachers

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

Formative Reviews

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Strategy 2

Utilize the Bilingual Family Interpreter Paraprofessional to provide consistent, accessible communication and support for bilingual students and families across all aspects of the educational experience, including academic progress, campus programs and events, parent conferences, school procedures, and other school-related information.

Strategy's Expected Result/Impact: Increase access to school information and strengthen engagement among bilingual families by reducing communication barriers and ensuring families are informed and able to actively participate in their child's education. Impact will be monitored through family participation, communication records, and feedback from families and staff.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interpreter Paraprofessional

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

Formative Reviews

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Strategy 3

Engage community partners and volunteer speakers to provide students with meaningful, age-appropriate learning experiences that extend classroom learning and strengthen connections between the school and community. Partners will include the Child Advocacy Center (Happy Bear Presentation), Granbury Fire Department, Brazos River Authority, Texas Dairy Association, GHS student groups, and other community organizations aligned to student learning and development.

Strategy's Expected Result/Impact: Expand students' exposure to community resources, real-world learning experiences, and positive role models while strengthening partnerships between the campus and community. Impact will be demonstrated through student participation and engagement, continued community partner involvement, and connections between presentations and campus learning priorities.

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

Formative Reviews

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Goal 7 Emma Roberson Early Learning Academy will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Ensure responsible stewardship of resources through transparent planning and budgeting.

Strategy 1

Develop and refine long-range facility and asset plans alongside district planning efforts by regularly evaluating enrollment trends, program needs, classroom capacity, and facility needs to guide responsible resource allocation and maintain a safe, effective, and developmentally appropriate learning environment.

Strategy's Expected Result/Impact: Ensure facilities, classroom capacity, and resources remain responsive to changing enrollment and program needs, including ECSE, Head Start partnership requirements, and PK3/PK4 programming. Campus leadership will monitor enrollment, classroom utilization, and evolving program needs throughout the year to inform planning and resource decisions.

Staff Responsible for Monitoring: Principal, Assistant Principal and CLT members

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Promote transparent and collaborative budget planning by incorporating regular budget updates into Campus Leadership Team meetings, including budget development, expenditures, adjustments, and relevant information about public education finance.

Strategy's Expected Result/Impact: Increase stakeholder understanding of campus funding, revenue, expenditures, and budget decisions while providing meaningful opportunities for Campus Leadership Team members to provide input and inform campus resource priorities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary and CLT members

Formative Reviews

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Strategy 3

Expand alternative funding and resource opportunities by pursuing grants, community and business partnerships, fundraising opportunities, and support from local, state, and national nonprofit organizations to supplement campus resources and support identified student and campus needs.

Strategy's Expected Result/Impact: Increase supplemental funding, resources, and in-kind support available to students and staff while reducing reliance on campus budget funds. Progress will be monitored through grant applications and awards, fundraising efforts, community partnerships, donations, and other resources secured throughout the year.

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

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Shelly Kissinger	Instructional Specialist	Title 1	1
Shelly Kissinger	PFE Liaison	Title 1	NaN

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Granbury High School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

Beliefs: Positive partnerships with family and community are important for student success. Every Pirate should be future ready.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

For 2026-27 there are two areas of focus for our teams regarding student achievement improvements: our ELP / TELPAS supports in every subject area and our ENG II success rates for STAAR EOC. We will be working alongside GISD staff, EB Coordinators, and all Department Chairs to formulate a plan to secure increased success on the TELPAS for Every Pirate taking the exam this spring. Our Academic Associate Principal, English Department Head and all ENG II teachers will utilize effective analysis of the STAAR EOC results to improve our success rates on the upcoming STAAR EOC exam this spring.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In 2025-26 GHS showed significant growth in EOC performance, particularly in all 9th grade assessments. The focus for improvement will be in the 10th grade ELA II EOC where performance remained level at 77% success.	The 2025-26 campus focus was on supporting our 9th Grade class to establish a firm foundation of academic support to ensure STAAR EOC success. We will continue those supports and focus on the key TEKS of the 10th Grade assessment within our ELA II PLC teams.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **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**
- ☑ **SAT and/or ACT assessment data**
- ☑ **PSAT**
- ☑ **Student failure and/or retention rates**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Granbury High School will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Strengthen academic achievement and growth

Evaluation Data Source: PD Agendas, Walkthroughs, common assessments, STAAR / EOC, TELPAS, TSIA2, ACT, SAT, AP

Strategy 1

Implementation / monitoring of high leverage best practice instructional strategies in every GHS classroom via GISD Instructional Framework application

Strategy's Expected Result/Impact: Administration will see increased challenge, engagement and fun in every classroom. Improved Tier 1 teaching equals improved academic achievement data. Follow and implement GISD 2026-27 Instructional Framework.

Staff Responsible for Monitoring: Principal, associate principal, assistant principals, instructional coaches, GISD Teaching and Learning Team.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 2

* Students engaged in a warm-up lesson for each class that targets TEKS and building communication and critical thinking skills via CKH EXCEL Model
* Online courses through Edgenuity platform
* Quest period provides MTSS intervention, TSI support, and additional academic support
* Additional support provided to sub-populations like EB, special education, and dyslexic students to increase academic achievement
* Pirate Study peer tutoring and staff tutorials to support MTSS for Every Pirate
* 100% of students will show growth/an increase in their STAAR scores from their benchmark scores and/or previous years scores (if retesters).
* IXL Math and Reading personalized pathways aligning with BOY, MOY, and EOY testing to remediate or accelerate students exactly where they need it
* Implement WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Collaborative strategies incorporated into the classroom to support student engagement, increase social skills and communication through learning
* Implement K12 Summit BOY, MOY, and EOY assessments to track the progress of our EB

(Emergent Bilingual) students.
* Implement EB strategies to support student learning across subjects. These strategies will support ALL students
* UIL Academics
* Data driven STAAR bootcamps
* AVID Elective class providing an understanding of post-secondary options
* CTE programming
* Implement Saturday School tutoring opportunities one time monthly. Provide before/after school tutoring as needed.

Strategy's Expected Result/Impact: Increase academic performance

Staff Responsible for Monitoring: Curriculum Specialists, administration, MTSS coordinator, and department chairs.

Problem Statements: Demographics 1

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In 2025-26 GHS showed significant growth in EOC performance, particularly in all 9th grade assessments. The focus for improvement will be in the 10th grade ELA II EOC where performance remained level at 77% success.	The 2025-26 campus focus was on supporting our 9th Grade class to establish a firm foundation of academic support to ensure STAAR EOC success. We will continue those supports and focus on the key TEKS of the 10th Grade assessment within our ELA II PLC teams.

Performance Objective 2 ☑ High Priority

Implement GISD Instructional Framework to ensure consistency in every classroom.

Evaluation Data Source: Walkthrough data, TTESS, Accountability Data for Growth and Closing the Caps

Goal 2 Granbury High School will prepare every student for college, career, and/or military success.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Continue to Increase CCMR success rate (Class of 2025 = 90%, Class of 2026 = 93%, etc)

Evaluation Data Source: TEA Accountability by graduating class for CCMR points earned by graduates

Strategy 1

Increase the preparation for students to be successful with taking TSIA2 opportunities each semester for all students on campus to show college readiness in reading and math
*TSIA prep course for students prior to TSIA2 testing
*Additional customized course in Edgenuity to increase college ready skills
*Access to Tarleton Today in lieu of Texas College Bridge math and reading course available to show college readiness
* Seeking to broaden elective choices that offer industry-based certifications (CCMR)
* Incentivize TSIA2 success via early release / late start opportunities for juniors and seniors. For sophomores, exam exemptions will be the incentive for TSIA2 success.
* AVID organization strategies and note-taking to encourage organization and goal setting
* Increased access to the ASVAB test

Strategy's Expected Result/Impact: Continued CCMR growth

Staff Responsible for Monitoring: Counselors, Associate Principal, Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase TSIA2 participation and success.

Evaluation Data Source: TSIA2 Data

Goal 3 Granbury High School will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Strengthen student and family culture and engagement

Evaluation Data Source: Agendas, rosters, sign-in sheets, calendar event data, social media postings

Strategy 1

Utilize interactive ParentSquare App and Newsletters to best communicate with parents and to provide resources for Every Pirate / Family.

Strategy's Expected Result/Impact: Improved communication will lead to strong engagement.

Staff Responsible for Monitoring: Principal

Funding Sources: CIS Title IV (289), , Title I (211),

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

Formative Reviews

November	February	April	June

Performance Objective 2 ☑ High Priority

Strengthen staff culture

Evaluation Data Source: Staff survey data

Strategy 1

Employ Be Involved, Work Hard and Be Kind role modeling approach to campus culture and support staff via PLCs, CKH connections like Good Things, etc.

Strategy's Expected Result/Impact: Staff morale and feeling of support by administration will lead to a stronger staff culture.

Staff Responsible for Monitoring: Principal and other administrators

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 3 ✅ High Priority

Increase community relationships and transparency practices

Evaluation Data Source: Website, social media and community survey data

Goal 4 Granbury High School will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Continue to implement CKH culture and climate items, including Leadworthy courses to provide opportunity for student leadership and ownership of campus climate

Evaluation Data Source: Leadworthy course data

Strategy 1

Expand Be Involved, Work Hard and Be Kind for Every Pirate to engage in clubs, activities, arts and athletics beyond the classroom walls.

Strategy's Expected Result/Impact: More people will be engaged and involved in the process.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 2

Increase student involvement and engagement in campus activities

Evaluation Data Source: Be Involved Data - Arts, Athletics, Clubs and Activities rosters, student surveys

Strategy 1

GHS Fiscal Secretary will collaborate with department chairs, principal and others to priorities campus funds and projects for culture and climate improvements, Tier 1 instruction that's second to none, as well as safety and security needs.

Strategy's Expected Result/Impact: Enhanced culture, improved instruction and secure facilities.

Staff Responsible for Monitoring: Fiscal Secretary, Department Chairs, Assistant Principals, and Principal

Formative Reviews

November	February	April	June

Goal 5 Granbury High School will recruit, develop, and retain high-quality staff.

Performance Objective 1 ☑ High Priority

Strengthen recruitment systems for highly qualified staff through development of Tarleton Student Teacher / Mentor Program and hosting multiple student teacher candidates annually.

Evaluation Data Source: mentor program / student teacher program data

Performance Objective 2 ☑ High Priority

Implement and support Mentor Prep Program via GISD Teaching and Learning and the TEA.

Evaluation Data Source: Mentor Prep data / feedback to first year teacher candidates.

Strategy 1

Monitor Prep Mentor implementation and progress.

Strategy's Expected Result/Impact: Improve first year teacher supports and success rates.

Formative Reviews

November	February	April	June

Goal 6 Granbury High School will strengthen student, family, and community partnerships.

Performance Objective 1

GHS will continue to expand upon family and community partnerships via collaboration with the GISD Community Relations and Communications personnel.

Evaluation Data Source: Community and family surveys

Performance Objective 2 ☑ High Priority

GHS will collaborate with staff, student, parent and community representatives on various GISD stakeholder committees and initiatives.

Evaluation Data Source: Agendas, committee recommendations, etc.

Strategy 1

Proactively connect key stakeholders to BLT, GISD Committees, implement Coffee with Fish at 8a each day (standing office hour for collaboration and input).

Strategy's Expected Result/Impact: Increased voice from families and community.

Formative Reviews

November	February	April	June

Goal 7 Granbury High School will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

GHS will work directly with coaches, advisors, district financial personnel and the GISD Board of Directors to support excellence in planning and budgeting for our campus and beyond.

Evaluation Data Source: Board minutes, budget audits, etc.

State Compensatory Education

State Compensatory

Budget for Granbury High School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Personnel for Granbury High School

Name	Position	FTE
Ana Diaz	ESL Paraprofessional	1
Dan Allard	ESL Instructional Coach	1
Jason Shahan	Lead AVID Teacher	1
Jeremy McFerrin	SOAR Lab Teacher	1
Kensey Gamboa	AVID Teacher	1
Tutor (Becky Evart)	Hourly Tutor	1

Title I Summary

Title I

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

1.1 Description of CNA Process

A comprehensive needs assessment was conducted on August 6, 2026 and examined campus culture, parent engagement and communication, student achievement, and instruction using assessment data, and staff and family end-of-year surveys. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing behind.

The CNA identified:

- Continued concern in student attendance, with overall attendance below 95%
- Academic strengths in US History (STAAR EOC); Algebra I (15% increase from 2025), ELA I (10% increase from 2025), Biology (8% increase from 2025). ELA II remained a concern with 77% pass rate, the lowest of all subject tests.
- Support for our ELP / TELPAS success needs to be addressed in all subject areas.
- Continued focus on individual student growth (Domain 2 of State Accountability)
- Continuously working to improve and build upon positive school culture

1.2 Location for Evidence of Multiple Meetings Held

We provide multiple opportunities for families to receive Title I information by offering sessions at various times to accommodate different schedules. On August 6, 2026, we shared information during our Open 9th Grade Orientation Meeting held from 6:00–6:45 PM, as well as during our Open House in September, 2026. In addition, we created a Title I information video tutorial that was shared with all families through multiple platforms, including email, Remind, and social media, ensuring that every family had access to the information.

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

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

A comprehensive improvement plan was developed on August 7, 2026 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

- All title funds are used for Instruction and tutoring during an extension of the school day (Pirate Study), funding a Support Coordinator and PFE Specialist, as well as providing needed supplies for Tutoring, as well as for Parent and Family Engagement event.
- For 26-27 school year we are continuing to fund the PFE Coordinator (Stipend), CTE Counselor (.50FTE) and continuing the new Pirate Study Coordinator for tutoring support programming.

BLT / CIP Team: Duane Fish, Jana Reid, Kendra Fisher, Casey Scott, Jose Ochoa, Cindy Jackson, NEW Social Studies Chair, Leah Haley, Melinda Rose, April Allison (CTE), Karen Harrington, Stefanie McKethan, Truett Miller, Danny Guidry, Whitney Schafer, Brenda Pickett, Candace Lawrence, 3 Parents (TBA).

2.2 Stakeholders 1114(b)(2)

Duane Fish (Principal), Whitney Schafer (AP), Truett Miller (AP), Karin Harrington (Counselor), April Allison (CTE Rep), Leah Haley (Teacher), Candace Lawrence (Secretary / Parent), Jana Reid (Teacher), Kendra Fisher (Teacher), Jose Ochoa (Teacher), Cindy Jackson (Teacher), TBD (Teacher), Melinda Rose (Teacher), Stefanie McKethan (Associate Principal / Parent), Casey Scott (MCJROTC), Danny Guidry (AP), Brenda Pickett (AP)

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

The CIP is posted and available for translation on the GISD Website.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

N/A

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies and increased learning time from CIP:

- Intervention time (Quest and Pirate Study)
- Increased tutoring outside of the instructional day (Pirate Study)
- Alignment / Coordination of curriculum delivery of EOC focused TEKS, specifically in Alg 1 (Bluebonnet Math), ELA 1 and ELA 2
- Consistent implementation of the new Bluebonnet Math curriculum to gauge growth throughout the school year.
- Compass Academy for credit deficient students on Campus via Edgenuity.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be reviewed regularly (October, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE

April Allison	Instructional Specialist	Title 1	0.5
Megan Petty	Instructional Specialist	Title 1	1
Whitney Schafer	PFE Liaison	Title 1	NaN

Committees

Committees

Building Leadership Team

Members

First Name	Last Name	Position	Committee Role
Cindy	Jackson	Science Chair	Classroom Teacher
Tammy	Bodine	CTE Dept Chair	Classroom Teacher CTE
Cindy	Leatherman	SS Dept Chair	Classroom Teacher
Scott	Casey	MJROTC Instructor	Classroom Teacher CTE
Kendra	Fisher	Choir Teacher / Fine Arts Dept. Chair	Classroom Teacher
Melinda	Rose	WL Dept Chair	Classroom Teacher
Brenda	Pickett	Assistant Principal	Administrator
Truett	Miller	Assistant Principal	Administrator
Karen	Harrington	Counseling Lead	Counselor
Stefanie	McKethan	Associate Principal	Administrator
Danny	Guidry	Assistant Principal	Administrator
Jose	Ochoa	Math Dept Chair	Classroom Teacher
Dustin	Conn	Assistant Principal	Administrator
Leah	Haley	Spec Ed Dept Chair	Classroom Teacher
Duane	Fish	Principal	Administrator

Funding Summary

Funding Summary

Title I (211)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$58,190.00
				+/- Difference	**$58,190.00**

Title III (263)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	**$500.00**

Title IV (289)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	CIS	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,000.00
				+/- Difference	**$47,000.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Granbury Middle School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:33 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

Granbury Middle School values high expectations, rigorous learning, critical thinking, perseverance, and strong relationships. We empower students to build confidence, overcome challenges, and take ownership of their learning while providing the individualized support needed for success. Through positive partnerships with families and the community, we prepare all students to be future-ready and equipped for success in high school, college, career, and beyond.

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Comprehensive Needs Assessment

Demographics

Summary

2025-2026 Demographic Data for Granbury Middle School

- Cumulative Enrollment: 995 students
    - 6th- 339
    - 7th- 358
    - 8th-298
- Attendance: 94.07%
    - By Grading Period: GP1- 95.4%, GP2- 94.9%, GP3- 93.9%, GP4- 93%, GP5- 93.7%, GP6- 93.6%
- Ethnicity:
    - White, Non-Hispanic- 568 (57%)
    - Hispanic- 360 (36%)
    - Two-or-more- 40 (4%)
    - Black- 17 (2%)
    - American Indian- Alaskan Native- 5
    - Native Hawaiian- Pacific Islander- 3
    - Asian- 2
- Gender:
    - Males- 489 (49.15%)
    - Females- 506 (50.85%)
- Mobility/Stability- 186/ 1,003 (Mobile/ All Students); 18.54% (up from 16.98% in 24-25)
- Student Indicators:
    - Economically Disadvantaged- 645 students (65%)
    - Emergent Bilingual (EB)- 136 students (14%)
    - At-Risk- ??
    - Homeless- 38 students (4%)
    - 504- 169 students (17%)
    - Special Education- 229 (23%)
    - Gifted & Talented- 99 students (10%)
    - Career & Technical Education (CTE) Participation- 898 (87.5%)
    - Advancement via Individual Determination (AVID) Participation- 102 students (11%)

Strengths

Granbury Middle School had a cumulative enrollment of 995 students for the 2025-2026 school year, reflecting a diverse student body. We expect student enrollment to continue growing. A significant portion of our student population, over 65%, is economically disadvantaged. This presents both challenges and opportunities for GMS as we strive to provide equitable access to resources and support. We are committed to ensuring that all students, regardless of their economic background, have the tools and opportunities they need to succeed academically and personally.

GMS also continues to experience substantial growth in our Emergent Bilingual population, highlighting the importance of providing robust language acquisition support and programs. It is vitally important that students develop strong language skills that enable them to thrive in all areas of their education.

Additionally, almost a quarter of our students are served under the Special Education umbrella. This underscores our commitment to providing individualized support and resources to meet the unique needs of our students. Our dedicated staff works tirelessly to create an inclusive and supportive learning environment that empowers all students to reach their full potential.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement.	Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
2	Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs.	Teachers require consistent use of language supports, scaffolds, and instructional practices that address both grade-level content and language development needs for Emergent Bilingual students.
3	Increases in student population mean higher student-to-teacher ratios, which can be detrimental to learning and intervention, especially in core content areas.	Continued enrollment growth and staffing constraints have resulted in larger class sizes in core content areas, limiting opportunities for differentiated instruction and targeted intervention.

★ = Priority

Student Achievement

Strengths

We are particularly proud to report a 98% pass rate on the Algebra 1 End-of-Course exam. This achievement reflects the strong mathematical foundation our students receive and the commitment of our math department to ensure every student succeeds in this critical subject area.

Additionally, we have observed growth on the TELPAS assessments for nearly all of our early Emergent Bilingual students. This progress highlights the success of our language acquisition strategies and the personalized support we provide to help these students thrive academically. Our focus on fostering an inclusive and supportive environment for all learners continues to yield positive outcomes.

Fine Arts had a very successful year.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Student achievement and academic growth are below desired levels across multiple content areas and student groups, contributing to the campus's D accountability rating.	Campuswide systems for ensuring consistent standards-aligned, rigorous Tier 1 instruction, analyzing evidence of student learning, and providing timely instructional responses have not been implemented with sufficient consistency and fidelity.
2	Performance gaps persist across student groups, particularly for students requiring additional academic and instructional support.	Systems for routinely analyzing student-group performance, identifying individual learning needs, providing targeted intervention and acceleration, and monitoring student response to support have not been implemented consistently across content areas.
3	The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met.	Students experiencing economic disadvantage may face barriers to academic success and access to learning opportunities, while campus instructional systems have not consistently provided the differentiated supports and targeted interventions necessary to close identified achievement gaps.
4	While improving from the previous year, GMS's attendance rate is still below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement.	If a student is not present, they miss learning opportunities. Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance.

★ = Priority

School Culture and Climate

Summary

Another transition in administrative leadership presents a challenge for our school community. Fortunately, the newly appointed principal knows the campus well as he served here for two years as an AP. Many of the changes put in place by the previous administration will continue to evolve under this new leadership. GMS will remain focused on improving the lines of communication among all stakeholders, including parents, students, and staff. By fostering open and transparent dialogue, we have been able to create a more cohesive and supportive environment that benefits everyone involved. Continuing to build trust and positive working relationships among all stakeholders is a primary focus.

GMS's commitment to the Capturing Kids Hearts program has been instrumental in improving student relationships. Through comprehensive staff training and securing their buy-in, GMS has cultivated a school culture where students feel valued and understood. This positive shift in relationships has been reflected in a noticeable decrease in the number of office referrals, as the disciplinary approach emphasizes understanding and growth over punishment.

The opportunities available for students to engage in extracurricular activities have grown (Student Council, theater productions, UIL sports and academic events, Youth in Government, the JOI Club, etc.). These increased opportunities have not only enriched our students' school experience but have also led to greater successes and recognitions in these areas. By encouraging participation in a diverse range of activities, we are helping our students develop a well-rounded skill set and a sense of accomplishment.

Strengths

GMS students exhibit a strong desire to engage in activities beyond the regular school hours, which reflects their enthusiasm for learning and personal growth. This eagerness to participate in extracurricular activities not only enhances their educational experience but also fosters a sense of community and belonging within the school.

We are committed to nurturing positive relationships through the implementation of the Capturing Kids' Hearts program. This initiative is instrumental in creating a supportive and inclusive environment where students feel valued and respected. By focusing on building strong connections, we empower our students to develop essential social and emotional skills that contribute to their overall well-being and academic success.

Our school community takes great pride in its diverse campus, which enriches the educational experience for all students. We celebrate the variety of cultures, backgrounds, and perspectives that our students bring, as it enhances our learning environment and prepares our students to thrive in a global society. This appreciation for diversity is a cornerstone of our school's values, promoting inclusivity and mutual respect among all members of our community. Culture and climate are undergoing a significant turnaround as GMS continues to improvement community perception.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Student and staff would like increased opportunities for leadership and "voice and choice."	Leadership transitions and implementation of new campus expectations have reduced consistent structures for student and staff voice, input, and shared ownership.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Recruiting and retaining highly qualified staff has been a top priority at GMS, especially in light of the recent retirements, job promotions, and changes in leadership. Turnover can have a significant impact on campus culture and instruction. We recognize the importance of maintaining a stable and experienced team to ensure continuity and quality in our educational offerings. Therefore, GMS is committed to implementing effective recruitment strategies and creating an environment that supports staff retention, including an increased number of staff-requested team-building/ get-to-know-you events and new "State of the Union" staff celebrations.

We strategically utilize our staff's strengths to best meet the diverse needs of our students. This approach not only maximizes the potential of our educators but also enhances the learning experience for our students. To support this, we have established a mechanism for ongoing professional development, ensuring that our staff has access to the latest educational practices and resources. Growing teacher capacity and providing leadership opportunities are vital to school improvement and teacher retention. Our instructional coaching and support systems will continue to evolve and improve, providing teachers with the guidance and tools they need to succeed.

With ELPs updates and curriculum changes, providing teachers with opportunities to work collaboratively to plan quality instruction and assess student progress is integral. GMS has added an Associate Principal to oversee PLCs and academic success for the 2026-2027 school year.

Strengths

At GMS, we are committed to providing ongoing opportunities for professional development, ensuring our educators remain at the forefront of best practices in education. By offering workshops, seminars, instructional coaching, and collaborative learning communities, we empower our staff to expand their knowledge and skills, ultimately benefiting our students' educational experiences.

The strategic use of staff is a cornerstone of our school's operational success. By aligning staff strengths with specific roles and responsibilities, we maximize efficiency and effectiveness in delivering high-quality education. This strategic alignment allows us to meet the diverse needs of our student body and maintain a dynamic and responsive educational environment.

Our strong instructional leadership team plays a pivotal role in guiding the school's academic vision and fostering a culture of high expectations. With a focus on data-driven decision-making and collaborative problem-solving, the leadership team ensures that our instructional practices are both innovative and impactful, driving student achievement and school improvement.

Finally, and most importantly, our school is fortunate to have a cadre of experienced and dedicated educators who bring a wealth of knowledge and expertise to the classroom. Their seasoned perspectives and proven instructional techniques contribute significantly to our students' success, creating a rich and supportive learning environment where all students can thrive.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Teachers require ongoing instructional support to consistently implement new curricula, research-based instructional strategies, and the Granbury ISD Instructional Framework.	Systems for job-embedded professional learning, instructional coaching, observation and feedback, PLC support, and monitoring of instructional implementation have not been sufficiently consistent or differentiated based on teacher and student needs.

★ = Priority

Family and Community Engagement

Summary

GMS has made significant strides in enhancing family communication by consistently utilizing platforms such as Smores, Reminds, and social media posts. These tools have allowed us to keep families informed and engaged with school activities and updates in a timely and efficient manner. However, while our Parent-Teacher Organization (PTO) membership is on the rise, we have observed that the responsibility of planning and executing events often falls on a small group of dedicated individuals. This highlights a pressing need for broader parent participation and support to ensure a more equitable distribution of responsibilities and to foster a more inclusive school community.

Our commitment to outreach remains steadfast, with a particular focus on engaging all stakeholders, including our bilingual families. We recognize the importance of meeting the diverse needs of our community and are actively working to enhance our communication and support systems to be more inclusive. Additionally, we are eager to expand our business and community partnerships, as these relationships are vital in providing our students with enriched learning opportunities and real-world experiences that complement their academic growth.

We are proud of our partnership with Communities in Schools, which plays a crucial role in supporting our most vulnerable families. This collaboration allows us to provide essential resources and services to those in need, ensuring that all students have the opportunity to succeed regardless of their circumstances. By continuing to strengthen this partnership, we aim to create a supportive and nurturing environment for every student and family within our school community.

Strengths

GMS has experienced growth in PTO memberships, highlighting increased involvement and commitment of our parents and guardians in their children's educational journey. This growth not only strengthens our school community but also enhances our ability to collaborate effectively on initiatives benefiting our students and staff.

We have also made strides in improving communication between all stakeholders, ensuring that parents, teachers, students, and the wider community are well-informed and engaged. By fostering open lines of communication, we can address concerns promptly, share successes, and work together towards common goals, creating a more cohesive and supportive educational environment.

Additionally, our partnerships with Communities in Schools have been instrumental in supporting student needs and connecting families with essential resources. These collaborations allow us to provide targeted assistance to students facing challenges, ensuring they have the support necessary to succeed academically and personally. By linking families with community resources, we help create a network of support that extends beyond the classroom, promoting overall well-being and success for our students.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events. Information is not consistently communicated in ways that reach family members.	Language needs, multiple communication platforms, work schedules, transportation barriers, and inconsistent communication practices limit equitable access to campus information and engagement opportunities.
2	Campus expectations are being reshaped and procedures restructured under new leadership. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations.	Leadership transitions and changing campus expectations have created a need for clearer, more consistent communication and opportunities for families to understand and engage with campus routines, expectations, and priorities.

★ = Priority

Goals

Goal 1 Granbury Middle School will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Increase student achievement and academic growth across all content areas and student groups.

Evaluation Data Source: STAAR achievement and growth; Domain 1, Domain 2A, and Domain 3 data; district benchmarks; common assessments; formative assessment/student work; progress-monitoring data; student-group data.

Strategy 1

Implement a consistent campuswide instructional model aligned to the Granbury ISD Instructional Framework, ensuring students engage daily in standards-aligned learning, rigorous student tasks, appropriate scaffolds and language supports, and opportunities to demonstrate evidence of learning using HQIM and district-approved resources.

Strategy's Expected Result/Impact: Increased consistency, alignment, and rigor of Tier 1 instruction, including appropriate supports for diverse learners, resulting in increased student mastery of grade-level standards and improved STAAR achievement and growth.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Specialist, District Support

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 2

Implement structured PLC and data-analysis cycles in which teachers and instructional leaders analyze standards, student work, assessment data, and student-group performance, including Economically Disadvantaged, Special Education, and Emergent Bilingual students, to determine mastery, identify misconceptions and performance gaps, and plan timely instructional responses. Teachers will identify and closely monitor focus students, set individual growth goals, and adjust instruction and supports based on evidence of learning. Students will be provided opportunities to understand their performance, set goals, and monitor their own progress.

Strategy's Expected Result/Impact: Teachers and students will consistently use evidence of learning to monitor progress and respond to individual and student-group needs, resulting in increased student mastery and academic growth and reduced performance gaps across student groups.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Instructional Specialist, District Support

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

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Strategy 3

Implement a systematic, data-driven intervention and acceleration process to identify students requiring additional support, provide timely and targeted instruction based on specific skill gaps, monitor student response to intervention, and adjust supports based on evidence of progress while maintaining access to rigorous grade-level instruction.

Strategy's Expected Result/Impact: Students receiving targeted intervention and acceleration will demonstrate measurable progress toward grade-level mastery, contributing to increased Academic Growth and improved Closing the Gaps performance.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Specialist, District Support

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Goal 2 Granbury Middle School will prepare every student for college, career, and/or military success.

Performance Objective 1 ☑ High Priority

Increase student readiness for successful transition to high school and future college, career, and military pathways.

Evaluation Data Source: Course performance; advanced-course enrollment; four-year planning/pathway exploration; student interest inventories; high-school transition data; attendance/behavior/course-failure data.

Strategy 1

Provide systematic opportunities, including AVID and other college- and career-readiness experiences, for students to identify strengths and interests and explore advanced coursework, endorsements, CTE programs of study, and college, career, and military pathways.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of future pathways and make informed academic choices aligned to individual strengths, interests, and goals.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Instructional Specialist, Counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Implement an early-warning system to monitor academic performance, attendance, behavior, and course success and provide targeted supports for students at risk of an unsuccessful transition to high school.

Strategy's Expected Result/Impact: Increased percentage of students will successfully complete middle school academically on track and prepared for high school coursework.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Instructional Specialist, Counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Goal 3 Granbury Middle School will maintain safe, supportive, and connected learning environments.

Performance Objective 1 ☑ High Priority

Maintain a safe, secure, supportive, and connected learning environment that promotes student well-being, belonging, and success.

Evaluation Data Source: Safety and security audit data; drill documentation; campus safety checklists; threat assessment documentation; attendance and chronic absenteeism data; Rawee data; discipline referrals; ISS/OSS data; CKH surveys; student climate and belonging data; Communities in Schools service data; TCHATT referrals/utilization; counseling and student-support records.

Strategy 1

Implement consistent campuswide expectations, routines, and relationship-building practices through Capturing Kids' Hearts, including common expectations, social contracts, and intentional relationship-building strategies that create the conditions for student engagement, trust, belonging, and academic success.

Strategy's Expected Result/Impact: Increased consistency in campus expectations and stronger student-adult relationships, resulting in increased student belonging and engagement and reductions in discipline referrals and repeated behavioral concerns.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Implement a proactive, tiered attendance system using Rawee to monitor attendance and chronic absenteeism, identify students demonstrating concerning patterns, communicate with families, address barriers, and provide increasingly targeted interventions based on student need.

Strategy's Expected Result/Impact: Earlier identification and intervention for students with attendance concerns, resulting in increased daily attendance, decreased chronic absenteeism, and increased student access to instruction.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Implement a coordinated, tiered system of student supports through campus counselors, Communities in Schools, TCHATT telehealth services, and other district and community resources to address academic, behavioral, attendance, social-emotional, and mental health needs that create barriers to student success.

Strategy's Expected Result/Impact: Students with identified needs will receive timely, coordinated supports, resulting in improved attendance, behavior, engagement, well-being, and academic success.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Implement and monitor consistent campuswide safety and security procedures, including secure entry and front-office protocols, daily monitoring of interior and exterior doors, supervision of high-traffic areas, and routine campus safety checks to ensure district and state safety expectations are implemented with fidelity.

Strategy's Expected Result/Impact: Consistent implementation of safety and security procedures will maintain a secure campus environment and ensure identified safety concerns are addressed promptly.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Officers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 5

Ensure staff and students are prepared to respond effectively to emergencies through required safety drills, ongoing training, review of emergency procedures, and implementation of campus threat assessment protocols in accordance with district and state requirements.

Strategy's Expected Result/Impact: Staff and students will demonstrate increased knowledge and consistent implementation of emergency response procedures, with campus drills, threat assessment processes, and safety requirements completed with fidelity.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Officers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Goal 4 Granbury Middle School will champion extracurricular involvement that builds character and excellence.

Performance Objective 1 ☑ High Priority

Increase student engagement and recognition through extracurricular involvement and opportunities that celebrate achievement, growth, character, leadership, and excellence.

Evaluation Data Source: Extracurricular participation data; athletics, fine arts, UIL, club, and organization rosters; student recognition and celebration data; academic achievement and growth data; attendance and behavior data; student climate, engagement, and belonging surveys.

Strategy 1

Increase and monitor student participation in athletics, fine arts, UIL, clubs, leadership, and other extracurricular opportunities, with intentional outreach to students who are not currently connected to a campus activity. Expand opportunities for student voice and leadership through authentic roles in campus activities, organizations, and decision-making.

Strategy's Expected Result/Impact: Increased student participation, leadership, and voice will strengthen student belonging, character, school pride, and connection to the campus.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Implement consistent systems to recognize and celebrate student achievement, growth, character, leadership, attendance, and other demonstrations of excellence throughout the school year.

Strategy's Expected Result/Impact: Increased recognition of student success will reinforce high expectations, promote student motivation and belonging, and strengthen a campus culture that celebrates growth, achievement, character, and excellence.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principal, Instructional Specialists, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Goal 5 Granbury Middle School will recruit, develop, and retain high-quality staff.

Performance Objective 1 ☑ High Priority

Develop and retain high-quality staff capable of delivering consistently effective instruction.

Evaluation Data Source: T-TESS observation and summative data; instructional walkthrough data; GISD Instructional Framework implementation data; Observation Feedback coaching records; coaching and support documentation; PLC implementation data; professional learning records; teacher retention/turnover data; staff surveys; student achievement and growth data.

Strategy 1

Implement consistent observation, feedback, and coaching cycles led by campus administrators and the Instructional Specialist, aligned to T-TESS and the Granbury ISD Instructional Framework, to identify instructional strengths and areas for growth and provide teachers with timely, actionable, differentiated support.

Strategy's Expected Result/Impact: Teachers will receive consistent, actionable feedback and targeted coaching, resulting in improved instructional practice and increased implementation of standards-aligned learning, rigorous student tasks, and evidence-of-learning practices across classrooms.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Specialist, District Support

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide differentiated, job-embedded professional learning through PLCs, coaching, modeling, collaborative planning, and targeted professional development. Campuswide and individual professional learning priorities will be informed by trends identified through T-TESS, Observation Feedback, instructional walkthroughs, student performance data, and implementation of the Granbury ISD Instructional Framework.

Strategy's Expected Result/Impact: Professional learning will directly address identified instructional needs, resulting in increased teacher capacity to deliver standards-aligned, rigorous instruction and respond effectively to evidence of student learning.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Specialist, District Support

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Establish a coordinated instructional leadership system in which the Principal, Associate Principal, and Instructional Specialist maintain clearly defined roles and weekly routines for supporting PLCs and collaborative planning, conducting classroom observations, providing actionable feedback and coaching, and monitoring implementation of campus instructional priorities. Campus instructional leaders will conduct regular calibrated instructional walks using the Granbury ISD Instructional Framework and common look-fors to monitor standards alignment, rigor, and evidence of student learning.

Strategy's Expected Result/Impact: Increased instructional leadership presence, calibration, and accountability will result in more consistent implementation of the Granbury ISD Instructional Framework and timely, targeted support for teachers.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Instructional Specialist, District Support

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

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Strategy 4

Strategically recruit, assign, support, and retain high-quality staff based on student needs, teacher strengths, certification, and campus instructional priorities, with intentional support for new and developing teachers.

Strategy's Expected Result/Impact: Increased staff retention and instructional capacity, with effective teachers strategically positioned and supported to meet the needs of all students.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Goal 6 Granbury Middle School will strengthen student, family, and community partnerships.

Performance Objective 1 ☑ High Priority

Strengthen student, family, and community partnerships that support student success.

Evaluation Data Source: Family surveys; parent conference participation; communication analytics; family event participation; Communities in Schools data; community partnership data; volunteer participation; campus climate surveys.

Strategy 1

Establish consistent, accessible, two-way communication with families regarding student academic progress, attendance, behavior, campus expectations, and opportunities for support and engagement, using communication methods and language supports designed to reach all families. Staff will intentionally provide proactive, positive communication throughout the year to strengthen relationships, trust, and partnership with families.

Strategy's Expected Result/Impact: Increased family awareness, trust, and engagement in supporting student academic, attendance, and behavioral success, with families feeling valued, informed, and connected to the campus.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Strengthen partnerships with Communities in Schools and other community organizations to connect students and families with resources, remove barriers to student success, and expand academic, enrichment, mentoring, and future-readiness opportunities.

Strategy's Expected Result/Impact: Increased access to community resources and partnerships that support student achievement, attendance, engagement, well-being, and future readiness.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Counselors, Community in Schools staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 7 Granbury Middle School will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1 ☑ High Priority

Ensure responsible stewardship of resources through transparent, student-centered planning and budgeting.

Evaluation Data Source: Campus budget and expenditure reports; staffing allocations; resource-utilization data; professional learning expenditures; intervention/resource allocations; grant applications and awards; campus leadership and decision-making documentation.

Strategy 1

Align campus staffing, instructional resources, professional learning, intervention supports, and funding to identified student needs and the highest-leverage campus improvement priorities. Protect and strategically utilize high-impact instructional support positions, including the Instructional Specialist, to strengthen Tier 1 instruction, teacher capacity, and student outcomes.

Strategy's Expected Result/Impact: Campus resources and personnel will be strategically concentrated on the highest-leverage improvement priorities, resulting in increased instructional capacity, more effective support for teachers and students, and improved academic outcomes.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals, Counselors, Instructional Specialist

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Regularly monitor expenditures, staffing, programs, and resource effectiveness to determine whether investments are supporting intended improvement outcomes and adjust allocations based on identified needs and evidence of impact.

Strategy's Expected Result/Impact: Increased transparency and effectiveness of campus resource allocation, with timely adjustments made to better support improvement priorities and student needs.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

Pursue grants, community partnerships, and supplemental funding opportunities, including Granbury Education Foundation grants, to expand resources aligned to identified campus improvement priorities.

Strategy's Expected Result/Impact: Increased supplemental resources to support identified instructional, student, staff, and campus needs.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, Assistant Principals

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Denisa Mendel	Associate Principal	Title 1	1
Sue Ann Barr	Instructional Specialist	Title 1	1
Tiffany Biggs	PFE Liaison	Title 1	NaN

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Mambrino School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:34 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

In order to achieve the vision of our school, each member of the Mambrino staff have made the following commitments:

- I will be a positive, collaborative, and contributing member of the Mambrino staff
- I will monitor each student's learning on an ongoing basis through formative and summative assessments
- I will use the evidence of student learning to inform and improve my practice and to better meet the needs of my individual students
- I will work with my colleagues to determine and teach the essential knowledge and skills of our curriculum
- I will seek out, utilize, and share the most effective practices to help support student learning
- I will keep parents informed of the progress of their children
- I will integrate state required knowledge and skills with Inquiry-based learning systems
- I will provide individualized, interest-based enrichment opportunities

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Comprehensive Needs Assessment

Demographics

Summary

Mambrino STEAM Academy strives to provide a variety of quality educational opportunities in an outstanding instructional program for Kinder through 5th grade. Mambrino instructional programs are designed to meet individual needs and maximize student success.

Total enrollment at the end of 24-25 was 806 students. We ended the 25-26 school year with 830 students.

The campus demographic profile is as follows (as of June 2, 2026):

Economically Disadvantaged - 47.6%

Emergent Bilingual - 3.25%

Gifted and Talented - 8.67%

Special Education - 27.69% Sped and 6% of those are Dyslexic

White - 74.10%

Hispanic - 20.12%

African American - 1%

Other - 5%

At-Risk - 30.72%

Section 504 - 7.83%

Attendance Rate - 94.56%

Staff & Student Counts:

The office staff is comprised of the following:

3 administrators (Principal, 2 Assistant Principals)

1.6 Instructional & Intervention Specialist (1 full time and 1- 3 days per week)

1 Counselor

2 Receptionists

1 Secretary

1 Nurse

2 SRO Officer

The campus has specialized staff in the following areas:

4 FTE Resource/Inclustion teachers and 5 paras (plus 1- 1:1 para)

3 FTE SLS teachers and 3 paras

3 FTE SLC teachers and 6 paras plus 1 one-on-one para

1 FTE Life Skills teachers and 2 paras

1 FTE Functional Academics teacher and 1 para

1 FTE LID teacher and 2 paras

3 FTE Speech teachers/pathologists.

The general eductation staff is comprised of the following:

37 teachers in Kindergarten through 5th grade (6 kinder, 6 first grade, 6 second grade, 6 third grade, 6 fourth grade, 7 fifth grade)

3 teachers in Specials (PE (2), Music)

2 paraprofessionals in Library and Art

2 paraprofessionals for Intervention Supports

2 Dyslexia teachers

Focus for 26-27 School Year -

Campus Attendance Rate - Our goal for the 26-27 school year will be 95% or higher. We have put in place incentives for attendance to motivate students to want to be at school by grade. We will continue to educate familes on the importance of attendance and reach other (tracking with RaaWee) to those families with excessive absences to provide assistance.

Special Education Rate is extremely high. We will be tracking growth on these students. The large 27% demographic of special education affects our school rating in several categories, showing it must be a focus area. Teachers will work together to determine ways to extend lessons as well as differentiate for all types of learners. Student growth will be our focus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Yearly combined attendance was 94%.	Some families do not grasp the importance of students being at school and that it is a direct coorelation to learning outcomes. Many parents went to truancy court many times dispite our efforts to contact them and work with the parents on transportation and other needs.
2	Special Education makes up 27% of our student population, showing lower test scores overall as a campus.	We have a large number of special education students bused to our Campus for special programming. We have Life Skills, Structured Learning Classrooms, Low Incidence Disabilities, as well as Resource/Inclusion. Our percentage is 10% higher than any other district campus.

★ = Priority

Student Achievement

Summary

Overall campus (grades 3-5 combined):
Math - 67%
RLA - 75%
Science - 76%

Here is the breakdown by grade level and subject (approaches, meets, masters):
3rd math - 59%, 34%, 15%
3rd reading - 70%, 37%, 18%

4th math - 59%, 36%, 17%
4th reading - 74%, 53%, 26%

5th math - 81%, 49%, 21%
5th reading - 82%, 63%, 39%
5th science – 76%, 45%, 19%

Focus/Strategy for 2026 - 2027:

- Build in time for all math classes to spiral the STAAR practice TEKS to help build rigor and accountability.
- Spend PLC time looking vertically at student work samples, discussing strategies for improvement, data on built in assessments, and discussion surrounding student productivity.
- Use PLC time to discuss interventions, data, and TTESS deminsions and how they relate to Get Better Faster Coaching, as well as focused, intentional planning time facilitated by the ILT (Instructional Leadership Team member per team).
- Provide after school professional development in 3.1, 2.3, 2.4, 2.5, assigning student based on TTESS walk-through in each area.
- Audit all special education students IEPs to determine if resource or inclusion is a better fit. The goal is to close the gap in tier 1 instruction and interventions.
- Continue to strengthen phonics instruction in grades K - 3rd using the Benchmark Phonics Instruction and Intervention. We saw alot of growth in the lower grades with this instruction.
- Incorporate a 30-45 min pirate time for targeted interventions in math, reading, science and writing.
- Use local and titles funds for tutoring in grades 3-5 to support classroom instruction, as well as PLTW implementation after school (enrichment).
- Track student growth through BOY, MOY, EOY assessments, as well as math Bluebonnet module assessments. Ensure we have new data when scheduling student led conferences to share with parents.
- Teacher goal setting meetings with the appraiser for each assessment based on where they ended on STAAR 25-26, identifying 5 students they are working intentionally with this year.
- Ensure writing is aligned across all grades and is brought into instruction everyday. Bring samples to analyze and plan to PLC.
- Veritcally align grades k-1 and 2-5 through planning with the IIS in all areas.
- Ensure math instruction is provided by implementing Bluebonnet Math with fidelity in grades K-5, planned weekly with the IIS.
- Use Instruction and Intervention Specilialist in collaboration with grade-levels and admin to develop solid tier 1 instructional practices and analyze students data and progress on tier 2 and 3 interventions.
- Incorporate the Inquiry Design Process weekly in all grades, and all subjects as part of the STEAM curriculum.
- Campus admin team walks to calibrate and ensure all instruction is aligned to TEKS and district scope and sequence.
- Academic and Behavior Paras will assist in class as well as with pull out programming with students who struggle to meet the plans in MTSS. This will allow us to continue instruction with our focus on tier 1 but someone giving ideas on how to help those on tier 2 and 3.
- Changes to Character Huddles - focus on Capturing Kids Hearts and Character Traits, dividing the grade levels up (based on staff feedback) to allow for more specialized character lessons. The counselor will also be in charge of Ambassadors in

the upper grades.
- Shift school wide enrichment to one time month inclusive across all grades.
- Intentionally plan out and spend time on Student Led Conference data (students knowing their data and goals to achieve high growth).
- District GT teacher will continue to rotate to our campus and work weekly with GT students in a pull out program.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	After reviewing 2026 STAAR scores, specific areas of concern is Math	Breakdown of data was done, but student by student analysis has not taken place in all grades. Individual teacher meetings need to take place to understand the individual teaching methods, as well as team planning needs to better align together. We also incorporated a new math curriculum this year that showed little correlation to STAAR.
2	Large number of special education students in grades 3 and 4, significants lowering our passing percentages in these grades.	Student data is much lower in these grades due to a high percentage of special education students. Meetings will take place to track individual student growth. Now all students will be able to meet standard but growing yearly will be our goal. Up to this point, there has been a disconnect between what is happening in general education and in the special education setting.

★ = Priority

School Culture and Climate

Summary

Focus for 2026-2027 school year:

- Continue to streamline and focus on following safety and security measures: tighten front office procedures, complete all drills, admin team ensure all classroom doors are locked every morning.
- Admin will be assigned to greeting certain hallways daily from 7:10-7:30, while rotating standing at the front and bus doors.

- Changes to character huddles to be more inclusive of students with special needs, with a specific focus on Capturing Kids Hearts and Character Traits. Grade levels will be split to better meet the age group and tailor instruction.
- Move to phase 3 of Capturing Kids Hearts implementation, as our campus was named a Rising Star Campus year 1 and National Showcase School year 2. Goal for the 2025-2026 school year is to maintain our National Showcase designation, including more ways to authentically incorporate CKH practices. We will be adding a parent/student collective committments component our plan, building strong relationships with parents and students.
- Dive into Plus/Delta on STEAM programming and tighten our focus to be on track with the districts vision. 27-28 our programming will change. A team of teachers/admin will visit other districts to determine our next program at Mambrino.
- Continue the district initiative for CKH in regards to discipline, which will target increased student engagement, decreased office referrals, and new ways to build relationships on campus to increase student achievement and behavioral success.
- Create together and edit a Behavior Matrix with team buy in to hold students accountable.
- Re-introduce a Levels of Behavior Intervention one-pager to determine how discipline is handled. Practice scenarios with staff to streamline discipline school wide.
- Weekly aligned school wide behavior cards for home/school support connection, adding in a positive behavior celebration component this year.
- Target enrichment to be more grade specific with STEAM woven in.
- Principal weekly "in the loop" for staff (one spot with all the info for the week to streamline communication)
- Implement Parent Square school wide for parents to be in the know - this allows us to keep our students safe as well by not posting events on social media until after they occur.
- Admin team morning walks - "every classroom, everyday".
- Tighten the schedule for the Behavior and Academic Intervention Paras to provide support within the classroom to those who are taking away from tier 1 instruction, also scheduling time for student independent learning when behavior removes them from the classrooms.
- Tighten PLC times and use the time to dive deeper into data and also TTESS deminsions, as well as lesson planning needs per campus identified by the Instructional Team Lead as well as last years data review for lesson plan auditing and tightening.
- Implement student brags to celebrate student successes and encourage postive moments of success on the announcements.
- Implement capturing kids hearts awards for staff on announcements, showcasing great leaders on campus.
- Continue parent submission of student celebrations inside and outside the campus.
- Build in staff praise celebrations in classrooms and on morning announcements, as well as identifying “good things” seen by the principal shared at monthly staff meetings.
- Staff get togethers and treats to encourage positivity and build a family - intentional activities to bring the two sides of the building.
- Set a goal for positive parent contacts by staff weekly.
- 30 days of expectation - we will start the year with a 30 day expectation calendar, as well as built in re-fresh moments during the year to streamline consistent implementation of expectations campus wide.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Closing the gap between home and school (culture)	Parent communication with families is not consistent within the teams. Too many variations within one grade-level. School behavior system is not used the same in every room.
2	School expectations are not followed by all staff.	The expectation are communicated to students at the start of school but follow through is not consistent.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Focus for the 26-27 School Year:

- All teachers will be highly qualified, and have passed all ceritification requirements prior to interviewing.
- Teachers/new staff to the profession and/or new to our campus will be assigned a mentor teacher. This partnership will provide these staff members with the support needed to acclimate to Mambrino culture and procedures.
- Teachers/staff new to the profession will receive two cycles of observation feedback coaching during their first year at minimum. They will be coached on a variety of management and rigor strategies. These coaching cycles will support new teachers in tremendous ways.
- All teachers/staff will be part of two cycles of instructional Rounds, focusing on observation feedback rigor and management school-wide.
- Teachers will rotate through a three year evalutation cycle and receive TTESS evaluation and/or observation feedback coaching, depending on their cohort. All campus teachers will get three TTESS walkthroughs annually. Any staff part of the data capture for TIA will be required to have a full TTESS.
- TTESS goal setting conferences, pre-conferences, post-conferences and summative conferences will be opportunities for coaching and will allow the administrator and the teacher to reflect on instructional and professional practices.
- Using observation/feedback global tracker and TTESS evaluation and walkthrough data, the highest leverage problems of practice identified by Instructional Leadership Team prior to the beginning of the 2026-2027 school year and a year-at-a-glance professional development plan will be developed.
- Monthly after school PD will be focused around domain 2 and 3, and staff will be highly encouraged to attend areas falling in developing (with an incentive since outside contract hours).
- Monthly staff meetings will be used as needed for school-wide professional development on the problems of practice identified by the Instructional Leadership Team. Two days will be offered for each to help with scheduling.
- All teacher teams will have a 45 minute common planning period. The two instruction and intervention specialist will attend all grade level planning meetings for addional support.
- All teacher teams will have two team leads (one for instructional leadership and one for campus advisory).
- All teacher teams will have 60 min every other week to meet as a PLC. During this designated time, the teacher team, IIS, and campus admin will work to create common formative assessments, analyze student data, and create appropriate interventions and extensions. We will also be looking at vertical alignment of writing.
- Each teacher will identify 5 students SW1 that they will be working with intentionally this year to move from "bubble kids" to approaches. They will bring those with them everytime we look at data to track progress.
- Professional development days will be designated for "big picture planning". With the support of the Instruction and Intervention Specialist and campus administrators, teams will work together to create an instructional plan for the upcoming grading period.
- Our campus will host student teachers and student observers from local univerisities, as well as 1 Tarleton year long resident.
- Teachers will be given assistance in maintaining or attaining certification through alternative programs, GT certification, ESL ceritification, coursework and TExES testing in order to assure all staff are highly qualified.
- The Mambrino Elementary administrator team will implement teacher appreciation strategies throughout the school year in order to maintain a positive school culture. Strategies include but are not limited to gratitude rings, positive notes of encouragement, sonic drinks, jeans/athleisure wear passes, staff shout outs in weekly newsletter, snack treat carts and staff meals, affirmation stations outside rooms, principal "I saw that" shout outs at faculty meetings, and parent sponsored treat days throughout the calendar.
- Small trophies will be peer shout-outs in Faculty meetings.
- Team changes were made to reflect personalities and where we can get the best bang within our staff teams.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The majority of new hires the last several years have been new to the profession or have had very little experience. This causes a gap in management and rigor of instruction. Working hard to maintain the experienced staff we have will ensure we grow academically.	Teacher burnout, high teacher turn over rate, fewer highly qualified and experienced candidates.
2	Teachers want to grow areas of weakness in TTESS but don't know how or where to start. They need individualized professional development and data talks to grow intentionally.	New teaching staff, or teachers that have flown under the radar with mediocre data are keeping us from having high achievement.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

As a STEAM Academy, the campus has implemented Project Lead The Way (PLTW) Launch curriculum for the past six years. Previously the campus was named as a PLTW Distinguished Launch School four years in a row, and a goal to once again be named a distinguished launch School. The campus will continue to work towards growth in the inquiry design process as well as plan to look into new PLTW modules as budgets allow. We will align the IDP to the new science teks model for this school year. All new staff will undergo a one day IDP training and two day PLTW training at Mambrino by Mambrino faculty. Each team will plan and implement a STEAM capstone project that involves service and the whole campus.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Grade level teams are continuing to refine their planning practices, creating well thought out powerhouse lessons based on readiness standards, as well as interventions and extensions in order to best meet the needs of our ever changing population. Additional support is needed and an additional Instructional Specialist has been hired.	Lack of capacity in grade level planning. Still seeing several "holes" in effective planning across classrooms, grades, and campus to campus comparison.

★ = Priority

Family and Community Engagement

Summary

Our PTO Board for 24-26 was very active and offered a strong partnership with campus administration and teachers. They hosted monthly breakfasts or lunches for staff, a mobile Pirate store for students who earned gold behavior coins at the end of each six weeks, and hosted Mambrino Grinchmas event for families at Christmas, Color Run, and other fun activities.

Face to face parent meetings also showed an increase in parents on campus for 504, SpEd, and LPAC meetings as well. Families reported feeling more engaged and in tune to their child's academic and behavioral progress due to this.

We held many in person family engagement events on campus during the 25-26 school year including: Meet the Teacher night, Title 1 family meetings, STEAM Scream, 1st responders parade, Veteran's Day breakfast, Grinchmas, Lunch with Loved Ones, Thanksgiving Feast, Awards ceremonies in the Spring, music concerts for K-5, Student Led Conferences, STEAM Literacy Night, and Field Day. We will continue these activities in the 26-27 school year.

Introducing Capturing Kids Hearts to our campus has been a huge shift in the way we hold students responsible, as valuable stakeholders. We also did a parent CKH academy to grow our parents and show them how they can use the strategies at home.

This year (26-27) we plan to revamp our Parent University model at the start of school, bringing families together to hear about Mambrino expectations from the principal, and will pass out "one pagers" for every grade to know differences about each grade their child might be attending. We will also be adding parent/students collective committments contracts to all students folders, working to gain a stronger relationship with families for behavior and academic support.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parents are not always willing to partner with us on academic requirements and behavior conversation. We want to change that and make a way to connect deeply with all students families.	Many parents don't realize the impact supporting the school will have on their students education. We reach out but don't always get the support needed to really change things for students on campus. Establishing committments together will help us bridge the gap.

★ = Priority

Technology

Summary

Our campus administration partnered with technology to create the landing page for all staff which housed all pertinent campus documents and processes. The campus expectation was for every classroom teacher to use Parent Square to communicate, ensuring parents had one way of getting school wide and classroom information.

As we continue online testing in the 26-27 school year, we will have to be intentional about utilizing technology in all contents, in all grade levels, and with an emphasis on writing. This will be a heavy focus for our IS as they push into 3-5 and K-2 respectively and model and co-teach.

District can assist buy getting us to a 1:1 device ratio in all grades with the most up to date software compatible to our programming. Improve wifi capability in the building - it takes a long time to log on and is not always consistent.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**

- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Mambrino will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Mambrino will strengthen academic achievement and growth.

Evaluation Data Source: Lesson plans checked weekly by Instruction & Intervention Specialist, PLC agendas, Data conversations and growth plans, strategic Intervention planning.

Strategy 1

Instruction & Intervention Specialist, along with administration, will monitor strategies to promote continuous
improvement for EL, SPED, Dyslexia, 504 and At Risk students through various means including MTSS, small group instruction, MTA and tutoring, and 3 week monitoring.

Strategy's Expected Result/Impact: Review sub pop student performance and student progress monitoring after each formative and summative assessment during each data cycle. This data will be collected in grade level data sheets and referred to in data meetings. Data Analysis will be completed and turned in for progress monitoring after each assessment, including data from our Academic Support Para on students with MTSS behavior.

Review student group performance and item analysis.

Staff Responsible for Monitoring: Campus administration, instruction & Intervention specialist, and teachers, Academic Support Para

Funding Sources: Tutoring / Transportation for Tutoring Title I (211), , Academic Support Para Title I (211), , Instruction & Intervention Specialist Title I (211),

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 2

Continue biweekly professional learning communities (PLC) (discussing appropriate grade level data, instruction, and best practices to improve student performance using the 4 PLC critical questions). Focus instruction around student data, lesson planning, and the coorelation of the TTESS rubric and waterfall for Observation Feedback.

Strategy's Expected Result/Impact: All conversations revolve around increased student achievement and teacher accountability in planning and execution.

Increase in STAAR Campus Scores:
Reading - Currently 75% - Goal 85% or higher
Math - Currently 67% - Goal 80% or higher
Science - Currently 76% - Goal 80% or higher with a stretch goal of 85%
**working toward the district goal of 90/60/30

Staff Responsible for Monitoring: Campus administration, instruction & intervention specialists, and teachers.

Funding Sources: Instruction and Intervention Specialist Title I (211),

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Incorporate the Inquiry Design Process into multiple content areas, align PLTW units for problem solving to current GISD resources/scope and sequence, plan and design enrichment opportunities using resources surrounding school choice for 2027 and campus changes aligned to standards.

Strategy's Expected Result/Impact: Increased student ability to solve problems and use the process of ask, explore, model, explain, and evaluate. Increased scores on multiple formative assessments, increased problem-solving ability.

Staff Responsible for Monitoring: STEAM Coordinator, campus administration, teachers & staff

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 4

We will provide targeted interventions and extension opportunities to ensure the academic success of all students through daily campus-wide Pirate time interventions, Academic UIL and GT pull-out to ensure 100% of students are learning at appropriate levels of rigor. The following programs and resources will be utilized for teacher planned small group activities and personalized learning plans: IXL, I ready, Amplify, Benchmark Phonics, Learning Ally, Reading by Design, Zearn and Catalyst.

Strategy's Expected Result/Impact: Increase in performance in Domain 2 (student progress) and Domain 3 (closing the gaps)

Staff Responsible for Monitoring: Admin team including Instruction and Intervention Specialist

Funding Sources: Instruction and Intervention Specialist Title I (211),

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 5

Implement targeted, data-driven instructional and intervention systems through PLCs by analyzing standards and assessment data, prioritizing TEKS below district performance, and strengthening vertical alignment across K-5. Teachers will provide targeted reteaching, identify and closely monitor "My 5" focus students, and engage in regular data conversations with administrators and instructional specialists to adjust instruction and maximize student growth, with an emphasis on Math and Science.

Strategy's Expected Result/Impact: Increased student achievement and growth across STAAR-tested subjects, with particular improvement in Math and Science and identified areas of need. Students will demonstrate measurable progress toward individual goals, resulting in increased STAAR performance and opportunities to recognize and celebrate student successes through awards.

Staff Responsible for Monitoring: Teachers and Instruction & Intervention Specialist

Funding Sources: Awards and supplies needed for Academic success Title I (211), , Instruction and Intervention Specialist Title I (211),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

All teachers in Kinder-3rd grade, SPED, and the campus reading interventional specialist and campus administrators will receive additional training in the Science of Teaching Reading (STR) per requirements of HB3.

Strategy's Expected Result/Impact: Increase teachers' knowledge and implementation of evidence based practices to positively impact student literacy achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instruction & Intervention Specialists, teacher and curriculum directors.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

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Strategy 7

During weekly content planning meetings, the instructional specialist will assist teachers in creating high quality lessons and learning activities and will faciitate the use of lesson planning templates to ensure 100% of instructional materials and assessments are aligned with state standards, research based best practices, and STAAR assessment items.

Strategy's Expected Result/Impact: Increased vertical alignment, student engagement, consistency with district scope and sequence, and alignment to state standards.

Staff Responsible for Monitoring: Campus administrators

Funding Sources: Title I (211),

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

Formative Reviews

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Strategy 8

Individualized Professional Development will be offered at "Wednesday PD". Teachers who participate will choose sessions based on domains 3.1, 2.3,2.4,2.5 on walk-throughs and TTESS data. Participation will increase ability to reach students in ways that are not in the proficient or higher ratings. Those who need additional support in these areas will complete instructional rounds individually or in pairs with admin.

Strategy's Expected Result/Impact: Increased academic growth and classroom management.

Staff Responsible for Monitoring: Administration will provide individualized coaching based off the ratings in these areas and encourage attendance.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 9

Campus administration, along with district administration, will conduct Bluebonnet walks and planning for implementation and internalization. Each team will chose how they will internalize, and stategies effective in other grade levels will be shared with all in PLCs. Campus admin team will do follow up walks and coaching conversations to ensure fidelity. Staff will also implement both Zearn and Catalyst for intervention and supplemental instruction.

Mambrino administration team will hold weekly administrator huddles, discussing coaching, lesson planning, walk-through data, and professional development needed for individualized staff.

Strategy's Expected Result/Impact: deeper internalization and implementation in year 2 using this curriculum. Individualized professional growth showing in TTESS ratings and calibration.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

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Goal 2 Mambrino will prepare every student for college, career, and/or military success.

Performance Objective 1

Increase College, Career, and/or Military Readiness

Evaluation Data Source: None

Strategy 1

College and career readiness will be strengthened through character building lessons from the counselor, incorporating a "character kids club" allowing them to lead and serve other students through monthly character Huddles and giving valuable student feedback on school practices.

Strategy's Expected Result/Impact: Students leadership and confidence will increase and they will be provided authentic areas to grow in leadership skills.

Staff Responsible for Monitoring: Counselor

Formative Reviews

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Strategy 2

We will strengthen student and family well-being by increasing access to mental health supports through timely referrals to Texas A&M Telehealth Counseling and Telepsychiatry (TCHATT) program. The campus will provide information, guidance and follow up with families to ensure services needed are gained.

Strategy's Expected Result/Impact: Improved well-being of students reflected through counselor logs and positive family feedback.

Staff Responsible for Monitoring: Campus admin and school counselor.

Formative Reviews

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Strategy 3

Teachers will use field experts to bring in "real world" learning into the classroom. Community

speakers will be utilized by each grade-level. Career day campus wide will focus on teaching students the importance of education in future careers.

Strategy's Expected Result/Impact: Students will make connections to the real world and academic learning. They will recognize possible careers as well.

Staff Responsible for Monitoring: Instruction & Intervention Specialists and Classroom teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Goal 3 Mambrino will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Ensure safety, well-being, and connection for all students

Evaluation Data Source: Capturing kids hearts surveys and campus wide surveys, stay interviews for employees, parent feedback on what they love about our campus

Strategy 1

Admin team as well as both security officers will walk the campus in the mornings to greet all students and ensure all classroom doors are locked. In addition, they will perform mulitple checks daily. These will be noted on the safety checklist audit form and sent to the principal weekly for review.

Strategy's Expected Result/Impact: Safe and Secure campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Officers, and staff

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

Formative Reviews

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Strategy 2

Mambrino staff and students will participate in monthly safety trainings as needed to fullfill state requirements. (Fire, Secure Drill, Lock-down, Shelter in Place, Evacuation). 100% of campus staff will be well trained on campus emergency procedures. Mambrino will pass TEA Security Audits with 100%. All doors will remain locked during instruction and at all times with students present. All exterior doors will remain locked and closed at all times.

Strategy's Expected Result/Impact: Staff and students will have knowledge of emergency response plans. Procedures and expecations followed during drills as documented by admin. Improvement in time to respond throughout the school year.

Staff Responsible for Monitoring: Admin team, campus safety officer, teachers/staff

Formative Reviews

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Strategy 3

Mambrino Behavior Threat Assessment Team will meet each semester as necessary to review procedures and identify concerns/threats.

Strategy's Expected Result/Impact: Provide a safe school environment for students and staff and appropriate interventions to those who need it.

Staff Responsible for Monitoring: Assistant Director of Special Education, Principal, Assistant Principals, Counselor.

Formative Reviews

November	February	April	June

Strategy 4

Ensure all students demonstrate digital citizenship through cyber safety training. By the end of Six Weeks 1 all students will have completed the training.

Strategy's Expected Result/Impact: Students will exhibit responsible use of technology.

Staff Responsible for Monitoring: Librarian

Formative Reviews

November	February	April	June

Strategy 5

Mambrino will use monthly attendance incentives to encourage excellent attendance.

Strategy's Expected Result/Impact: Higher attendance rating.

Staff Responsible for Monitoring: Admin team

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

Formative Reviews

November	February	April	June

Performance Objective 2

Mambrino staff will daily use the components of CKH, especially focusing on student leadership, voice and opportunities to share. Lessons aligned to the specific character traits will be taught monthly, and

students will be identified who exemplify the trait. Admin will also look for ways to award staff for using CKH and modeling future leadership skills in the classroom.

Evaluation Data Source: Improved behavior, strong leaders, student focused/driven conversations.

Goal 4 Mambrino will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student involvement and engagement in campus activities

Strategy 1

We will increase student involvement and engagement in academic extracurricular activities by expanding participation in UIL. Students will have the opportunity to try out for events, attend practices and compete in district UIL.

Strategy's Expected Result/Impact: Increased student participation in UIL and other extracurricular activities, encouraging teamwork and a strong sense of school pride.

Staff Responsible for Monitoring: Campus staff, UIL coaches and UIL coordinator.

Formative Reviews

November	February	April	June

Strategy 2

Older students will have the opportunity to apply for leadership opportunities such as STEAM ambassadors, Capturing Kids Hearts Counsel with the counselor, announcement leaders, and class ambassadors. These opportunities will provide experiences in leadership, as well as decision making on campus.

Strategy's Expected Result/Impact: Increased student leadership participation and engagement, stronger school culture and greater communication between staff and students.

Staff Responsible for Monitoring: Campus admin and staff

Formative Reviews

November	February	April	June

Strategy 3

We will host monthly character huddles focusing on the pillar words from Capturing Kids Hearts - character lessons will be done and activities used in classes between huddles from the Capturing Kids Hearts website. Students will be nominated by their peers and awarded the

character trait of the month.

Strategy's Expected Result/Impact: positive campus culture and climate

Staff Responsible for Monitoring: all staff

Formative Reviews

November	February	April	June

Strategy 4

We will celebrate positive student behaviors in the following ways: Capturing kids hearts character trait of the month students, STEAM star student each six weeks, Kiwanas super citizens, book machine gold coin winners for character, positive office referrals, students online shout outs, as well as PIRATE Parties as positive behavior systems per grade-level.

Students and Staff will be awarded "brag tags" for showing good character, having perfect attendance, earning "shining star student", etc. to hang on their lockers. Staff will also award each other trophies at faculty meetings and professional development, identifying ways staff and students have gone above and beyond.

Strategy's Expected Result/Impact: Students will feel recognized and valued for displaying positive behaviors which will increase motivation, strengthen connections and build character, promoting a positive school wide culture of respect and responsibility.

Staff Responsible for Monitoring: all staff

Formative Reviews

November	February	April	June

Goal 5 Mambrino will recruit, develop, and retain high-quality staff.

Performance Objective 1

Strengthen recruitment systems for highly qualified staff

Evaluation Data Source: None

Strategy 1

Allocate title and campus resources for an Instruction and Intervention Specialists.

Strategy's Expected Result/Impact: Provide consistent support for staff in the area of curriculum and instruction for the purpose of improving academic outcomes and retaining quality staff.
1. High teacher retention rate of 90% or greater.
2. Increase academic performance (all subjects at or above the district average).

Staff Responsible for Monitoring: Principal, Assistant Principals, Instruction & Intervention Specialist, Academic Support para

Funding Sources: Academic Support para Title I (211), , Instruction & Intervention Specialist Title I (211),

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

Allocate campus resources to provide two support para-professionals working with students in and out of class to close the gaps with behavior and academics.

Strategy's Expected Result/Impact: Provide consistent support for staff in the area of behavior and instruction for the purpose of improving academic and behavior outcomes and providing support for classroom teachers and instruction.
1. Decrease in repetitive student behaviors.
2. Increase academic performance (all subjects at or above the district average).

Staff Responsible for Monitoring: Academic Support para

Funding Sources: Academic Support para Title I (211),

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

We will foster a strong partnership with Tarleton State University's Teacher Residency Program and recruit Teacher Residents for vacancies to increase the applicant pool. We will additionally participate in the Granbury ISD Job Fair, actively participating in recruitment of strong candidates to Granbury ISD.

Strategy's Expected Result/Impact: Recruitment of high-quality teachers who've already been trained on the "granbury way"

Staff Responsible for Monitoring: Campus Administrators, District Administrators, Cooperating teachers.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen retention systems for highly qualified staff

Evaluation Data Source: None

Strategy 1

Implement campus/district mentoring program for teachers new to campus and/or new to teaching through partnerships with master veteran teachers in other grade levels. The instructional specialist will remind mentors monthly of things to work with the mentee on to solidify the campus routines and procedures.

Strategy's Expected Result/Impact: Increased rigor in lessons and planning as documented in walkthroughs, positive attainment of TTESS goals set in planning meeting with evaluator, increased growth of students as documented in student data folders and on campus formative assessments, and retention of new staff.

Staff Responsible for Monitoring: Campus administration, new teachers and selected mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

The administrative team and instructional specialists will utilize Observation Feedback to close gaps in teaching practices and classroom management, creating a high rigor minded staff focused on student achievement.

Strategy's Expected Result/Impact: All coached staff will have a 3 coaching sessions, unless noted as only follow up coaching with 1 shift. We will provide consistent support for staff in the areas of classroom management and rigor for the purpose of improving academic outcomes and retaining quality staff.

Staff Responsible for Monitoring: Admin team, instruction & intervention specialists

Funding Sources: Title I (211),

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

Curriculum PD (scheduled throughout the school year) will allow teachers to attend individualized sessions to learn and apply new knowledge and skills. GISD summer curriculum and technology training will be offered to teachers and staff. Teachers will complete required state and local training. In addition campus "Wednesday PDs" will be offered for those interested in increasing ratings in domains 2/3.

Strategy's Expected Result/Impact: All staff will complete professional development of choice, in addition to required state trainings.
1. Teacher retention
2. Complete certifcation requirements for state license renewal.

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Director and Human Resources.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 4

We will work to maintain a positive campus culture by providing opportunities for staff to encourage and spend time with one another in the following ways: Sunshine Committee, staff meetings, staff outtings, common grade level lunch period, monthly PTO staff luncheons, summer swim parties, and weekly submission links for parents to send shout outs.

Strategy's Expected Result/Impact: Increased retention

Staff Responsible for Monitoring: Campus Administrators, Committee members

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

Formative Reviews

November	February	April	June

Strategy 5

Every classroom will have an additional 5 minutes walk-through each six weeks. We will use the "keep doing that" form to note something incredible staff is doing as a positive affirmation and document these on our tracking spreadsheet.

Strategy's Expected Result/Impact: Positive affirmations with staff lead to increased positive culture and staff retention.

Staff Responsible for Monitoring: Campus adminstration team

Formative Reviews

November	February	April	June

Performance Objective 3

Strengthen professional training and development systems of highly qualified staff

Strategy 1

We will strengthen professional training and development by providing tiered support of professional development for all teachers. This will include Get Better Faster observation/

feedback coaching, campus and network instructional rounds, instructional coaching cycles, learning walking, model teaching, and monthly Campus leadership team meetings.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger instructional practices in both rigor and classroom management and will foster continuous growth, collaboration and consistency across classrooms, leading to higher student achievement.

Staff Responsible for Monitoring: all staff

Formative Reviews

November	February	April	June

Performance Objective 4

Strengthen staff culture

Evaluation Data Source: None

Strategy 1

Mambrino will use Capturing Kids Hearts as the guiding curriculum to build character and to promote leadership and relationships among staff, students, and families. Campus activities to support character education will be:

Terrific Kids
Kiwanas Super Citiens
Character Huddle Assemblies
Character lessons from the counselor
Book Vending Machine
Gold Coins for Character

We will incorporate Social Contracts, Good Things, and Launches into our daily routines both for students and staff.

Strategy's Expected Result/Impact: Reduce discipline referrals, continuation of National School of Character Designation, skill building for future relationships.

Staff Responsible for Monitoring: Admin team, Counselor, Classroom teachers, Process Champions (CKH)

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

We will provide staff with meaningful leadership opportunities across campus to strengthen staff culture and engagement. Various opportunities include Campus Leadership Team, Instructional Leadership Team, CKH Process Champions, Tarleton resident mentors, and campus mentor program (PREP Mentorship). Outside opportunities include Leap Academy for Aspiring leaders, District advisory committee, Teacher Incentive Allottment program, and Lead Forward.

Strategy's Expected Result/Impact: Empowered staff who feel valued and connected campus-wide. Sense of ownership, collaboration, and professional growth.

Staff Responsible for Monitoring: Campus admin and teacher leaders.

Formative Reviews

November	February	April	June

Goal 6 Mambrino will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student and family culture and engagement

Evaluation Data Source: None

Strategy 1

The counselor will launch Parent Connect events on campus each semester as needed covering common topics this school year in order to bring together families from our campus to share insights over topics related to their students. The campus will continue with Parent University, STEAM Scream, PTO holiday family night, and STEAM Literacy Night. In addition we will be hosting a huge birthday party to celebrate 30 years with Mamrbino.

Strategy's Expected Result/Impact: Engage parents at a more frequent level regarding student topics they survey as important; the counselor will provide resources for support and community outreach agencies. Increased parent attendance at campus events.

Staff Responsible for Monitoring: Counselor, campus administration

Funding Sources: educational materials or snack items for family night Title I (211),

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

Formative Reviews

November	February	April	June

Strategy 2

The Campus Parent Family Engagement (PFE) Liason will create events to promote and encourage family engagement.

Strategy's Expected Result/Impact: Increase school/parent relationships at Mambrino.

Staff Responsible for Monitoring: Principal, Assitant Principal

Funding Sources: PFE Stipend Title I (211),

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

Parent Meetings will be hosted within the first three weeks of the school year. Timely information will be shared on school routines and procedures. The admin team will present on the parent and family engagement plan showing the positive relationship between school and home. Grade levels will encourage reading at home as well as math facts to close the gaps between the grades.

Strategy's Expected Result/Impact: Increased parental involvement.
Support home and school connection and communication.
Increase in fact fluency and reading comprehension for all students.

Staff Responsible for Monitoring: Principal, Assistant Principals, teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 4

Student/Parent conferences will be held once during each semester. Students will present their testing data and goal setting to parents (or loved ones). Materials for practice at home such as flash cards and sight word cards will be available. Parents will be able to confer about student data and student needs with the teacher.

Strategy's Expected Result/Impact: Students responsible for their own data. Growth for all students in reading and math.

Staff Responsible for Monitoring: Admin team, Instruction & Intervention Specialists, teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 5

We will increase communication and engagement with families through Mrs. Shipp's weekly newsletters, class dojo, strong social media, and parent conferences during the semester.

Strategy's Expected Result/Impact: Increased two-way communication with families, as reflected in communication logs, increased parent participation on class dojo app

Staff Responsible for Monitoring: Admin and all staff

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

Formative Reviews

November	February	April	June

Strategy 6

We will elicit parent feedback annually through a parent survey, as well as a Parent Advisory Counsel. We will provide opportunities for parents to come and be involved on campus, volunteering as well as student mentoring opportunities.

Strategy's Expected Result/Impact: Increased parent participation in annual survey

Staff Responsible for Monitoring: Campus administrators

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

Formative Reviews

November	February	April	June

Strategy 7

Mambrino staff will make positive connections and contacts with all families every six weeks.

Strategy's Expected Result/Impact: Students and families that feel valued, seen and heard.

Staff Responsible for Monitoring: all teaching staff

Formative Reviews

November	February	April	June

Strategy 8

Mambrino staff will utilize positive office referrals to promote good character, hard work, and leadership.

Strategy's Expected Result/Impact: Students will feel valued and create a sense of belonging. Students crave positive affirmations so this is a way to boost morale among staff, students and families.

Formative Reviews

November	February	April	June

Strategy 9

Mambrino "Dadvocates" will volunteer for events on campus, help open car doors, host campus clean up days, and mentor 5th grade young men in order to grow well-rounded leaders. This year we are also adding opportunities for our young ladies to work with moms on campus to grow them in character and leadership.

Strategy's Expected Result/Impact: more connection between home and school

Staff Responsible for Monitoring: Bobby Stivers (Dadvocate sponsor)

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 10

Mambrino will participate in the Future Leaders Summitt, sending a group of student ambassadors to training with other GISD campuses.

Strategy's Expected Result/Impact: greater leadership and responsibility, student voice.

Staff Responsible for Monitoring: All staff (sponsored by Librarian)

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 11

Campus leadership team, along with campus administration and staff feedback will develop "Student and Parent Committments" for each grade level. These committments will serve as a collective way to connect parents, students and staff encouraging a unified team approach to school and home connection.

Strategy's Expected Result/Impact: Unified connection between school and home.

Staff Responsible for Monitoring: all staff

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 2

Increase community relationships and transparency practices

Evaluation Data Source: Positive feedback from students, external stakeholders on end of year survey, increased involvement of diversified student groups.

Strategy 1

Provide students a variety of experiences with multiple outside community groups as well as increased opportunities for interactions with students of different abilities and backgrounds.

Strategy's Expected Result/Impact: Students will participate in UCS (Unified Champion Schools) events this year as we increase opportunities for our life skills and general education students opportunities to connect with the community through athletic and robotics events. Classrooms will invite parent speakers in to create awareness of diverse career paths; classroom teachers will create opportunities for Mambrino classrooms to connect virtually with classrooms across the globe. Specific classrooms will participate in Partner PE (special education) and attend YMCA field trips and CAST for kids.

Staff Responsible for Monitoring: OT/PT, PE teacher, STEAM Coordinator, Campus Administration, District Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Each grade-level will do a STEAM project that spans across all grades with a focus on giving back. Examples include participating in opportunities with local partners such as Lemonade Day, allowing our 5th graders the opportunity to learn through hands-on experiences.

Formative Reviews

November	February	April	June

Strategy 3

Use PLTW curriculum for after school enrichment labs. Students can sign up to come and work with Granbury High School students, exploring opportunities that lead to pathways in High School and beyond.

Strategy's Expected Result/Impact: Community connections between Elementary and High School

Staff Responsible for Monitoring: all staff

Formative Reviews

November	February	April	June

Goal 7 Mambrino will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Create/refine long-range facility and asset plans

Evaluation Data Source: None

Strategy 1

Mambrino will support district facility initiatives. Data will be collected to support demographic studies as directed by district administration.

Strategy's Expected Result/Impact: Collecting data in a timely manner will help develop a plan that will be used to address campus capacity concerns.

Staff Responsible for Monitoring: Principal, Assitant Principal, Secretary

Formative Reviews

November	February	April	June

Strategy 2

Staff will participate in long-range planning to strategically refresh STEAM as a new school choice option, allowing for growth on our campus and pressure taken off other campuses.

Strategy's Expected Result/Impact: Help solve overcrowding and to allow for facility upgrades in classrooms, specifically special education spaces at Mambrino.

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

November	February	April	June

Performance Objective 2

Refine and commit to transparent and effective budgeting processes

Evaluation Data Source: None

Strategy 1

Mambrino PTO will attend the annual PTO/Booster training to ensure they are fully informed about financial procedures and best practices. Budgets will be printed and shared at monthly PTO meetings for parents to view.

Strategy's Expected Result/Impact: Clear understanding of financial procedures and allocation of resources.

Staff Responsible for Monitoring: District staff, campus admin and PTO volunteers.

Formative Reviews

November	February	April	June

Strategy 2

Campus principal and school secretary will meet monthly to review the budget and monitor expenditures. When needed we will consult with Federal and Local program coordinators to ensure funds are in compliance.

Strategy's Expected Result/Impact: Improved budgeting

Staff Responsible for Monitoring: Campus admin, secretary, District coordinators.

Formative Reviews

November	February	April	June

Performance Objective 3

Explore/expand alternative revenue sources

Strategy 1

Staff will pursue grant opportunities through GEF to fund innovative programs and enrich learning for all students.

Strategy's Expected Result/Impact: Increased access to funding for student programming including expanded opportunities not accessible in the curriculum and Local budget.

Staff Responsible for Monitoring: All staff

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Mambrino School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Mambrino School

Name	Position	FTE
Christie Bills	Math Interventionist	1
Martha Phillips	Benchmark Reading Interventionist	1

Title I Summary

Title I

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

1.1 Description of CNA Process

A comprehensive needs assessment was conducted on May 27, 2025 and examined demographics, academic performance, school processes and programs, curriculum and instruction, family and community involvement, and technology. Part of this process involved reviewing PIEMS data, campus assessment results (including MAP, MCLASS, STAAR, Benchmarks and CA's), teacher input regarding curriculum, and input from stakeholders, including families and parents.

The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards.

The CNA identified:

- Strength in student achievement in Reading
- Areas of need in personnel retention and increased opportunity for parental involvement as well as staff balance of personal and professional support, Math and Science STAAR
- Prioritization of aligning roles and responsibilities among the admin team including the Instruction and Intervention Specialists, using staff surveys to check the pulse of the campus, and changes in campus procedures based on staff feedback, as well as goal setting for Administrative team aligned with survey feedback questions.

1.2 Location for Evidence of Multiple Meetings Held

A comprehensive improvement plan was developed on May 27, 2025 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

- Approximately $150,000 in title funds were used for Instruction and Intervention Specialist and tutoring during the school day and after school, funding an Instruction and Intervention Specialist position, as well as providing needed supplies for Parent and Family Engagement nights.
- For 25-26 school year we are continuing with a Behavior & Academic Intervention Para to support behavior in the classroom and allow more focus on tier 1 instruction, directly affecting STAAR performance.
- We are also adding an additional Instruction and Intervention Specialist. One will focus on K-5 math and science, while the other will focus on K-5 reading, writing and social studies.
- Increased use of diagnostic online assessment tools (iReady, mClass, I ready)

Melissa Shipp, Jessica Johnson, Molly Whisenhunt, Angie Couto, Meredith Payne, Liz Howard, and the CAC School Team.

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

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

The CIP will be reviewed regularly (December, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all

students are provided opportunities to meet the challenging State academic standards.

2.2 Stakeholders 1114(b)(2)

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format.

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

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format, in both English and Spanish.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The school will monitor students' progress in meeting the challenging State academic standards by (examples below):

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
- Identifying students who might be at risk for academic failure.
- Providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards, and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve conditions for student learning.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies and increased learning time from CIP:

- Intervention time (HB4545) AIP minutes
- Increased tutoring outside of the instructional day
- Alignment of academic vocabulary in K-5, specifically in Science and Academic Vocabulary
- Consistent implementation of the new Bluebonnet Math curriculum to guage growth throughout the school year.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE
Elizabeth Howard	Instruction and Intervention Specialist	Title 1	1
Molly Whisenhunt	PFE Liasion	Title I	NaN
Tiphanie Ferrer	Instructional Specialist	Title 1	0.11

Committees

Committees

2025-2026 Campus Site-Based Committee

Members

First Name	Last Name	Position	Committee Role
Kreutzer	Kayla	OLT 2nd Grade	Classroom Teacher
Catherine	Garland	OLT 1st Grade	Classroom Teacher
Liz	Howard	Instructional Specialist	Non-Classroom Professional
Lisa	Kasner	PTO President	Community Member
Lyndi	Wells	OLT Sped Teacher	Classroom Teacher
Jennifer	Bloodworth	OLT 5th Grade	Classroom Teacher
Tina	Winchester	Kinder OLT	Classroom Teacher
Karla	Wilmeth	district representative	District-level Professional
Melissa	McKelvain	OLT 4th Grade	Classroom Teacher
Leah	Sherrill	OLT 3rd Grade	Classroom Teacher
Angie	Couto	Counselor	Non-classroom Professional
Meredith	Payne	Instructional Specialist	Non-classroom Professional
Stacey	Dudley	Teacher	Classroom Teacher
Deidra	Zschiesche	Teacher	Classroom Teacher
Molly	Whisenhunt	Assistant Principal	Non-classroom Professional
Jessica	Johnson	Assistant Principal	Non-classroom Professional
Melissa	Shipp	Principal	Administration

Funding Summary

Funding Summary

Title I (211)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring / Transportation for Tutoring	--	$0.00
1	1	1	Academic Support Para	--	$0.00
1	1	1	Instruction & Intervention Specialist	--	$0.00
1	1	2	Instruction and Intervention Specialist	--	$0.00
1	1	4	Instruction and Intervention Specialist	--	$0.00
1	1	5	Awards and supplies needed for Academic success	--	$0.00
1	1	5	Instruction and Intervention Specialist	--	$0.00
1	1	7		--	$0.00
5	1	1	Academic Support para	--	$0.00
5	1	1	Instruction & Intervention Specialist	--	$0.00
5	1	2	Academic Support para	--	$0.00
5	2	2		--	$0.00
6	1	1	educational materials or snack items for family night	--	$0.00
6	1	2	PFE Stipend	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$194,155.00
				+/- Difference	**$194,155.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Oak Woods School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:34 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

WE BELIEVE: Positive partnerships with family and community are important for students success. Students should be future ready.

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Comprehensive Needs Assessment

Demographics

Summary

Oak Woods Elementary averaged 530 students for the 25-26 school year, which is a decrease compared to our 24-25 enrollment. Our ethnic and racial background enrollment was approximately 72% white, 22.2% (-1) Hispanic/Latino, and 5% other. Approximately 39.8% of our students were economically disadvantaged and 28.3% were considered at-risk. 16% (+3) of our students qualify for special education services, 2.6% have a 504 plan, 3.4% have been identified as having dyslexia, 4.2% have qualified as Gifted and Talented, and 2.8% are considered Emergent Bilinguals.

Strengths

Academic achievement remains strong even with 40.3% of students receiving free and reduced breakfast and lunch. Common Assessment, Benchmark, and MAP data through Spring of 2026 indicated strong academic performance.

EDS students STAAR 2026 results

- RLA: 95% Approaches, 81% Meets, 47% Masters

- Math: 93% Approaches, 74% Meets, 41% Masters

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students identified as Special Education and At-Risk will be monitored for academic achievement and growth in the area of reading and math. We will continue to monitor the growth of "Economically Disadvantaged" & "Hispanic" students.	Students in these specific areas tend to have processing differences and environmental stressors compared to their peers.

★ = Priority

Student Achievement

Summary

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan and Needs Assessment.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the Instructional Specialist and Assistant Principal each six weeks. Multi-tiered System of Supports (MTSS) and information on data sheets will be used to identify student needs in a timely manner. Beginning of the Year (BOY) assessment data and released STAAR assessments data will be used to identify students who are struggling academically and in need of classroom interventions to close academic gaps.

Identified students will receive instruction by the classroom teacher for Tier I, Tier II and Tier III interventions. Intervention & Instructional Support personnel (IIS, formally IS) will also provide instructional support for Tier II/Tier III students in grades Kinder - 5. The Intervention & Instructional Specialist and place kindergarten, first, second, third, fourth and fifth grade students in small group reading and math classes. K-2 students will be assessed in math and reading using iReady and mClass; 3-5 students will be assessed in math, reading, language arts, and science using the iReady assessment. These assessments will be conducted at the beginning, middle, and end-of-year and be used as a monitor for overall growth.

STAAR 2026 Scores

3rd Reading 83%

3rd Math 75%

4th Reading 92%

4th Math 78%

5th Reading 92%

5th Math 93%

5th Science 89%

Strengths

End-of-year mClass data for grades K-2 showed significant gains in overall reading ability. Across K-2 for the campus at the beginning of the year, 51% of students scored in the at or above benchmark range. By the end of the year, that number increased to 76% (See EOY mClass Report in addendums).

End-of-year iReady Math data showed improvement in student achievement as a campus. On the beginning of year iReady Math assessment, 20% of students in grades K-5 scored in the On or Above Grade Level range; on the End of Year assessment, 71% of students scored in the On or Above Grade Level range, an increase of 51%. (See EOY iReady Math Report in addendums).

STAAR 2026 Mastery Scores:

3rd Reading 48%

3rd Math 27%

4th Reading 35%

4th Math 34%

5th Reading 43%

5th Math 34%

5th Science 33%

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	2026 STAAR Performance: SPED - 38% achieved Meets in Math & 42% achieved Meets on Reading. Goal: 50% will achieve Meets on the 2027 STAAR Reading & Math 37% of 3rd grade students & 36% of 4th grade students Mastered (5+) the writing portion of STAAR. Goal: 50% of 3rd & 4th grade students will Master (5+) the writing portion of STAAR.	Sped: Students identified with a Learning Disability 2nd, 3rd, & 4th Writing - focus on textual evidence and organization.

★ = Priority

School Culture and Climate

Summary

The strong core values of Oak Woods allowed us to be recognized by Character.org and TEPSA as a State and National School of Character for the 2019-2024 school years.

U.S. News and World Report identified Oak Woods as being in the top 3% of elementary schools in the state of Texas, with a ranking of 252 out of 6,495 total schools.

All Oak Woods staff received Capturing Kids' Hearts training at the beginning of the 24-25 school year. Oak Woods School has been named as a Rising Star Campus and a National Showcase School.

Focus for the 2026-2027 School Year:

- Continue to focus on character education through implementation of Capturing Kids Hearts, Character Counts lessons led by counselor, Shining Star awards each grading period, and end-of-year Golden Awards for character
- Continue communicating important information with families through weekly newsletter from the principal
- Continue school-wide morning meetings in the cafeteria at the beginning and end of each week to share important information, celebrate accomplishments and birthdays, and develop our campus community
- Continue to use staff, student, and family surveys to guide the Campus Leadership Team in planning for the new school year
- Continue to recognize teachers through Pirate of the Month awards and posting Staff Shout-Outs in the teacher's lounge and on classroom windows
- Continue to partner with Stonewater Serves and PTO to provide staff appreciation luncheons and treat carts

On the EOY survey, students rated Oak Woods climate and culture at a 4, which meets the National School Survey (NSS) standard. Families rated Oak Woods at 4.6, which is above both the NSS standard of 4 and the overall district average. Staff ratings were at a 4.3, which is below the NSS standard of 4.5. Results show that staff have a desire to collaborate with each other and negative talk from staff about staff has resulted in a decline in our culture and climate.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Oak Woods staff have a desire to collaborate with each other and negative talk about staff has resulted in a decline in our culture and climate.	Negativity. Do staff feel empowered to address the negativity?

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

All teachers and paraprofessionals are highly qualified. Human Resources determines that applicants are highly qualified before they are allowed to interview for employment. Staff have the opportunity to participate in PD throughout the summer and during the school year. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Teachers will receive coaching and training specifically focused on effective writing instruction. This coaching and training, provided by our IS and through the curriculum department, will also focus on preparing students for written responses and various item types on the STAAR assessment. All classroom teachers are given an opportunity to participate in collaborative groups to share instructional ideas, examine data, and share successes.

The Benchmark Education Phonics Program will be continue for the 4th year in Kinder - 2nd grade as well as Heggerty. All teachers will receive program training and progress monitoring training that is associated with both programs. Kinder - 2nd grade teachers will continue to implement Benchmark Intervention for students who are struggling with phonics instruction. The campus Intervention & Instructional Specialist (IIS) will assist teachers with ongoing training in these areas. New teachers in Kinder through third grade along with Special Education teachers will enroll and complete the Texas Reading Academies this school year.

All teachers will receive a forty-five (45) minute planning period at the same time. The common planning period allows teams to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Teachers will also participate in bi-weekly Professional Learning Communities (PLC) meetings focused on math and RLA instruction. During these meetings we will analyze data, share best practices, and improve instruction. PLC focus on what students are learning and drive higher student achievement.

Curriculum, Instruction, and Assessment

Summary

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a digital copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer PD and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical team meetings. Campus grade level PLC/Data meetings will be held bi-weekly for reading and math subject areas.

STAAR, Benchmarks, mClass/Amplify, iReady, Benchmark Phonics (New in 2023), Guided Reading, and Checkpoints are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Multi-tiered System of Supports (MTSS). The TEKS are the approved standards for each subject. Online curriculum and resources are adopted and used to help teach the TEKS. The district has adopted QuaverED as the Health and Fitness curriculum, Fountas and Pinnell, Benchmark Phonics, Benchmark Intervention, Handwriting without Tears, Social Studies Weekly, Accelerate Learning, HMH Science, and Bluebonnet Math. Units of Study, and Patterns of Power are used by 1st - 5th grade RLA teachers. Oak Woods School uses Think Up in 2nd, 3rd, 4th and 5th grades for RLA and 5th grade science. Kindergarten - 5th grade will use a new Math curriculum, Bluebonnet.

Benchmark Phonics will be implemented in Kinder - 3rd grade classrooms. Students will participate in this phonics program approximately 30 minutes each day along with the phonological & phonemic awareness program Heggerty. The Reading By Design program will serve all dyslexic students.

UIL A+ academic competition will continue in 2026-2027. Students will have the opportunity to compete with local schools in math, reading, social studies, and fine art events.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Student Growth for math will be a focus this school year. 83% of 3rd - 5th grade students passed the STAAR Math Assessment. Goal: 90% of 3rd - 5th grade students will pass the STAAR Math Assessment.	2nd year of Bluebonnet Math; Fact Fluency, Math Vocabulary

★ = Priority

Family and Community Engagement

Summary

Grade-level parent meetings, individual parent-teacher conferences and parent-principal conferences give parents the opportunity to engage directly with school staff. School-related information, including calendars, reminders, grades, and assessment results are communicated in a variety of methods, including paper copies sent home with students, district and campus websites, social media post, ParentSquare messages, and classroom communication through ParentSquare. Parents are able to review their student's grades at any time in Skyward.

A variety of family events and volunteer opportunities are scheduled throughout the year that give parents and families the opportunity to be involved. This includes:

- Classroom volunteer
- Reading/Math volunteer tutor
- Parent/Teacher Organization
- Career Days
- Field Trip chaperone
- Attend Family Nights/Student performances
    - Family Night at the Museum
    - Family Bingo Night
    - Book Fair
    - Grade-Level musical performances/Talent Show
- Grade level parent information meetings
- Parent-teacher conferences
- Lemonade Day (5th grade)

Oak Woods will offer two family education and parent involvement nights. One night scheduled for the Fall semester and one in the Spring semester. Back to school picnic, Oak Woods Christmas Night, Bingo Night, and Family Museum Night are possible engagement activities that will be considered by the CLT and PTO volunteers. The PTO and Campus Advisory Committee (CAC) allows parents and community members an opportunity to be involved in decision making.

School Organization

Summary

Staff members are involved in decision making by serving on the Campus Advisory Committee (CAC) or the Parent Teacher Organization (PTO) executive board. The school budget is developed with the assistance of the Campus Advisory Committee. All teachers have an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Multi-tiered System of Supports (MTSS) is a collaborative process. MTSS will be the process that will be used to identify students who are not making adequate progress. Screening for dyslexia will be addressed in kindergarten and first grades. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The Principal and Assistant Principal conduct classroom snapshot visits. The Principal, Assistant Principal, and Intervention & Instructional Specialist (IIS) provide Coaching opportunities for teachers through the Observation Feedback process. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Campus Advisory Committee.

The school operates with one written plan which is the Campus Improvement Plan. A campus-based team develops the plan. Teachers and parents have an opportunity to contribute by collaborating with their representative.

The campus has received recognition from the state for several years. An exemplary rating was achieved for the 2009-2010, 2010-2011 and 2011-2012 school years. The campus met state standards in 2012-2013, 2013-2014, 2014-2015, 2016-2017 and the 2017-2018 school years. Oak Woods received an estimated 'A' rating for the 20-21 school year and an 'A' rating for the 21-22, 22-23, and 23-24, 25-26 school year.

Oak Woods was awarded 5 stars by TEA for distinguished areas of accomplishment in the 2013-2014 and 2024-2025 school year. The school received 3 stars in 2015, 2016 and 2017. Education Results Partnership (ERA) named Oak Woods a Texas Honor Roll School for school performance in 2017-2018, 2023-2024, 2024-2025, and 2025-2026. In 2018, Oak Woods was one of 400 K-12 campuses in the State of Texas to receive all possible distinctions on the campus report card. In 2019, Oak Woods was recognized by Character.Org and TEPSA as a state and national “School of Character”. Oak Woods received all possible distinctions (6/6) on the campus report cards for the 21-22 school year. US News identified Oak Woods as being in the top 5% of elementaries in the state of Texas for the 2023-2024 school year. (252/6,495)

Oak Woods was named a Rising Star Campus by Capturing Kids' Hearts organization for the 2024-2025 school year and a National Showcare School in 2025-2026.

Technology

Summary

Our 2nd-5th grade classes are one-to-one with classroom Chromebooks that are up to date for all of our technology resources. Our K-1st classes have 10 classroom Chromebooks. We also have a computer lab on wheels in our library available for classroom use. Every grade level has a cart of 30 ipads available to use for lessons. All classrooms are equipped with an LCD projector, SMART board, document camera, and speaker system. Teachers also have classroom microphones to use that connect to the classroom speaker system.

Oak Woods students have access to computer-based programs such as IXL, iReady, Amplify, and Google Classroom.

The campus Media Specialist is available daily to provide technical support and lessons.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Goals

Goal 1 Oak Woods will advance academic achievement and growth for every student.

Performance Objective 1

Strengthen academic achievement and growth.

Strategy 1

The campus Intervention & Instructional Specialist (IIS) will participate and assists grade level teams in weekly planning and lesson preparation.

Strategy's Expected Result/Impact: High quality weekly lesson plans that are TEKS based, grade level appropriate and follow the GISD scope and sequence. Required state curriculum will be presented to all students before May 14, 2027. Increased vertical alignment across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Provide supplemental materials to support student success. (Think Up, Early Reading Literature , Benchmark Intervention, Heggerty, Amplify, Summit K-12: TELPAS Readiness)

Strategy's Expected Result/Impact: Students data will indicate Meets GL Standard on the STAAR test.
Individual students data will indicate growth on BOY, MOY and EOY assessments.

Reading Target 80% (+6)
Math Target 70% (+5)

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach (IS), Curriculum Coordinators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 3

Kinder - 3rd grade teachers and Sped teachers will be trained to implement Benchmark Phonics in the classroom.

Strategy's Expected Result/Impact: Implementing early reading "Best Practices" in the classroom will increase students reading abilities measured by BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Intervention & Instructional Specialist (IIS), Curriculum directors

Formative Reviews

November	February	April	June

Strategy 4

Provide supplemental instruction to support student success. (Benchmark Intervention Tutor, Dyslexia Teacher, Math tutor, Small Group Tutors, AIP tutor, Summit K-12: TELPAS Readiness)

Strategy's Expected Result/Impact: STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 90% (+6)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), Title I Tutors

Formative Reviews

November	February	April	June

Strategy 5

2nd - 5th grade teachers will continue to implement "tiered reading support through differentiated reading groups in the classroom. (Guided Reading, Benchmark Phonics)

Strategy's Expected Result/Impact: Implementing early reading "Best Practices" in the classroom will increase students reading abilities measured by BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Intervention & Instructional Specialist (IIS), Curriculum directors

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 6

To assist in addressing the needs of all students, educational software will be used in the classroom to supplement the general education curriculum. (iReady, IXL Math Program, Amplify, Extra Math, 99 Math, Accelerated Reader, EduTyping, EdPuzzle, Flocabulary, Summit K-12; TELPAS Readiness)

Strategy's Expected Result/Impact: STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 90% (+6)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Coach, Media Specialist

Formative Reviews

November	February	April	June

Strategy 7

All reading teachers in Kinder-3rd grade, Sped, and the campus reading tutor will receive additional training in the Science of Teaching Reading (STR) per the requirements of HB 3.

Strategy's Expected Result/Impact: Increase teachers' knowledge and implementation of evidence based practices to positively impact student literacy achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), teachers, curriculum coordinator

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 8

Instructional staff will implement daily writing skills and activities to support student success on

STAAR. (Units of Study, Patterns of Power, Handwriting w/o Tears)

Strategy's Expected Result/Impact: Academic performance for all students.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 90% (+6)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS)

Formative Reviews

November	February	April	June

Strategy 9

Each grade level will implement a 30 minute "Pirate Time" to focus on MTSS (Multi Tiered System of Supports) interventions for Tier II & Tier III students.

Strategy's Expected Result/Impact: STAAR Meets
EDS Reading Target (+6)
EDS Math Target (+5)
Students will show progress on BOY/EOY assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS)

Formative Reviews

November	February	April	June

Strategy 10

Provide incentives for students to reach the "Masters" level on the STAAR test.

1. Two, one, none club.
2. "Masters" Awards.

Strategy's Expected Result/Impact: Increase the number of students Mastering GL Standards in Reading, Math, and Science.
Reading Target 46% (+2)
Math Target 40% (+7)
Science Target 40% (+6)

Staff Responsible for Monitoring: Principal, Intervention & Instructional Specialist, Teachers

Formative Reviews

November	February	April	June

Strategy 11

Provide enrichment opportunities for all students identified as GT.

Student Products, Group Projects.
Field Trips
Competitive UIL A+ Competition
History Fair (4th grade)
Weekly GT Pullout activities
GT Academic Showcase
Region 11 STEAM Carnival

Strategy's Expected Result/Impact: Increase the number of students Mastering GL Standards in Reading and Math.

Reading Target 46% (+2)
Math Target 40% (+7)
Science Target 40% (+6)

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, District GT teacher

Formative Reviews

November	February	April	June

Goal 2 Oak Woods will prepare every student for college, career, and/or military success.

Performance Objective 1

Oak Woods students will be exposed to college, career, and/or military opportunities.

Strategy 1

Oak Woods School will participate in Future-Ready Spirit Days at the end of each six weeks. Post-secondary opportunities will be discussed and celebrated with students and staff.

Strategy's Expected Result/Impact: Students made aware of post-secondary opportunities.

Staff Responsible for Monitoring: Principal, all staff

TEA Priorities: Connect high school to career and college

Formative Reviews

November	February	April	June

Strategy 2

Kinder students will participate in Career Day where they will rotate through stations of 5-6 different career opportunities.

Strategy's Expected Result/Impact: Students made aware of post-secondary opportunities.

Staff Responsible for Monitoring: Principal, Kinder teachers

Formative Reviews

November	February	April	June

Goal 3 Oak Woods will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Ensure safety, well-being, and connection for all students.

Strategy 1

100% of Oak Woods staff will complete required state and local training.

Strategy's Expected Result/Impact: 1. Complete certification requirements for state license renewal. 2. Teacher Retention

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Director, Human Resources.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Strategy 2

Ensure all students demonstrate digital citizenship through annual cyber safety training. By the end of the first six weeks, Oak Woods students will complete Cyber Safety training.

Strategy's Expected Result/Impact: Students will become aware of issues that could potentially be harmful to themselves and learn how to protect themselves from cyber danger. The number of discipline offenses related to student technology, including cyber bullying will be reduced.

Staff Responsible for Monitoring: Librarian

Formative Reviews

November	February	April	June

Strategy 3

Oak Woods School will implement Capturing Kids' Hearts, Restorative Practices, and Positive Behavior Interventions & Support (PBIS) programs during the school year.

Strategy's Expected Result/Impact: Both programs will help students better manage their relationships with adults and peers. Classroom conduct problems will be reduced and will have a positive impact on students/ emotional well being. Skills will promote responsible decision making and Social Emotional skills for life.

Staff Responsible for Monitoring: Counselor, Teachers

Formative Reviews

November	February	April	June

Strategy 4

Students in 5th grade will have the opportunity (with parent approval) to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)

Strategy's Expected Result/Impact: Student will be aware of adolescence changes to their body. Increase awareness and understanding will improve self-esteem and reduce office/counselor referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse, PE Teacher

Formative Reviews

November	February	April	June

Strategy 5

100% of Oak Woods staff will be trained on the campus Emergency Operations Plan.

Strategy's Expected Result/Impact: Clear and understandable safety procedures and expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer

Formative Reviews

November	February	April	June

Strategy 6

The School Safety & Security Committee will meet on a regular basis to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan.

Strategy's Expected Result/Impact: Clear and increased awareness of campus safety procedures.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer, Safety & Security
Committee

Formative Reviews

November	February	April	June

Strategy 7

Oak Woods staff and students will participate in monthly safety trainings to fulfil state requirements. (Fire Drills, Secure, Lock-Down, Shelter in Place, Evacuation)

Strategy's Expected Result/Impact: Oak Woods staff and student have knowledge of emergency response plans.
Procedures and expectations followed during drills as documented by admin. Improvement in response time on
monthly drills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer, teachers

Formative Reviews

November	February	April	June

Strategy 8

Oak Woods will pass TEA Security Audits with a 100%. Classroom doors will remain locked at all times and closed when students are in the room. All exterior doors will remain locked and closed at all times. (Stop the Prop)

Strategy's Expected Result/Impact: 100% on TEA Safety Audit. Importance of student safety will be a top priority of all staff members.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer, teachers

Formative Reviews

November	February	April	June

Strategy 9

The Oak Woods Behavior Threat Assessment team will meet each semester to review procedures and identify developing concerns/threats.

Strategy's Expected Result/Impact: Provide a safe school environment for students and staff and appropriate interventions to identified individuals.

Staff Responsible for Monitoring: Director of Security, Assistant Director of Special Education, Principal, Assistant Principal, Counselor

Formative Reviews

November	February	April	June

Strategy 10

At the end of each six weeks, a K - 2nd and 3rd - 5th classroom will be rewarded for the highest attendance. (Donut Parties, March Attendance Madness, Dream Team)

Strategy's Expected Result/Impact: Improved attendance (96%) will have a positive impact on student academic performance.
Student attendance at Oak Woods will increase to 96% for the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teachers, PTO

Formative Reviews

November	February	April	June

Goal 4 Oak Woods will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student involvement that builds character and excellence.

Strategy 1

Oak Woods students in 2nd-5th grade will have the opportunity to compete in the district wide UIL A+ meet.

Strategy's Expected Result/Impact: Enhance students' academic skills, build confidence, and foster a strong sense of school pride. UIL will sharpen skills in writing, speaking, problem-solving, and critical thinking for Oak Woods students.

Formative Reviews

November	February	April	June

Goal 5 Oak Woods will recruit, develop, and retain high-quality staff.

Performance Objective 1

Strengthen recruitment and retention systems for highly qualified staff.

Strategy 1

Oak Woods will participate in the annual GISD Job Fair to recruit high quality staff.

Strategy's Expected Result/Impact: Recruit and hire high-quality staff early in the Spring semester.

Staff Responsible for Monitoring: Principal & Assistant Principal

Formative Reviews

November	February	April	June

Strategy 2

Oak Woods administration will provide teachers with Observation Feedback coaching. Each teacher will make three positive shifts in research-based teaching practices to increase the effectiveness of classroom instruction.

Strategy's Expected Result/Impact: Provide consistent support for staff in the areas of classroom management and academic rigor for the purpose of improving academic outcomes and retaining quality staff.

1. High teacher retention rate. (90%)
2. Maintain and/or improve academic performance.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 88% (+4)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Strategy 3

Oak Woods will implement TEA Prep-Mentorship Program for staff who have 0-2 years of teaching experience. Staff will be mentored by veteran teachers and admin monthly.

Strategy's Expected Result/Impact: New staff feels supported, teacher retention

Staff Responsible for Monitoring: Principal, Assistant Principal, IIS

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen professional training and development systems of highly qualified staff.

Strategy 1

The Curriculum department will provide after school and summer PD to allow teachers to attend individualized sessions to learn and apply new skills and knowledge.

Strategy's Expected Result/Impact: Build teachers skill set, teacher retention

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), Curriculum Department

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Strategy 2

All instructional staff will participate in the campus based PLC's (Professional Learning Community) process to identify areas of needed student growth based upon common assessment and benchmark data.

Strategy's Expected Result/Impact: Oak Woods School will have an "A" on the TEA report card.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 88% (+4)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)
*See HB 3 addendum for PK-3rd grade specific goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention & Instructional Coach (IIS), Curriculum Specialist, Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Goal 6 Oak Woods will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student, family, and community engagement and partnerships.

Strategy 1

The Campus Parent Family Engagement (PFE) Liaison will schedule and organize events to promote and encourage family engagement. (Picnic on the Playground, Family Museum Night, Family Bingo Night)

Strategy's Expected Result/Impact: Increase school/parent relationships at Oak Woods.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Title I (211),

Formative Reviews

November	February	April	June

Strategy 2

Grade level parent meetings will be hosted within the first three weeks of the school year. Timely information will be disseminated on school routines and procedures. Also, the importance of parent involvement in the education process will be discussed. A focus on reading at home will be emphasized.

Strategy's Expected Result/Impact: Increase parent involvement at Oak Woods.
Support home and school communication.
Increase academic performance for all students.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 88% (+4)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 3

All families will be provided the opportunity to meet with their child's teacher during the Fall and Spring semester to discuss student strengths and areas of growth.

Strategy's Expected Result/Impact: Develop positive parent-school relationship.
Increase academic performance for all students.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 88% (+4)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers

Formative Reviews

November	February	April	June

Strategy 4

Oak Woods School will be recognized as a Purple Heart campus for providing a supportive environment for incoming Military families.

Strategy's Expected Result/Impact: Ease the challenges that military-connected families and children face during their transition to a new school and town.

Staff Responsible for Monitoring: Principal, campus Military Family Liaison

Formative Reviews

November	February	April	June

Strategy 5

Teachers will use field experts to bring "real world" learning into the classroom. Community speakers will be utilized at least 3 times each semester.

Strategy's Expected Result/Impact: Students will be able to make connections between academic learning and job/career opportunities.
Students will be able to write and/or speak about their experiences with guest speakers.

Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers.

TEA Priorities: Connect high school to career and college

Formative Reviews

November	February	April	June

Strategy 6

Partner with community organizations and businesses for student recognition and education. (Kiwanis Terrific Kids, Kiwanis Super Citizens, GVFD, GPD, GEF, HEB, Braum's Book Buddies, Pizza Hut Book-It, Shining Stars, Lemonade Day, Cinergy)

Strategy's Expected Result/Impact: Increase community involvement while encouraging and rewarding positive behavior and high academic standards.

Staff Responsible for Monitoring: Principal, AP, Counselor, Awards Coordinator

Formative Reviews

November	February	April	June

Strategy 7

Parent Involvement: Oak Woods will offer a parent meeting to increase awareness of critical issues involving student health and safety issues. (Topics- Drugs, vaping, social media, technology, mental health, human trafficking.)

Strategy's Expected Result/Impact: Develop positive parent/school relationships.
Increase parent awareness of critical issues affecting student mental and physical health and safety.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor.

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen staff culture.

Strategy 1

Oak Woods staff will be trained on Capturing Kids' Hearts, a program that helps educators build healthy relationships with students and create high-achieving learning environments. Staff will implement 4 core areas of CKH's on a weekly basis.
- Greet students at the door
- Good News
- Social Contract
- Launch

Strategy's Expected Result/Impact: Decrease in student referrals, build Character education, bully prevention, and safe school initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Capturing Kids' Hearts Process Champions

Formative Reviews

November	February	April	June

Strategy 2

Oak Woods School will use Character Counts and Capturing Kids' Hearts as the guiding curriculum to build character and to promote leadership. Campus activities to support character education will be:

Shining Stars
Daily Lessons
Positive Office Referrals
Guided Character Lessons
Monthly Character Trait Focus
Book Vending Machine

Strategy's Expected Result/Impact: 1. Positive life long return on investment! (Unknown)
2. Reduce discipline referrals.
3. Fulfill school responsibility as a National School of Character.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CKH's Process Champions

Formative Reviews

November	February	April	June

Goal 7 Oak Woods will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Refine and commit to transparent and effective budgeting processes.

Strategy 1

Oak Woods Staff with relevant job responsibilities will attend all district level budget trainings.

Strategy's Expected Result/Impact: Campus expenditures will comply with federal, state and local policies and support campus needs for academic success.

Staff Responsible for Monitoring: Principal, Secretary, Chief Financial Officer

Formative Reviews

November	February	April	June

Strategy 2

Allocate campus resources for the addition of an Intervention & Instructional Specialist (IIS).

Strategy's Expected Result/Impact: Provide consistent support for staff in the area of curriculum and instruction for the purpose of improving academic outcomes and retaining quality staff.

1. High teacher retention rate. (90%)
2. Maintain and/or improve academic performance.

STAAR:
Reading Target 93% (+2)
EDS Reading Target 92% (+5)
Math Target 90% (+6)
EDS Math Target 80% (+5)
Science Target 92% (+2)
EDS Science Target 87% (+4)

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Staff

Funding Sources: Title I (211),

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	April	June

Performance Objective 2

Explore/expand alternative revenue sources.

Strategy 1

Oak woods staff will seek additional funding through GEF (Granbury Education Foundation) grants for innovative classroom additions and projects.

Strategy's Expected Result/Impact: Additional funding through awarded grants will invest, encourage, support educational excellence.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Oak Woods School

Total SCE Funds: $25,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Oak Woods School

Name	Position	FTE
Catherine Cogdill	K-2nd RLA & Math Interventionist	1

Title I Summary

Title I

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

1.1 Description of CNA Process

A Comprehensive Needs Assessment was conducted on June 2nd, 2026 and August 3rd, 2026 and examined demographics, academic performance, school processes and programs, curriculum and instruction, family and community involvement, and technology. Part of this process included reviewing PIEMS data, campus assessment results (including iReady, mCLASS, STAAR, Benchmarks, and CAs), teacher input regarding curriculum, and input from stakeholders, including parents and families. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards.

The CNA identified:

- Strengths included: the rate of mastery shown on STAAR 3-5 Math, Reading, & Science with an average of 35% of students scoring at the Masters Grade Level standard or above.
- Areas of need include: academic growth in 3rd grade math and reading & 4th grade math, and specifically in 3rd & 4th grade writing.
- Prioritization of needs: Instructional Specialist meeting and planning with grade levels during math planning and after school tutoring provided to struggling learners in the Spring.

1.2 Location for Evidence of Multiple Meetings Held

Evidence of meetings held is uploaded and stored in the shared Google Folder for Oak Woods Title 1.

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

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

A Comprehensive Improvement Plan was developed on June 3rd, 2026 and August 3rd, 2026 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

The campus will use Title funds to implement/provide

- a campus Intervention & Instructional Specialist (IIS) to oversee grade level lesson plans and track student performance.
- a campus Parent & Family Engagement Liaison

Stakeholders involved in the development of the plan included campus administration, campus teachers, a campus paraprofessional, district admin and a parent.

2.2 Stakeholders 1114(b)(2)

The CIP will be reviewed regularly (November, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards.

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

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The school will monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- Identifying students who may be at risk for academic failure;
- Providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards; and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve conditions for student learning.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum (which may include program, activities, and courses) necessary to provide a well-rounded education.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Data (STAAR, Common Assessments, Benchmarks, mClass, iReady and informal data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE
Laney Collins	Instructional Specialist	Title I	1
Nathan Daniels	PFE Liaison	Title 1	NaN

Funding Summary

Funding Summary

Title I (211)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		--	$0.00
7	1	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$107,331.55
				+/- Difference	**$107,331.55**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

Granbury Independent School District

Stars Accelerated High School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 03:35 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where very learner is valued, successful, and future-ready.

Value Statement

Positive partnerships with family and community are important for student success .

Students should be future ready.

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Comprehensive Needs Assessment

Demographics

Summary

STARS Accelerated High School is a non-traditional High School, a "school of choice" in Granbury ISD.

Staff: STARS staff consists of 4 full-time core teachers, which include an English teacher, math teacher, science teacher, and history teacher, 1 part-time electives teacher, a bilingual aide, and six shared positions with BTC (DAEP): principal, secretary, counselor, special education teacher, inclusion support aide, and resource officer.

Enrollment: We had 75 students enrolled at STARS during the 2025-2026 school year. Listed below is a breakdown of our enrollment.

33 - males, 42 - females

43 - students graduated/met standards on the STAAR EOC exams and completed the required credits for graduation.

18 Fall Graduates, 25 Spring Graduates.

11 - graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

32 - students graduated on the Foundation Graduation plan (22 credits).

19 - students ended the 2025-2026 school year at STARS.

13 - students withdrew from STARS during the 2025-2026 school year.

Demographics Summary for the 2025-2026 school year

Hispanic, 30.28%

White/Non-Hispanic, 48.49%

African American, 6.46%

Asian, 0%

Two or more races, 0.42%

Special program participation: In the 2025-2026 school year STARS provided services to special education (12%), emergent bilingual (14.67%), and 504 (16%) students. Many students are recommended to the STARS program by Granbury High School counselors and word of mouth.

At-risk students: STARS has a high number of at-risk students and Low SES students. The overall percentage of Homeless/ Unaccompanied Youth was 14.67% and Low SES was 61.54% for the 2025-2026 school year.

Teacher/student ratio: The teacher-student ratio depends on enrollment, student needs, and the availability of teachers. STARS tries to maintain an average of 40-45 students enrolled. We strive to maintain a 12:1 student-to-teacher ratio.

Course assignments/class assignments: Course/class assignments are based on the student's graduation plan. We assign classes based on student needs to meet graduation requirements. We double and triple block a subject when a student needs extra time in a certain subject or only has 2-3 courses left to complete.

STARS student population for the 2025-2026 school year consists of

46.92% 12th graders,

29.52% 11th graders,

20.52% 10th graders,

and 3.04% 9th graders.

Strengths

STARS Accelerated High School provides an opportunity for students to achieve their goal of graduation in a non-traditional setting. Many are non-traditional students who may be at risk of not graduating to earn a high school diploma. Other students may simply be ready to graduate early and begin their next opportunity in life, whether it be college, military, or the workforce. Students can benefit from attending STARS which will assist in achieving a high school diploma and guiding them to post-secondary opportunities, when some may not have seen the opportunities ahead.

Post-secondary planning, advising, and support

Accelerated program - classes generally last 9-11 weeks when offered once a day at 60 minutes per day.

Low student-to-teacher ratio which allows for more student accountability

Self-paced classes

Students attend approximately 7.5 hours a day; some students attend 4 hours a day based on circumstances

Transportation and meals are provided

Newcomer program for EB students

Teachers are invested in the program - all staff is focused on student success and ultimately, graduation

STARS serves a variety of learning styles

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	STARS overall attendance rate remains below 97.5% (our target ADA).	Over 60% of students at STARS Accelerated are economically disadvantaged. Due to their various home circumstances, students balance jobs and are responsible for paying bills. School attendance is not a priority for this group of students. Student issues at home, poor history of attendance, low student resiliency, and low parent support for consistent attendance.
2	STARS overall enrollment rate decreased from the 2024-2025 to the 2025-2026 school year.	Overall district and state enrollment decreased for the 2025-2026 school year. Community knowledge about STARS is lacking in Granbury.

★ = Priority

Student Achievement

Summary

At STARS, student achievement is the most important goal of the administrator, teachers, staff, students, and parents. Meeting graduation requirements is the end goal of all stakeholders. Due to the pace and nature of our campus, this requires teachers to give instruction in all TEKS as well as prepare for EOC throughout the year. During the school year, we have two testing opportunities, Fall and Spring. Various methods are used for EOC preparation which include but are not limited to daily EOC warm-up activities, in-school tutorial classes, online activities, and incorporating an Accelerated Learning Plan for students who have not been successful on their EOC.

97% of all graduates from STARS in the 2025-26 school year were college-ready, which means they passed the TSIA2, competed college bridge, or had employability skills.

End of course exams 2026 Spring

- English 1 – 4 out of 6 (67%)
- English 2 - 7 out of 12 (53%)
- Algebra 1 – 4 out of 6 (67%)
- Biology - 4 out of 6 (67%)
- US History – 11 out of 14 (79%)

End of course exams 2025 Fall

- English 1 – 3 out of 3 (100%)
- English 2 - 7 out of 10 (70%)
- Algebra 1 – 1 out of 2 (50%)
- Biology – 1 out of 2 (50%)
- US History – 11 out of 11 (100%)

Our goal is to achieve a 100% passing rate on all End-of-Course (EOC) exams required for high school graduation. One of our greatest challenges is that many students enroll at STARS after experiencing repeated academic struggles, including unsuccessful attempts on one or more EOC assessments. In addition, many of our students—including those receiving special education services and Emergent Bilingual (EB) students—face difficulties with standardized testing, which impacts overall performance. Despite these challenges, STARS consistently demonstrates strong student growth. Through individualized instruction, targeted interventions, and ongoing support, many students who have previously been unsuccessful on EOC assessments are able to pass for the first time, moving one step closer to graduation.

TSIA2 Summary for 2025-2026 Year

4 out of 13 passed Math TSIA2 - 32%

10 out of 29 passed ELAR TSIA2 - 34%

Strengths

STARS had 43 graduates in the 2025-26 school year. There were 18 fall graduates and 25 spring graduates.

- Students are working independently and completing courses at an accelerated pace.
- Will continue our literacy program this year as well as more STAAR prep time in order to raise student reading ability and success on their EOC.
- Students are provided opportunities to graduate college-ready in reading and math with the TSIA2.
- Students are provided test prep for the TSIA2 to aid in increasing college-readiness scores.
- Students feel successful academically due to smaller classes and an increase in teacher support.
- Students who are taking US History for the first time at STARS have a high passing rate.
- Informing parents of student academic achievement with WEEKLY progress reporting.
- Students who are retaking English I and/or English II are performing better on their state assessment and seeing growth.
- Testing dates for April and May testing have been spread apart to make it less stressful for students taking multiple tests.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	STARS accepts special education students with a modified curriculum and newly emergent bilingual students. These students are held to the same passing standard as general education students but are unable to meet that same standard at this point in their education.	Special education students receive individualized education plans based on their individual needs but continue to be tested in a standardized way that is not compatible with their needs and strengths. EB students receive individualized LPAC accommodations, but learning the language well enough to pass STAAR test is not compatible with their needs.
2	Many STARS students enroll after unsuccessful STAAR EOC attempts and continue to struggle, particularly in English I and English II. While students demonstrate growth, increasing EOC passing rates remains a campus priority.	Students often enter STARS with academic skill gaps, multiple unsuccessful EOC attempts, and limited time for intervention before testing.
3	The number of students testing each semester varies based on each individual graduation plan and what each student needs to graduate.	Students can enter STARS test complete, or with a history of not passing their STAAR EOC's. Those who enter with a history of not passing struggle with the confidence to achieve success on standardized tests.
4	Students struggle more with math concepts.	Students failed to learn concepts in earlier grades or lost skills over time due to various individual circumstances; additionally, traditional campuses have large number of students in math classes, so students are not getting individual attention.

★ = Priority

School Culture and Climate

Summary

STARS HS culture and climate is a family. As an alternative education program, STARS does not operate as a traditional high school. Our students feel that it is a place where they can be successful and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that STARS is an encouraging and family environment where students are offered many opportunities to succeed. Students that take advantage of our campus in a positive and productive manner will be successful. Students, staff, and parents work together in order to achieve success. STARS offers one-on-one instruction in order to support students and meet their individual needs. STARS is a small environment, the teachers are able to provide additional educational and emotional support to each student. The expectation is for students to come in and work hard so that they can recover credits and graduate on time or graduate early. Many students work outside of school, take care of siblings after school, are parents who go home to take care of their own children, or are academically strong and interested in accelerating and graduating early.

Strengths

- Student numbers are up to 45 students enrolled at a time
- Early graduation
- Self-paced within the scope of 8-10 week courses, more individualized, and high expectations for all students
- Social issues and pressures are minimized allowing for more focus on learning and individualized teaching
- Class time is 60 minutes
- Daily face-to-face time with the administrators & counselor
- Celebration of successes - recognition of every credit that a student earns, "What You Do Matters" weekly, positive affirmations
- Serve our community
- Encourage and assist in post-secondary opportunities
- AVID organization strategies to encourage organization and goal setting - homeroom teachers assist in monitoring and assisting students with this process
- Staff develop strong relationships with students which helps lead to student achievement
- Two graduation ceremonies per year
- Can Do U district-adopted program for lessons on self-regulation, anxiety, and goal-setting
- Capturing Kids Hearts curriculum and social contract for self-regulation, anxiety, and goal-setting

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Students lack interpersonal skills that will help them be successful in school and life.	Students lack adult support and/or role models and have not been informed of the relevancy, positive aspects, and outcomes of interpersonal skills to help them succeed in life.
2	Students enter STARS with a large amount of make-up time and lost credits.	Poor attendance history. Students have not connected the importance of attendance and credits earned.
3	Low parent/guardian and community involvement.	We have many adult students and/or single parent homes.
4	Students struggle with social anxiety and/or lack self-regulation skills that keep them from being successful.	History of anxiety and lack of skills carry over until new skills and coping mechanisms are learned and practiced.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

STARS is a mission field. All staff is invested in each student and their success.

All of the staff at STARS are highly qualified. Staff retention is high.

All full-time STARS teachers hold their Master's degrees. Teachers understand the varying emotional and academic needs that STARS students have.

There are four full-time core teachers, a part-time electives teacher, and a bilingual aide.

In addition, STARS has 7 shared staff members with BTC (DAEP): one secretary, one resource officer, one counselor, one special education teacher, one inclusion support aide, one assistant principal and one principal.

STARS and BTC both have libraries, but our campus does not have a full-time certified librarian.

The staff at STARS love what they do and feel great joy seeing their students succeed.

Strengths

- The staff is dedicated to the mission/vision of STARS.
- New teachers are embraced by veteran teachers. Everyone helps support and mentor a new teacher.
- Staff working together as a collaborative team to ensure ALL students will be successful.
- Ongoing Professional Development continues throughout the school year.
- Ongoing Restorative Practices and Trauma-Informed Practices are in place.
- Capturing Kids' Hearts strategies will be implemented this year.
- The constant awareness of staff, include campus resource officer, to provide a safe learning environment for our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	STARS operates with less support staff than a traditional campus and most alternative high schools in North Texas. We do not have an instructional specialist, certified librarian or a nurse.	Lack of funding means inability to hire staff to relieve and support the day-to-day operations of our school facility.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Students are given an opportunity to earn credit at an accelerated pace.

Students are given 8-10 weeks to complete each course if they are in the course 1 time per day for 60 minutes.

Instruction is delivered through developed courses in Edgenuity using the TEKS. Most courses are computer-based through Edgenuity and supplemental resources are also used to deliver instruction, such as the use of textbooks, google classroom, field trips, and partnerships with local organizations.

Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

Strengths

- Teachers serve as facilitators, offering one-on-one instruction and small group activities. Teachers develop individualized plans based on student needs.
- Teachers monitor progress daily, progress checks are done weekly, and progress checks will go out to parents weekly.
- Whole campus guidance lessons are presented by the counselor and/or homeroom teacher (under counselors' guidance) throughout the year.
- Individualized accelerated instruction plans are developed for students that will be taking an EOC exam.
- The use of technology through the computer-based curriculum to meet student needs.
- A variety of supplemental resources are used to enhance the learning experience, including EdPuzzle, CommonLit, NewsELA, Padet, Quill, Google Classroom, and Canvas
- The school has established a library with 863 titles (1278 copies), and student reading has increased.
- Students have the opportunity to take the TSIA2 on campus along with the ASVAB.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Our current Edgenuity program limits CTE opportunities. Only one teacher at STARS is a technology-certified CTE teacher.	We have a part-time electives teacher who is not CTE certified. Only one teacher at STARS is a technology-certified CTE teacher, so that limits the number of seats in BIMS A/B, which is our only CTE offering at this time.
2	Student success on TSIA2 is average to low.	They are a different type of test than students are used to taking. Students do not grasp the relevance because they are undecided about their future and some have no desire for post-secondary school or military. We incorporated prep time for students to become familiar with the TSIA2, and scores have improved. We will continue to do so.
3	Started EB Newcomer Program during 23-24 school year. Need more accommodated curriculum for EB students.	Staff is not trained on district-level EB curriculum.

★ = Priority

Family and Community Engagement

Summary

Families become involved in the beginning interview process and graduation celebration. Parents and their students sign the School-Parent-Student Compact for STARS that emphasizes their commitment to the program including 97.5% attendance, consistent academic progress, and behavioral expectations (in-person and online).

In addition, parents are asked if they would like to volunteer at STARS in the initial interview; some parents attend field trips or come help with events on campus.

Parents/guardians have the desire for their students to be successful. Parents are encouraged to contact the school with requests and concerns for their child's education. Weekly progress is sent home in order to more actively involve parents on a regular basis.

STARS participates in the homecoming parade.

Community involvement is present. STARS serves each month at the First Friday Food Pantry.

Students receive weekly snacks from a local organization, and STARS has a food pantry and clothes closet on campus now.

When a need arises, there are community resources to assist students. We have a parent center on campus with information for all resources available in our community, as well as items parents can take to help their students.

We have a military-connected liaison and a parent and family engagement liason.

STARS has been successful in partnering with Forward Training Center with parent permission for the Powered for Life class.

STARS hosts a FAFSA night each spring to help students and parents.

Strengths

- Parents/guardians are required to attend an interview/orientation.
- Open house at the beginning of school
- Our counselor is knowledgeable about resources in the community to assist families in need, plus resources are readily available in the foyer in our Parent Center.
- Weekly progress reporting allows the parent to be kept up to date with their child's progress.
- Facebook and Remind are used to share announcements.
- At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event.
- Partnerships with community organizations to involve students in our community for resources and/or volunteer opportunities.
- Our campus has a Parent and Family Engagement Liaison to help create stronger bonds with parents
- Students apply and receive scholarships from community organizations.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Low parental support or No parental support	Struggles at home. Many adult students are living on their own, or have their own families/children.
2	STARS does not have a PTO or booster organization to help support student achievement.	Low parental support.
3	Communication with parents is not consistent.	Email, phone calls, and texts are inconsistent due to some parents not answering or not having one or more of these communication systems.

★ = Priority

School Organization

Summary

The instructional time for each class is 60 minutes. We have a 15-minute homeroom included after lunch and a 45-minute enrichment period. This homeroom time allows for relationship building, character education, post-secondary preparations, community guest speakers, and campus celebrations. Seat time and tutorials are offered Monday through Friday morning, after school, and during an enrichment period.

Teachers and staff play an important role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the goal of students increasing their achievement in academics, and social/emotional settings. STARS receives ongoing support from district-level administration.

Teachers have a voice on campus needs, implementation, and carry-out of the campus plan.

Activities throughout the school year promote a positive campus.

Strengths

- Accelerated instruction opportunities and tutorials are offered before school, after school, and in homeroom.
- The ability to work one-on-one with the students in developing individual plans to meet their needs.
- Our program is designed to cover the state requirements for each subject area in an accelerated program.
- Students gain confidence and skills and the ability to work for and reach goals.
- Restorative practices and Capturing Kid's Hearts model is how discipline management is addressed - creates more opportunity and sets the stage for positive interactions and reduces the number of misbehaviors.
- A safe environment is provided for staff and students.
- The staff is very dedicated to helping our students be successful.
- Campus Facebook account is used to recognize staff and student achievements.
- The principal provides a calendar of events.
- With the criteria of being in attendance at school and having a good work ethic, students have the ability to earn an incentive to work at home on evenings and weekends when they are in their last three classes before graduation.
- Weekly assemblies to promote positive culture and celebrations.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Although all students come in with the desire to accelerate and graduate, some students lose the motivation to keep making progress.	Low support at home and various trauma/ experiences keep an individual "stuck" in a repetitive cycle.
2	Some students are reluctant to complete all of our graduation requirements. Usually, it's the requirement that leads to post-secondary options, and the student states they do not intend on going to college.	The student is undecided on their future goals. The student doesn't see college as an option. Low support at home.
3	Not all students are accessing post-secondary opportunities	Students do not know what they want to do when they graduate.

★ = Priority

Technology

Summary

Technology is at the forefront of all we do -

- All teachers have a district-issued laptop
- Classrooms have an installed LCD projector and sound system
- Each classroom has 10-12 desktops for students to work on Edgenutiy
- There is one Chromebook cart with 30 Chromebooks accessible to students
- Four iPad minis for use in the field or on field trips.
- The majority of classwork is computer-based
- A variety of programs are utilized for research and projects

This design allows students to complete work at an accelerated pace. Students have the opportunity to work on their coursework from home with a device and the internet.

Strengths

- All staff is Google trained.
- Access to wireless internet throughout each classroom.
- 1-to-1 student-to-computer ratio
- Supports self-paced curriculum
- Students can work on their coursework at home (under certain criteria)
- Extra devices are distributed to students to access their coursework from home
- 6 Microsoft Windows stations with Microsoft Office.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	The access to the internet to google answers has dropped the quality of work.	Students who have historically just "looked up answers" and want to find the "easy way" to get done faster fall into this category. We hold high expectations and are constantly monitoring student work ethic and press in on academic integrity.
2	The majority of our students have a device and internet at home but not all.	Live in remote areas where internet is not accessible. Students will say they have a device, that includes their phone, but it is not very user friendly to use Edgenuity on a phone.
3	STARS campus relies on the internet to access courses. On days when the internet is not working, students cannot access their school work.	Technology issues.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Student failure and/or retention rates**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 Advance academic achievement and growth for every student.

Performance Objective 1

Implement individualized instruction through online platforms.

Evaluation Data Source: Edgenuity

Strategy 1

Students will complete core and elective courses using Edgenuity, supported by supplemental tools like EdPuzzle, CommonLit, NewsELA, Padlet, Quill, NGPF, iXL, Google Classroom, Canvas, and Gmetrix with Certiport.

Note taking is mandatory for all courses, Title funds will provide paper, binders, and supplies.

Short answer responses are embedded to promote critical thinking.

Courses are completed in 6 10 weeks, depending on instructional hours.

Class periods are structured in -minute blocks to maximize academic time.

Strategy's Expected Result/Impact: Students will master concepts with 80% mastery or higher on all assignments, quizzes, and tests that are turned in.

Staff Responsible for Monitoring: Classroom teachers track progress; administrators review weekly data.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 2

Provide targeted academic interventions.

Evaluation Data Source: STAAR scores, District Benchmarks

Strategy 1

Specialized instruction for below-grade level readers.

Small group math tutoring during the school day.

Individualized Accelerated Instruction Plans for students who failed EOCs, targeted primarily during enrichment.

Morning and after-school tutorials.

Enrichment periods for TSIA pre, STAAR EOC review, and additional support.

Strategy's Expected Result/Impact: Increased reading levels, improved math proficiency, and higher state assessment scores.

Staff Responsible for Monitoring: Administrator oversight and progress tracking.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Strengthen support for special populations.

Special education teacher and inclusion aide ensure IEP compliance and academic support.

Bilingual aide supports newcomer emerging bilinguals in reading, writing, listening, and speaking.

Strategy's Expected Result/Impact: Improved academic success and reduced dropout rates.

Staff Responsible for Monitoring: Special education case manager, classroom teachers, administrator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Goal 2 Prepare every student for college, career, and/or military success.

Performance Objective 1

Prepare students for post-secondary success.

Evaluation Data Source: CCMR Indicators

Strategy 1

TSIA2 prep integrated into enrichment classes; materials available for home use.

TSIA elective courses for math and reading focused on raising college readiness prior to taking the TSIA2 test.

Expanded elective offerings with industry-based certifications (e.g., Word and Excel via BIMS).

Parent corner with resources for financial aid, scholarships, apprenticeships, and college applications.

Strategy's Expected Result/Impact: Increased college and career readiness; improved CCMR indicators.

Staff Responsible for Monitoring: Teachers, counselor, and administrator collaboration.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2

Comprehensive post-secondary planning.

Evaluation Data Source: CCMR Indicators, School data tracking

Strategy 1

Students complete interest inventories and apply to at least one college.

Score college-ready on TSIA.

Complete FAFSA and apply for scholarships.

Participate in ASVAB and community service (QR code access).

Build resumes and complete CPR and law enforcement video requirements.

Male students register for Selective Service.

Strategy's Expected Result/Impact: Students meet minimum post-secondary readiness benchmarks.

Staff Responsible for Monitoring: Counselor and administrator oversight.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Goal 3 Maintain safe, supportive, and connected learning environments.

Performance Objective 1

Foster a positive school culture

Evaluation Data Source: Attendance records, school data

Strategy 1

Weekly assemblies to celebrate course completions, birthdays, and attendance.

"What You Do Matters" recognition program.

Attendance incentives every 3 weeks and for perfect attendance every 9 weeks.

Character lessons via Can Do U and Capturing Kids' Hearts.

Strategy's Expected Result/Impact: Improved attendance and stronger student relationships.

Staff Responsible for Monitoring: All staff

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 2

Sustain Capturing Kids' Hearts campus-wide implementation.

Evaluation Data Source: Observations, school data

Strategy 1

STARS continues to implement Capturing Kids' Hearts strategies to build relational trust, emotional safety, and student ownership.

Staff consistently uses EXCEL model practices, including social contracts, affirmations, and launch/landing routines.

Campus was recognized as a National Showcase School in 2025-2026 for exemplary

implementation.

Ongoing training and coaching ensure fidelity and growth across grade levels.

Strategy's Expected Result/Impact: Strengthened student-teacher relationships, improved classroom culture, and increased student engagement.

Staff Responsible for Monitoring: Administrators, CKH team lead

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Goal 4 Champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Promote community service and cultural engagement

Evaluation Data Source: School data tracking

Strategy 1

Students complete a minimum of 2.5 service hours per semester.

QR code accessible list of service opportunities (e.g., Food Bank, Veterans Roll Call).

Graduation cords awarded for 30 or more hours.

Two field trips per semester (Title 1 funded); participation in homecoming parade and community events.

Strategy's Expected Result/Impact: Increased student engagement and civic responsibility.

Staff Responsible for Monitoring: Staff, counselor, administrator

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Goal 5 Recruit, develop, and retain high-quality staff.

Performance Objective 1

Build a positive staff culture and celebrate staff contributions.

Evaluation Data Source: Staff survey

Strategy 1

Sunshine Committee celebrates birthdays, achievements, and national days.

Staff appreciation events and morale building activities throughout the year.

Weekly and monthly recognitions.

Strategy's Expected Result/Impact: Strengthen staff relationships, workplace satisfaction, and staff retention.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 2

Staff mentoring program.

Evaluation Data Source: Survey

Strategy 1

A campus based mentoring initiative modeled after the GISD mentoring framework.

New staff members are paired with seasoned educators to provide guidance, support, and professional camaraderie.

Mentors assist with instructional strategies, classroom management, and navigating campus culture.

Regular check-ins and feedback loops help ensure new staff feel supported and connected.

Strategy's Expected Result/Impact: Increased teacher retention, stronger onboarding experience, and enhanced instructional confidence.

Staff Responsible for Monitoring: Mentor coordinator, administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 3

Provide targeted professional development.

Evaluation Data Source: Training certificates, sign-in sheets

Strategy 1

Observation/feedback cycles for personalized coaching.

Ongoing Capturing Kids' Hearts professional development throughout the school year.

Strategy's Expected Result/Impact: Increase teacher capacity and instructional effectivemeness.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Goal 6 Strengthen student, family, and community partnerships.

Performance Objective 1

Enhance family engagement

Evaluation Data Source: School data

Strategy 1

Parent and Family Engagement Liaison supports Title I processes and community outreach.

Strategy's Expected Result/Impact: Increased parent and community involvement.

Staff Responsible for Monitoring: Liaison

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen parent-school partnerships.

Evaluation Data Source: School data, parent communication logs, sign-in sheets

Strategy 1

Open House and FAFSA Night; homecoming parade involvement; parent opportunities to help in community events.

parent center with resources on college readiness and community services.

STAR hanging and bell ringing traditions.

Weekly progress emails from homeroom teachers.

Title I funds for graduation caps and gowns for McKinney-Vento students.

Strategy's Expected Result/Impact: Increased parent involvement and student support.

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 3

Support military-connected students and families.

Evaluation Data Source: School data

Strategy 1

STARS provides targeted resources and outreach for military-connected families.

Dedicated staff member serves as military liaison to assist with transitions, deployment support, and access to services.

Military Family Resource Corner in the parent center.

Participation in Month of the Military Child and Veterans Day events.

Collaboration with local military organizations and base representatives.

Strategy's Expected Result/Impact: Increased support for military-connected students, smoother transitions, and stronger family-school relationships.

Staff Responsible for Monitoring: Military liaison, counselor, administrator

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November	February	April	June

Performance Objective 4

Expand community partnerships.

Evaluation Data Source: School data, calendar of events

Strategy 1

Forward Training Center's "Powered for Life" program for workforce readiness.

Guest speakers (military, technical schools, financial aid).

Participation in community events and meetings.

Strategy's Expected Result/Impact: Increased student confidence and community enagement.

Staff Responsible for Monitoring: Counselor, administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 5

Promote STARS as a valuable GISD asset.

Evaluation Data Source: Enrollment numbers, school marketing information

Strategy 1

Marketing efforts to highlight STARS' non-traditional success model for students.

Strategy's Expected Result/Impact: Increase visibility, enrollment, and support for STARS.

Staff Responsible for Monitoring: All staff

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Goal 7 Steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Plan for future growth.

Evaluation Data Source: Enrollment data

Strategy 1

Facility evaluations and strategic planning through CLT meetings.

Master schedule with six 60 minute classes and one 45 minute enrichment period.

Additional elective teacher shared with GHS.

Strategy's Expected Result/Impact: Increased enrollment and improved scheduling flexibility.

Staff Responsible for Monitoring: Campus leadership team, administrators

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 2

Transparent and effective budget process.

Evaluation Data Source: Purchase Orders, budget allocations

Strategy 1

Maintain clear funding documentation.

Title I funds used for instructional supplies, field trips, graduation needs, and professional development.

Budget allocations reviewed regularly for transparency.

Strategy's Expected Result/Impact: Efficient use of resources and stakeholder trust.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Nicole Lewis	PFE Liaison	Title 1	NaN

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson	--	Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0.00			

Agenda Item Title:
October Budget Amendment

Background Information:

Attached is the General Fund budget amendment for Board consideration and approval.

The top image reflects the budget amendments for the current reporting period and identifies any revenue adjustments, as well as increases or decreases to expenditures by function. It also summarizes the overall net impact of the amendments on the General Fund budget.

The bottom page provides a cumulative budget summary, illustrating how the current amendment affects the overall General Fund budget and how previously approved amendments have impacted budgeted revenues, expenditures, and fund balance throughout the fiscal year.

Supporting Document(s) Included:

- Budget impact by function and overall general operating report

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I recommend the Board approve the budget amendment as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

Budget Amendment #2

OCTOBER 2026

#	FUNCTION	DESCRIPTION	DEBIT	CREDIT
1	11	Annual computer purchase funds for testing materials.	-	900.00
2	11	Annual computer purchase funds for testing materials.	-	900.00
3	21	Annual computer purchase funds for testing materials.	-	900.00
4	31	Annual computer purchase funds for testing materials.	2,700.00	-
5	11	Admin travel to Principal's Institute.	-	2,600.00
6	23	Admin travel to Principal's Institute.	2,600.00	-
			$5,300.00	**$5,300.00**

Impact by Function

FUNCTION	DESCRIPTION	DEBIT	CREDIT	NET IMPACT
11	Instruction	-	4,400.00	(4,400.00)
21	Instructional Leadership	-	900.00	(900.00)
23	School Leadership	2,600.00	-	2,600.00
31	Guidance, Counseling and Evaluation Services	2,700.00	-	2,700.00
	Total	**$5,300.00**	**$5,300.00**	**$0.00**

Net Impact on Budget: Zero Change

Granbury Independent School District

FY 2026 - 2027

Revision Proposed 10/19/2026

		Adopted Budget	Prior Amendments	Budget Amendments 10/19/2026	Revised Budget
Revenues					
5700	Local	$78,460,308	-	$78,460,308	$78,460,308
5800	State	$19,359,895	-	$19,359,895	$19,359,895
5900	Federal	$1,460,432	-	$1,460,432	$1,460,432
Total Revenue		**$99,280,635**	**-**	**$99,280,635**	**$99,280,635**
Expenditures					
11		58,298,530	($2,742)	($4,400)	$58,291,388
12		852,946	-	-	$852,946
13		929,590	-	-	$929,590
21		1,051,756	-	($900)	$1,050,856
23		5,083,967	-	$2,600	$5,086,567
31		2,434,953	$2,742	$2,700	$2,440,395
32		-	-	-	-
33		611,071	-	-	$611,071
34		4,542,456	$1,000,000	-	$5,542,456
35		-	-		-
36		2,212,502	-	-	$2,212,502
41		3,525,294	-	-	$3,525,294
51		10,397,013	-	-	$10,397,013
52		1,698,378	-	-	$1,698,378
53		1,695,162	-	-	$1,695,162
61		54,395	-	-	$54,395
71		186,990	-	-	$186,990
81		-	$1,500,000	-	$1,500,000
91		3,952,632	-	-	$3,952,632
93		-	-	-	-
99		1,753,000	-	-	$1,753,000
Total Expenditures		**$99,280,635**	**$2,500,000**	**-**	**$101,780,635**
Excess Revenue Over (Under)		**-**	**($2,500,000)**	**-**	**($2,500,000)**

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Misty Walters & Dan Allard			
Expenditure:	$			

Agenda Item Title:
Bilingual/ESL Waiver

Background Information:

In accordance with **TEC §29.054**, Granbury ISD is submitting an ESL Waiver due to a shortage of appropriately certified ESL teachers in certain assignment areas. The statute permits districts to request a waiver when they are unable to hire a sufficient number of certified teachers and requires documentation of recruitment efforts as well as a plan to eliminate the need for the waiver.

Additionally, as part of continuous improvement, Granbury ISD annually evaluates the effectiveness of its language acquisition programs. The ESL Program Evaluation reviews program implementation, student outcomes, staffing, and overall program effectiveness to identify strengths, monitor compliance, and guide future program improvements will be presented to the board in November.

Supporting Document(s) Included:

- **none**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Compliance

Recommendation:

This item is presented to the Board for information and acknowledgment.

Submitted by:	**Approved by:**
Karla Willmeth Director of Teaching and Learning	Dr. Courtney Morawski Superintendent

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0.00			

Agenda Item Title:
Annual Review of Investment Policy and Strategy

Background Information:
According to the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and Granbury ISD policy CDA (LEGAL), the investment policy and the investment strategy shall be reviewed not less than annually.

Attached are Granbury ISD's adopted CDA (LEGAL) and CDA (LOCAL). These serve as the investment policy and strategy for each fund maintained by the District. CDA (LEGAL) is the standard investment policy for all school districts in the state of Texas. CDA (LOCAL) is the policy of GISD and describes the strategy utilized by the District in investments for GISD funds.

Administration has reviewed the District's investment policy and investment strategies for continued compliance with the Public Funds Investment Act and the District's financial management objectives.

Supporting Document(s) Included:
- Granbury ISD adopted CDA(LEGAL) and CDA(LOCAL) policies.

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I move that the Board of Trustees approve the resolution acknowledging the annual review of the District's investment policy and investment strategies, as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

RESOLUTION STATING ANNUAL REVIEW OF INVESTMENT POLICY AND INVESTMENT STRATEGIES, DESIGNATION OF INVESTMENT OFFICERS, APPROVAL OF INDEPENDENT SOURCES FOR INVESTMENT TRAINING, AND APPROVAL OF QUALIFIED BROKERS AUTHORIZED TO ENGAGE IN INVESTMENT TRANSACTIONS WITH THE DISTRICT

WHEREAS, Granbury Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees of Granbury Independent School District has adopted Investment Policy CDA(LOCAL) for the District, in the form attached hereto as **Exhibit "A,"** pursuant to Chapter 2256 of the Texas Government Code, as amended; and

WHEREAS, Section 2256.005(e) of the Texas Government Code requires the governing body of an investing entity to review its investment policy and investment strategies not less than annually and to adopt a written instrument stating that it has reviewed the investment policy and investment strategies and recording any changes made thereto; and

WHEREAS, Section 2256.025 of the Texas Government Code requires the governing body of an investing entity, at least annually, to review, revise, and adopt a list of qualified brokers authorized to engage in investment transactions with the entity; and

WHEREAS, Investment Policy CDA(LOCAL) provides that the Superintendent or other person(s) designated by Board resolution shall serve as the investment officer(s) of the District; and

WHEREAS, Section 2256.008 of the Texas Government Code establishes training requirements for investment officers and requires such training to be provided by an independent source approved by the governing body of the investing entity; and

WHEREAS, the Texas Association of School Boards, Regional Education Service Centers, the Texas Association of School Business Officials (TASBO), Texas local government investment pools, the Texas Society of Certified Public Accountants, the University of North Texas Center for Public Management, the Texas Municipal League, Texas State University, Virtual Learning Concepts, and various TASBO affiliates provide investment training related to the investment responsibilities of public entities; and

WHEREAS, the Board of Trustees desires to approve these organizations as independent sources of investment training in accordance with applicable law;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF GRANBURY INDEPENDENT SCHOOL DISTRICT THAT:

1. Annual Review of Investment Policy and Strategies.
The Board of Trustees has reviewed the District's Investment Policy CDA(LOCAL), attached hereto as Exhibit "A," and the investment strategies contained therein for the 2026–2027 school year. The Investment Policy and investment strategies are hereby adopted with no changes.

2. Designation of Investment Officers.
The **Superintendent, Chief Financial Officer, and Business Manager** are hereby designated as the District's investment officers and are authorized and responsible for the investment of District funds in accordance with applicable law and the District's Investment Policy.

3. Approval of Independent Training Sources.
The Texas Association of School Boards, Regional Education Service Centers, the Texas Association of School Business Officials (TASBO), Texas local government investment pools, the Texas Society of Certified Public Accountants, the University of North Texas Center for Public Management, the Texas Municipal League, Texas State University, Virtual Learning Concepts, and various TASBO affiliates are hereby approved as independent sources of instruction relating to investment responsibilities for the District's investment officers in accordance with Section 2256.008 of the Texas Government Code.

4. Approval of Qualified Brokers.
The Board of Trustees has reviewed the list of qualified brokers attached hereto as **Exhibit "B."** The brokers identified in Exhibit "B" are hereby approved and authorized to engage in investment transactions with Granbury Independent School District in accordance with applicable law and District policy.

5. Effective Date.
This Resolution shall be effective immediately upon its adoption by the Board of Trustees and shall remain in effect until superseded or otherwise modified by subsequent Board action.

ADOPTED AND APPROVED by the Board of Trustees of Granbury Independent School District at a duly called meeting held on Monday, October 19, 2026.

GRANBURY INDEPENDENT SCHOOL DISTRICT

_____

Dr. Courtney Morawski
Superintendent

ATTEST:

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Barbara Townsend
Board Secretary

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds — "Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.

Investment Pool — "Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.

Pooled Fund Group — "Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.

Separately Invested Asset — "Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group.

Gov't Code 2256.002(1), (6), (9), (12)

Pledged Revenue — "Pledged revenue" means money pledged to the payment of or as security for:

1. Bonds or other indebtedness issued by a district;
2. Obligations under a lease, installment sale, or other agreement of a district; or
3. Certificates of participation in a debt or obligation described by item 1 or 2.

Gov't Code 2256.0208(a)

Joint Account — "Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.

Repurchase Agreement — "Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.

Gov't Code 2256.011(b)

Hedging — "Hedging" means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity — "Eligible entity" means a political subdivision that has:

1. A principal amount of at least $250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project — "Eligible project" has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov't Code 2256.0207(a)

Corporate Bond — "Corporate bond" means a senior secured debt obligation issued by a domestic business entity and rated not lower than "AA-" or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov't Code 2256.0204(a)*

Written Policies — The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

4. Methods to monitor the market price of investments acquired with public funds;

5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and

6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;

2. Preservation and safety of principal;

3. Liquidity;

4. Marketability of the investment if the need arises to liquidate the investment before maturity;

5. Diversification of the investment portfolio; and

6. Yield.

Gov't Code 2256.005(d)

Investment Officer

A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training

Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial

Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing

The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns $5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of $2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
    a. Beginning market value for the reporting period;
    b. Ending market value for the period; and
    c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district. *Gov't Code 2256.025*

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. Gov't Code 2256.005(j)

Investment Management Firm

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of Governmental Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and

8. Interest-bearing banking deposits other than those described at item 7 above if:

   a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;

   b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;

   c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and

   d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

Unauthorized Obligations

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;

2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;

3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of Deposit and Share Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;

2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or

3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;

2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;

3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and

4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

2. A loan allows for termination at any time;

3. A loan is secured by:

   a. Pledged securities described at Obligations of Governmental Entities, above;

   b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or

   c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);

4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and

5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;

2. Will be, in accordance with its terms, liquidated in full at maturity;

3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and

4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
   a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
   b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);

2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or

3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed Investment Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;

2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and

3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;

2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;

3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and

5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or

2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;

2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and

3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated “AA-” or the equivalent at the time the release is issued; or

2. Changes the rating on the corporate bonds to a rating lower than “AA-” or the equivalent.

Gov’t Code 2256.0204

Hedging Transactions

The board of an eligible entity (as defined above) shall establish the entity’s policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity’s general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

Sellers of Investments

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
   a. Is dependent on an analysis of the makeup of the district's entire portfolio;

b. Requires an interpretation of subjective investment standards; or

c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

Electronic Funds Transfer

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

Approved Investment Instruments

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Special Revenue Funds	Investment strategies for special revenue funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Safekeeping and Custody

The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

Soliciting Bids for CDs

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Exhibit "B"

Qualified Broker/Dealers Authorized to Engage in Investment Transactions with Granbury ISD

Local Government Investment Pool

1. **Texas Fixed Income Trust (TX FIT)**
   P.O. Box 780547
   San Antonio, TX 78278
   888-909-9998
   ken.couch@deepblue-inv.com

2. **Logic/JP Morgan Asset Management – Local Government Investment Pool**
   717 N. Harwood, Suite 3400
   Dallas, TX 75201
   Lance.flores@hilltopsecurities.com

3. **Lone Star/ First Public – Local Government Investment Pool**
   12007 Research Blvd.
   Austin, TX 78759
   Customer.Service@firstpublic.com

4. **Texas Range/PFM Asset Management, LLC – Local Government Investment Pool**
   866-839-8376
   180 State Street, Suite 225
   Southlake, TX 79092
   smithn@pfmam.com

5. **TexPool/Federated Participant Services – Local Government Investment Pool**
   1001 Texas Ave., Suite 1150
   Houston, TX 77002
   August.Freeman@FederatedHermes.com

6. **Texas Class**
   2435 N. Central Expressway
   Suite 1200
   Richardson, TX 75080
   info@texasclass.com

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2028	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Tim Rocka			
Expenditure:	$ N/A			

Agenda Item Title:
Salary Table Update

Background Information:
The administration has adjusted some positions within the Administrative/Professional and Clerical/Paraprofessional Salary Tables.The adjusted positions are highlighted in yellow on the attached supporting documents.

Supporting Document(s) Included:
- Salary Tables

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:

Discuss and Take Action to Approve Salary Tables

Submitted by:	**Approved by:**
Dr. Tim Rocka Executive Director of Human Resources	Dr. Courtney Morawski Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL SUPPORT & ADMINISTRATION - EXEMPT
2026 - 2027 Pay Ranges

Pay Grade / Job Title	Calendar # of Days		Minimum	Midpoint	Maximum
PAY GRADE A1		**Daily Rate**	**232.09**	**283.02**	**333.97**
Director - Child Care	196	196	45,489	55,472	65,457
Technology: Network Engineer	226	226	52,452	63,963	75,476
Technology: Network Support Specialist	226				
PAY GRADE A2		**Daily Rate**	**250.64**	**305.67**	**360.69**
Assistant - Chief of Safety & Security	217	206	51,632	62,967	74,302
Coordinator - Child Care/Supervisor-Extd School Day Prgm	206	207	51,883	63,273	74,663
Transportation: Transportation Manager	226	226	56,645	69,081	81,516
Maintenance: Maintenance Manager	240	240	60,154	73,360	86,566
Technology: Network Engineer	226				
PAY GRADE A3		**Daily Rate**	**293.25**	**357.63**	**422.00**
Special Education: ARD Manager	187	187	54,838	66,877	78,914
Special Education: Transition Specialist	187	188	55,132	67,235	79,336
Special Education: Occupational Therapist	187	191	56,011	68,308	80,602
Special Education: Physical Therapist	187	198	58,064	70,811	83,556
Special Education: Occupational Therapist/Assistive Tech	198	207	60,703	74,030	87,354
Special Education: Speech Language Pathologist/SLP Assistant	188	226	66,275	80,825	95,372
Special Education: Visually Impaired	188				
Special Education: Visually Impaired/Orientation & Mobility	188				
Special Education: Behavior Intervention Specialist	198				
Special Education: LSSP/LSSP Intern (187 Days)	198				
Special Education: Diagnostician	207				
Counselor: Elementary	191				
Counselor: Middle School/STARS & BTC	198				
Counselor: High School	207, 226				
Counselor: LPC	207				
Business Office: Coordinator PEIMS	226				
Curriculum: Coordinator	207, 226				
Curriculum: Instructional Technology Specialist	226				
Instructional Specialist	198				
Librarian - Non Instructional Certified	191				
Registered Nurse (RN)	187				
Special Programs: Coordinator	226				
Technology: Sr. Network Engineer	226				
PAY GRADE A4		**Daily Rate**	**313.78**	**382.67**	**451.55**
Assistant Principal: Elementary	207	187	58,676	71,559	84,440
Assistant Principal: Intern	187	198	62,128	75,768	89,407
Assistant Principal/STEAM Coordinator: Elementary	207	207	64,952	79,212	93,471
Coordinator - Special Programs/504 Special Programs	198, 207	226	70,914	86,483	102,050
Assistant Principal: Middle School	207				
Associate Principal: Middle School	226				
Business Office: Purchasing Manager	226				
Dean of Instruction (207 Days MS - 226 Days GHS)	207, 226				
Instructional Coach - CTE	196				
Technology: Network Administrator	226				
Technology: Network Services Manager	226				

PAY GRADE A5		Daily Rate	332.61	405.64	478.64
Assistant Principal: High School	207	207	68,851	83,967	99,078
Assistant Principal: STARS & BTC	207	226	75,171	91,674	108,172
Associate Principal: High School	226				
Business Office: Payroll Supervisor UPGRADE	226				
Business Manager	226				
Human Resources: HRS Manager	226				
PAY GRADE A6		**Daily Rate**	**372.53**	**454.31**	**536.08**
Principal: Elementary	217	217	80,839	98,585	116,329
Principal: STARS/BTC	217	226	84,191	102,674	121,154
Assistant Director - Finance	226				
Assistant Director - Curriculum & Instruction	226				
Assistant Director - Special Education	226				
Boy's Athletic Coordinator/Head Football Coach	226				
Chief of Safety & Security	226				
Director - Communications	226				
Director - Community Relations	226				
Director - Facilities/Maintenance	226				
Director - Child Nutrition	226				
Director - Support Services - Custodial	226				
Director - Strategic Initiatives	226				
Director - Transportation	226				
PAY GRADE A7		**Daily Rate**	**417.22**	**508.83**	**600.41**
Principal: Middle School	226	226	94,292	114,995	135,694
Director - Athletics	226				
PAY GRADE A8		**Daily Rate**	**442.27**	**539.35**	**636.42**
Director - C.T.E.	226	226	99,953	121,893	143,831
Director - Teaching and Learning	226				
Director - Special Education	226				
Director - Technology	226				
Executive Director - Human Resources	226				
Executive Director - Teaching & Learning	226				
Principal: High School	226				
PAY GRADE A9		**Daily Rate**	**552.83**	**674.19**	**795.55**
Chief Financial Officer	226	226	124,940	152,366	179,794
Assistant Superintendent	226				

GISD is an Equal Opportunity Employer; policies, procedures and practices shall not discriminate against any individual with respect to compensation, terms, conditions or privileges of employment on the basis of race, color, religion, national origin, age, sex or disability.

GRANBURY INDEPENDENT SCHOOL DISTRICT
CLERICAL / PARAPROFESSIONAL - NON EXEMPT
2026 - 2027 Pay Ranges

Pay Grade / Job Title	Calendar # of Days		Minimum	Midpoint	Maximum
PAY GRADE C/P 1		**Hourly Rate**	**15.15**	**17.28**	**19.42**
		Daily Rate	**121.20**	**138.25**	**155.38**
Aide: Extended School Day (3.75 Hours per Day)	180	180	21,816	24,885	27,968
Assistant - Childcare Center Provider (6 Hours per Day)	190	190	23,028	26,267	29,522
Childcare Center Provider (8 Hours per Day)	190				
PAY GRADE C/P 2		**Hourly Rate**	**15.40**	**17.53**	**19.67**
		Daily Rate	**123.22**	**140.27**	**157.40**
Admin Assistant - JROTC	187	187	23,042	26,230	29,434
Aide - Band/Percussion	187				
Aide: Bilingual	187				
Aide: ESL	187				
Aide: ISS	187				
Aide: Instructional (not SPED)	187				
Aide: PE	187				
Aide: Pre-K	187				
PAY GRADE C/P 3		**Hourly Rate**	**15.66**	**17.79**	**19.93**
		Daily Rate	**125.24**	**142.29**	**159.42**
Aide: Special Education/SpEd Bilingual-Resource/Inclusion, Func Academics, ECSE, and SLS	187	187	23,420	26,608	29,811
Clerk: Office/Receptionist - Elementary School	187				
Clerk: Receptionist - Middle School	187				
PAY GRADE C/P 4		**Hourly Rate**	**15.91**	**18.04**	**21.23**
		Daily Rate	**127.26**	**144.31**	**169.85**
Aide: Accelerated Instructional	187	187	23,798	26,986	31,762
Aide: Leveled Literacy Intervention (LLI - Reading)	187	196	24,943	28,285	33,291
Aide: Special Education/SpEd Bilingual-Life-Skills, LID. SLC, and ACES	187	202	25,707	29,150	34,310
Clerk: Receptionist - HS	187, 226	207	26,343	29,872	35,159
Specialist - ESL Intervention	187	217	27,615	31,315	36,858
Specialist - Math Intervention	187	226	28,761	32,614	38,386
Clerk: Attendance - Middle School	196				
Secretary: Assistant Principal - HS	202				
Clerk: Special Ed Data	207				
Clerk: PEIMS - Middle School	217				
Secretary: Counselor - HS	217				
PAY GRADE C/P 5		**Hourly Rate**	**16.16**	**19.25**	**22.71**
		Daily Rate	**129.28**	**154.01**	**181.74**
Aide: Art	187	187	24,175	28,801	33,985
Aide: Library	187	190	24,563	29,263	34,530
Aide: Music	187	196	25,339	30,187	35,621
Bilingual Interpreter	187	198	25,597	30,495	35,984
Site Leader: Extended School Day	187	207	26,761	31,881	37,620
Assistant Director - Childcare Center	190	217	28,054	33,421	39,437
Clerk: Attendance - High School	196	226	29,217	34,807	41,073
Clerk: PEIMS - Special Education	207				
Clerk: PEIMS/Scheduling - HS	217				

PAY GRADE C/P 6		Hourly Rate	17.14	20.91	24.67
		Daily Rate	137.11	167.24	197.37
Media Relations	187	187	25,639	31,273	36,909
Clerk: Bookkeeper/GHS Activity Fund - HS	191	191	26,188	31,942	37,698
Coordinator - PEIMS Assistant	217	217	29,752	36,290	42,830
Secretary: Campus	217, 226	226	30,986	37,795	44,607
Clerk: Transportation	226				
Purchasing Assistant - Business Office	226				
Receptionist: Administration Front Desk	226	Title Change			
Specialist - Inventory & Food Commodity	226				
Specialist: HR Staffing	226	Title Change			
PAY GRADE C/P 7		Hourly Rate	18.86	23.00	27.14
		Daily Rate	150.83	183.96	217.10
Security Guard - L2	187	187	28,206	34,401	40,598
School Nurse (LVN)	187	191	28,809	35,137	41,466
Catering Manager/Child Nutrition Business Assistant	226	226	34,088	41,575	49,064
Clerk: Route Clerk - Transportation	226				
Interpreter/Communications Support/Bilingual Instructional - Curriculum	226				
Payroll Assistant - Business Office	226				
Specialist: Finance	226	Title Change			
Specialist - Communications Assistant	226				
Secretary: Director	226				
Secretary/Meal Application Specialist: Child Nutrition	226				
Secretary: Principal - High School	226				
Specialist - Accounts Payable: Business Office	226				
Specialist - Benefits/Leave: Human Resources	226				
Trainer/Menu Planner: Child Nutrition	226				
PAY GRADE C/P 8		Hourly Rate	21.68	26.45	31.22
		Daily Rate	173.48	211.61	249.72
Occupational Therapist Assistant (OTA)	187	187	32,440	39,570	46,698
Security Guard - L3	187	226	39,206	47,823	56,437
Coordinator: Business Services - Business Office	226				
Secretary: Executive Director	226	Upgrade			
Secretary: Chief Financial Officer	226				
Secretary: Asst Superintendent -CA Adm Services	226				
Secretary: Tech Director/Purchasing Clerk	226				
PAY GRADE C/P 9		Hourly Rate	26.90	32.79	38.70
		Daily Rate	215.18	262.38	309.58
Administrative Assistant - Superintendent//Board	226	187	40,239	49,065	57,891
Specialist - Certification - Human Resources	226	196	42,175	51,426	60,677
Security Guard - L4 & L5	187, 196	226	48,631	59,297	69,964

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GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Tim Rocka			
Expenditure:	$ N/A			

Agenda Item Title:
District of Innovation Plan Renewal

Background Information:

The Granbury ISD District of Innovation Plan is set to expire in January 2027. Action is required to renew the plan for another 5-year term. The plan has been updated to reflect current state law by removing expired statutes and revising the remaining statutes to bring them current with current state law. Additionally, the district added two exemption areas to the proposed plan renewal: acquisition of library books and the local grievance/complaint policy. Please see the attached supporting document for the proposed DOI plan renewal.

Supporting Document(s) Included:

- District of Innovation Plan Renewal

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

Discuss and Take Action to Approve Proposed DOI Plan Renewal.

Submitted by:	**Approved by:**
Dr. Tim Rocka, Executive Director of Human Resources	Dr. Courtney Morawski Superintendent

INNOVATION PLAN FOR GRANBURY ISD

Effective October 19, 2026 - October 19, 2031 | www.granburyisd.org/doi

I. INTRODUCTION

Chapter 12A of Texas Education Code, Title 2 (Public Education), Subtitle C (Local Organization and Governance) was created by the 84th Texas Legislature as part of House Bill 1842 in 2015. This permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code.

As a District of Innovation, Granbury ISD seeks to maximize local control over educational and governance decisions for students and staff. To achieve the District's vision and mission, as well as to align the District's practices and operations with the Strategic Plan, Granbury ISD needs flexibility to exert local control, at both the District and campus levels to promote:

To carry forward that mission, Granbury ISD seeks exemption from the following provisions of the Texas Education Code and will continue to follow the Texas Education Code in all other areas.

II. TERM OF PLAN

The term of the Plan is for five years, beginning October 19, 2026, and ending October 19, 2031, unless terminated or amended earlier by the Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of Chapter 12A, the Board will nominate a new committee to consider and propose additional exemptions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan. The District may not implement two separate plans at any one time.

III. TIMELINE

Second Successor Plan | Effective October 19, 2026 - October 19, 2031

- August 2026 — District Administration development of Plan renewal
- September 2026 — DAC review and approval
- September 2026 — Plan posted for 30 days
- October 19, 2026 — Board of Trustees review and approval of successor Plan

Successor Plan | Effective February 1, 2022 - January 31, 2027

- August 2021 — District Administration development of Plan renewal
- September 2021 — DAC review and approval
- November 15, 2021 — Board of Trustees review and approval of successor Plan
- November 2024 — District Administration development of amendments
- December 5, 2024 — DAC review of amendments
- December 16, 2024 — Board of Trustees review of amendments

Original Plan | Effective February 1, 2017 - January 31, 2022

- August 2016 — Board's Resolution to Adopt District of Innovation Plan
- September-November 2016 — DAC discussion and draft
- December 8, 2016 — DAC review and approval
- January 23, 2017 — Board of Trustees approval
- February 2018 — DAC approval of amendments
- February 19, 2018 — Board of Trustees approval of amendments

IV. STRATEGIC PLAN

As a District of Innovation, Granbury ISD will have the flexibility to implement practices innovative to staff and students, in alignment with community beliefs. Leveraging the freedom and flexibility afforded as a District of Innovation will assure Granbury ISD the flexibility to exert local control, at both the District and campus levels to achieve the District's vision and mission.

- **Vision |** Where every learner is valued, successful, and future-ready.
- **Mission |** Character. Excellence. Opportunity.
- **Tagline |** Built on Character. Driven by Excellence.

V. INNOVATIONS

Granbury ISD claims flexibility and exemption in the following areas as listed by numerical order of the Texas Education Code:

TEC CHAPTER 21

Certification required and State certification requirements for teachers and other educators
TEC 21.003; §21.053; §21.044; §21.055
Rationale: Current certification requirements inhibit the District's ability to hire personnel with professional and/or industry experience to teach academic courses that have limited certified applicants. In order to provide more students the opportunity to take such courses and obtain professional certifications, the District seeks to establish its own local qualification requirements in lieu of the requirements set forth in law. Granbury ISD seeks the ability to locally certify teachers in areas of high demand in order to better meet the educational needs of our students. This allows more flexibility in a rapidly evolving hiring landscape and will enable the District to staff campuses in areas where teacher shortages are prevalent. The District will conduct a local review of the experience, education, and credentials for each teacher under consideration. Out-of-state certified teachers could be considered for positions upon a local review of experience, education, and credentials. Often there are experienced certified teachers in our district that could teach a course outside of their certification area due to their education, background, or experience.The District also seeks exemption from its companion statute which requires that an individual's teaching certificate must be filed with the hiring district before the individual's contract is binding and prohibits a district from paying a non-certified individual for teaching or work done prior to the effective date of the issuance of a valid certificate. An exemption from this provision provides the District flexibility to hire expert educators regardless of teaching certificate. The District will conduct a local review of the experience, education, and pending credentials for each teacher under consideration. Special Education and bilingual teachers will continue to be required to hold a standard teaching certificate. Similarly, unless a waiver has been granted, the District will comply with statutory requirements to employ certified teachers to teach math and language arts for K-5, as well as for core subjects at the secondary level.

Probationary Contracts
TEC §21.102
Rationale: The District currently extends probationary contracts of three years to all new-to-the-profession teachers and utilizes a one-year probation period for teachers who have been employed as a Texas public teacher in 5 of the last 8 years. The District would like to extend the probationary period for all new-to-the-district teachers, regardless of their previous teaching experience so that probationary contracts are used to the full extent for every new hire . By extending the probation period, administrators will have more opportunity to grow and provide feedback to our employees; thereby allowing for greater growth by our teachers, which in turn will lead to better academic success for our students.

Certified employee contract rights (suspension without pay)
TEC §21.211; §21.104
Rationale: This exemption will allow the district to make employment and financial decisions that are in the best interest of the district when a term or probationary contracted employee is alleged to have violated serious provisions of the Educator Code of Ethics or law, including crimes against children. This flexibility from some of the provisions of Chapter 21 of the Education Code will allow the District to approach some employment issues in ways that best meet the needs of the district and take quick action to protect students when necessary. It allows the District flexibility to suspend, without pay, when an employee is under allegation covered in the Educator Code of Conduct. Any decisions made regarding suspension without pay would be open to appeal through the grievance process.

Planning and Preparation Periods
TEC §21.404
Rationale: This statute provides that each classroom teacher is entitled to at least 450 minutes each two-week period for instructional preparation and requires that a planning and prep period not be less than 45 minutes within the instructional day. The statue also provides that teachers may not be required to participate in any other activity during this time. An exemption allows Granbury ISD more local control to create special days on campus (for state testing, field trips, etc.) and more professional collaboration during the school day. This exemption also allows the District to determine best use of staff time, especially as it pertains to collaborative planning and best meeting the needs of students. Note: The number of minutes that a teacher receives for planning and preparation may not be reduced; it may simply be reallocated over a longer period of days, for example.

Statutory Compliance Training Requirement
TEC §21.451
Rationale: This statute provides that the staff development provided by a school district to an educator other than a principal must be: 1) conducted in accordance with standards developed by the district; and 2) designed to improve education in the district. Granbury ISD maintains a staff perceptive at the identification of social indicators such as sexual harassment, bullying, and suicide. Additionally, the staff has a clear understanding of the requirements of FERPA. Mandated, annual compliance training in some areas adds redundancy to preparation for the beginning of a school year when this time could be better utilized. The District will compile and maintain an updated database for all employees using 2024-25 compliance training completing as baseline. Employees will participate in formal Statutory Compliance Training every five years when mandated by law. All employees new to the district will complete specified compliance training during the first year of employment in the district. District and campus administration may assign training to an employee or group of employees as needed during the five-year cycle. Workers in specified groups, such as coaches or nurses who handle food or bodily fluids, are not exempt from annual training mandated for their specific job types, roles, responsibilities, and duties.

Teacher Mentor Program
TEC §21.458
Rationale: This statute implements a significant number of requirements related to the qualifications of who may serve as a teacher mentor, how long a mentor must be assigned, mentor training, how many mentor sessions are required, etc. This exemption allows Granbury ISD greater flexibility in developing and implementing a monitor program that appropriately meets the needs and interests of the District, its administrators, and teachers.

TEC CHAPTER 25

Transfer/Admission of Child of Peace Officer or Active Duty Military
TEC §25.0344
Rationale: This statute provides that children of peace officers or active duty military personnel are entitled to transfer to a campus of the District, or an interdistrict transfer. There is no discretion on the part of the District to consider the student's disciplinary history, attendance or even available space. This exemption allows the District control over admission of students to control class size and campus size. The District can apply the same rules for transfer to these students as all other students.

Honoring Transfer Approvals for Entire School Year
TEC §25.036
Rationale: This statute requires a District to honor transfer approvals for at least the full school year. This statute inhibits the District from managing its enrollment and enforcing its transfer policies mid-year. This exemption allows Granbury ISD greater flexibility in managing student discipline, student attendance, and its transfer policy.

Uniform School Calendar
TEC §25.0811; §25.0812
Rationale: The current calendar requires our second semester to be 20-25 days longer than the first semester, which negatively affects one semester courses; in addition, some of our low socioeconomic students are not able to escape the harsh heat of August, as school does not start until the fourth Monday in August. By adjusting the calendar, the District will eliminate the imbalanced six-week and semester schedules. Granbury ISD will align school calendars with local colleges, Advanced Placement Exams, and STAAR/EOC timelines. The District will ensure hour/seat time requirements are met for certification courses, and create a flexible calendar to use our district created Flex days for our identified populations.

School Day Interruptions (announcements)

TEC §25.083 a

Rationale: This statute requires a District to adopt a policy that limits announcements, other than emergency announcements, made by a campus administrator over the public address system to only once during the school day. Many legitimate reasons other than emergencies exist or arise during a school day which necessitate the use of the public address system. This exemption gives Granbury ISD campus administrators the professional discretion to use the public address system as appropriate and necessary.

Student Teacher Ratios, Waivers and Notice to Parents in Prekindergarten – Grade 4

TEC §25.111, §25.112, §25.113

Rationale: Exemption from this requirement will provide campuses the freedom to make decisions that are best for their students in changing circumstances. This exemption will give campuses the ability to decide when it is best to allow students to remain with a teacher they've grown to know and work with, and when it is best to split a classroom to make two smaller classes without submitting TEA waivers.

Relief from this statute could potentially allow the following:

- The District does not seek to unilaterally create larger class sizes. Appropriate class sizes can be monitored and maintained at the local level.
- More local control to make decisions based on the unique needs of each individual classroom and campus.
- Flexibility to move a child that would benefit from a new classroom environment without forcing another student to move, requiring classrooms to be split, and/or submitting a TEA waiver.
- Assist campuses that may not have the room to add a classroom or force transfers. Research supporting class size as being the definitive answer to student success in the classroom is limited. Current research indicates that the teacher has the greatest impact upon student learning.

Therefore, the District will develop assurances for Pre-K through grade 4 classrooms, in collaboration with campus principals and teachers, to determine at what point it will be most beneficial to hire new staff members when classes exceed the 22 to 1 ratio. In addition, Granbury ISD will develop a letter to notify parents when classes exceed the locally determined maximum number of students. While the District seeks freedom from this law, the following should be considered:

- Staffing prior to the beginning of the year at 22:1 for PreK-4 classrooms. Consider a larger ratio of students based on a campus collaborative process.
- If another teacher will not be hired, consider adding paraprofessional support.
- Ensure the administrative regulation or procedures clearly sets out the process that will be followed and how families and the board of trustees will be notified of class size status to ensure transparency.

TEC CHAPTER 26

Grievance Policies
TEC § 26.011
Rationale: Granbury has long-standing, effective, and responsive policies to hear employee grievances, parent complaints, and community complaints. Granbury ISD will continue to adhere to these established grievance policies, which clearly outline procedures and timelines for filing such complaints, as well as reasonable guidelines for hearing and addressing complaints. The District is committed to monitoring the legality and appropriateness of every decision and action taken and implementing corrections if mistakes are made. Granbury ISD's long-standing grievance policy will ensure that all such complaints are carefully reviewed, promptly responded to, and resolved at the lowest possible level, with corrective action taken when appropriate.

TEC CHAPTER 28

~~**School Health Advisory Council**~~
~~**TEC §28.004**~~
~~**Rationale:** This statute requires a school board to establish a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The law also requires the SHAC to meet at least four times a year. This exemption allows the District greater flexibility in the number of times the SHAC is required to meet, and duties could also be assigned to a subcommittee of another standing District committee. Granbury ISD seeks exemption from this statutory provision and will ensure the SHAC will meet three times per year with the District Advisory Council (DAC), allowing greater flexibility in planning meetings to accommodate schedules of committee members, guaranteeing representation from every campus and department, and directly supports the District's commitment to health education and instruction without overburdening designated council members. Any SHAC-specific action item for review could be discussed by committee members interested in participating in the SHAC subcommittee. Granbury ISD will continue to post and maintain a complete archive of all meeting agendas, minutes, and recordings on the DAC and SHAC websites for public view.~~

TEC CHAPTER 37

~~**Three-Day Limitation on Suspensions**~~
~~**TEC §37.0005**~~
~~**Rationale:** The law currently states a suspension may not exceed three school days. This exemption is desired to change the maximum number of days of suspension allowed. The law has been interpreted to apply to both in and out of school suspensions. This limitation minimizes the options a campus has for discipline without sending a student to DAEP. Additional days on campus in suspension could~~

~~provide a way for a campus to avoid excessive discretionary DAEP placements. It is beneficial to allow students to stay on campus and closer to their normal educators and services. Because of the law's three-day limit for suspensions, campus staff is limited in the choices of discipline that can be applied to students for moderately serious offenses. Exemption from this requirement will provide campuses with the option of keeping students on campus and closer to their regular teachers during a disciplinary placement rather than always opting to send students to the disciplinary alternative educational placement. Providing a range of options is an innovative approach to discipline and more fully meets the needs of the student being disciplined.~~

~~**Suspension Limitation for Students Below Third Grade**~~
~~**TEC §37.0005**~~
~~**Rationale**: This statute prohibits school districts from suspending students in an out-of-school placement who are in grades below third grade, except for the most serious offenses (weapons, violent offenses, drugs/alcohol). There may be times when younger students engage in conduct that does not rise to this level, but suspension may be warranted. This exemption allows the District greater flexibility in managing its student behaviors by utilizing out of school suspension for students below grade 3 within clear parameters that are similar to the protections provided to special education students under federal and state law.~~

~~**Disciplinary Alternative Education Programs (DAEP) Certified Teachers**~~
~~**TEC §37.0008**~~
~~**Rationale:** The law requires students who are placed in a Disciplinary Alternative Educational Program (DAEP) to be separate from their regular instructional setting, under the supervision of a certified teacher, and not be allowed to be with other students who are not in the program. An exemption from this provision provides extra flexibility in administration of discipline to students and staffing for DAEP locations. Granbury ISD will determine the appropriate staffing to ensure all students are still receiving an appropriate education while in a disciplinary setting.~~

~~**Student Discipline Campus Behavior Coordinator**~~
~~**TEC §37.0012**~~
~~**Rationale:** The District believes that school discipline is best administered and managed within a team concept and should not be limited to one school administrator being responsible for contacting and the documentation requirements to parents. Granbury will use all school administrators to effectively manage student behavior and consistently monitor school discipline and parental contact.~~

~~**Unauthorized Persons: Ejection of Individuals from Facilities**~~
~~**TEC §37.105**~~

~~**Rationale:** This statute requires a District to provide explicit warnings to individuals as well as information about appeal rights before banning them from District property. This exemption allows the District greater flexibility in managing its property and ensuring safety and security of its campuses. Exemption from this requirement will allow the District to continue with its current processes relating to unruly individuals on campuses and at other facilities. The notice of written appeal requirement at the time of ejection is believed to be ineffective and impractical. Maintaining logs of those who receive a verbal warning may not be manageable in all instances, including athletic events. While Granbury ISD rarely ejects an individual from a facility, when it does so, there is personal contact with the individual. In most instances, an ejection happens with a written letter from the campus after several warnings over a number of episodes that caused a disruption. Allowing the District to maintain its current practice that has proven to be effective is a better use of resources and allows the District to avoid potential escalation of already difficult situations.~~

TEC CHAPTER 33

Local School Library Advisory Councils

TEC § 33.025 (b), (c), (d), (e), (f), and (h)

Rationale: Current law requires the school district to establish a School Library Advisory Council at any campus where either 10% of parents or 50 parents (whichever is fewer) submit a written request for such a council. While these councils are not required to be formed until such a petition is received, once the petition is received, the Board will be statutorily required to create these councils. At that time, the council(s) will not be optional for the District. Granbury ISD seeks to be exempt from any requirement to create a School Library Advisory Council. The District believes this requirement is redundant and unnecessary, as Granbury ISD already has strong, board-approved procedures in place for selecting, reviewing, and reconsidering library materials – led by certified librarians and educators and aligned with state-mandated requirements and guidance from the Texas Education Agency.

Acquisition of Library Materials

TEC § 33.026

Rationale: Current law outlines specific procedures school districts must follow before acquiring and/or using library materials, including the public posting of selected library materials for 30 days before they can be made available to students and Board approval of every single library book or other library resource material acquired by or donated to the District. Granbury ISD will be exempt from this statutory provision because the District already has comprehensive, board-approved policies in place that govern the acquisition of library materials in a manner that ensures transparency, appropriateness, and educational value in materials selected and implemented by certified librarians. The new statutory process will result in the delay of access to instructional and enrichment resources, place bureaucratic barriers in front of certified librarians and other trained library professionals, and create an administrative burden that consumes time and resources better allocated to instructional support. This exemption allows Granbury ISD to preserve instructional flexibility and to provide students with timely access to enriching and appropriate materials—without compromising accountability or community trust.

VI. IMPLEMENTATION

This Innovation Plan is designed to create parameters within which the District will operate, in order to provide additional student opportunities. Specific implementation plans will be developed by the appropriate campuses and departments. Adjustments to Board Policy will be researched and adopted where appropriate.

Adopted by Granbury ISD Board of Trustees on October 19, 2026
Approved by Granbury ISD District Advisory Council on September 3, 2026

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Maggie Walton			
Expenditure:	$0			

Agenda Item Title: Discuss the 2026-27 District Improvement Plan

Background Information:
District administration has developed the 2026–27 District Improvement Plan to align with Granbury ISD's district goals and strategic priorities. Through the planning process, district leaders reviewed performance data, considered stakeholder input, identified areas of focus, and developed performance objectives and strategies responsive to district needs. The plan provides a focused framework for district-level action and ongoing monitoring of implementation and progress throughout the year.

The 2026–27 District Improvement Plan is being presented to the Board for review and discussion. The plan will return to the Board in November for consideration and approval.

Supporting Document(s) Included:
- District Improvement Plan
- District Improvement Plan One-Pager
- District Improvement Plan Board Presentation

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:
Review and discuss the 2026–27 District Improvement Plan as presented.

Submitted by:	**Approved by:**
Maggie Walton	Dr. Courtney Morawski Superintendent

Granbury Independent School District

Accountability Rating: B

2026-2027 GISD District Improvement Plan

Board Approval Date:
November 16, 2026

Public Presentation Date:
October 19, 2026

Generated by Plan4Learning.com
October 07, 2026 at 02:25 PM

Mission Statement

Character. Excellence. Opportunity.

Vision

GRANBURY ISD VISION: Where every learner is valued, successful, and future-ready.

Value Statement

The Granbury ISD Board Goals and Strategic Plan serve as the district's roadmap for continuous improvement and student success. Developed collaboratively by the Board of Trustees and district leadership in 2026, these priorities help guide decision-making, align resources, and ensure accountability across all areas of the district. The goals and strategies outlined below reflect our commitment to academic excellence, student and staff support, responsible stewardship, and meaningful community engagement as we work together to prepare every student for success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Granbury ISD conducted a comprehensive needs assessment using multiple measures of district, campus, student, staff, and stakeholder data across eight areas: Demographics; Student Achievement; District Culture and Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction, and Assessment; Family and Community Engagement; District Organization; and Technology. The process included analysis of state and federal accountability data, STAAR achievement and growth, College, Career, and Military Readiness (CCMR), graduation, attendance, student-group performance, staffing and professional learning, stakeholder feedback, instructional and operational systems, safety and security, technology infrastructure, and district and campus improvement data.

The needs assessment identified several areas of strength. Granbury ISD continues to demonstrate strong graduation and postsecondary readiness outcomes, with multiple pathways available to prepare students for college, career, and military success. The district has established systems for curriculum and instruction, professional learning communities, student intervention and support, leadership development, family and community engagement, school safety, technology infrastructure, and strategic planning. Strong community partnerships, experienced staff, and ongoing collaboration among district departments and campuses provide a foundation for continued improvement.

Student achievement data indicate that continued improvement in academic achievement and growth remains a district priority. Mathematics achievement trails Reading/Language Arts performance, and achievement gaps remain among economically disadvantaged students, emergent bilingual students, and students receiving special education services. Accelerated learning data demonstrate a continued need to strengthen systems for students who have not yet reached grade-level expectations. Campus- and student-group-level accountability outcomes also reinforce the need for differentiated support, as Granbury Middle School is implementing a Targeted Improvement Plan and Baccus Elementary and Brawner Elementary are implementing Local Improvement Plans following identified accountability needs.

Analysis of curriculum, instruction, and assessment identified the continued need for consistent implementation of rigorous, standards-aligned Tier 1 instruction; effective PLC practices; meaningful use of assessment and progress-monitoring data; and timely intervention and acceleration through a coordinated multi-tiered system of support. Strengthening these systems will be essential to improving outcomes across campuses and closing identified achievement gaps.

The assessment also identified the importance of maintaining safe, supportive, and connected learning environments; strengthening attendance and student connectedness; recruiting, developing, and retaining high-quality employees; developing future leaders; expanding meaningful family and community engagement; and strengthening organizational alignment, cross-department collaboration, communication, and differentiated support for campus leadership.

Technology continues to play an increasingly important role in teaching, learning, and district operations. The district must sustain a large and complex technology environment while addressing device replacement and infrastructure needs, cybersecurity and data protection, artificial intelligence, responsible technology use, and digital wellness. These emerging needs require continued planning, professional learning, stakeholder engagement, and sustainable investment.

Findings from the comprehensive needs assessment informed the development of the 2026–2027 District Improvement Plan and the alignment of district goals, performance objectives, strategies, resources, and progress-monitoring systems. Granbury ISD will continue to use multiple measures of data throughout the year to evaluate implementation, monitor progress, provide differentiated support, and adjust district and campus actions in response to identified needs.

Demographics

Summary

Granbury ISD serves a diverse student population of approximately 7,934 students. Based on 2025 demographic data, the student population is 63.2% White, 30.6% Hispanic, 3.2% Two or More Races, 1.4% African American, 1.0% Asian, 0.4% American Indian, and 0.2% Pacific Islander.

The demographic composition of the district continues to require intentional planning to meet a wide range of academic, language, behavioral, and student-support needs. Economically disadvantaged students represent a significant portion of the district population, with 51.4% of students identified as economically disadvantaged in TEA's 2026 Relative Performance data.

As student needs and demographics evolve, the district must continue to monitor enrollment and student-group trends to ensure staffing, programs, instructional supports, interventions, and district resources are aligned with the needs of the students and families served. Particular attention should continue to be given to special populations, including economically disadvantaged, special education, and emergent bilingual students, to ensure equitable access to appropriate services and opportunities.

Strengths

Granbury ISD serves a diverse student population and has established a broad range of instructional, intervention, enrichment, and student-support programs designed to respond to varying student needs. District and campus leaders regularly analyze student-group data to inform resource allocation, program implementation, and differentiated support.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Changes in district demographics and the needs of special populations require continued adaptation of staffing, services, programs, and resources to ensure equitable access and support for all students.	The academic, language, behavioral, and support needs of the district's student population continue to evolve, requiring district and campus systems to regularly evaluate and adjust staffing, programming, interventions, and resource allocation.

★ = Priority

Student Achievement

Summary

Granbury ISD earned an overall B accountability rating for 2026. Districtwide student achievement data demonstrate areas of strength while identifying continued opportunities to improve academic achievement, growth, and outcomes for individual student groups.

Across all 2026 STAAR-tested subjects, 77% of students performed at Approaches Grade Level or Above, 54% at Meets Grade Level or Above, and 24% at Masters Grade Level, resulting in a STAAR Component Score of 52. Reading/Language Arts performance exceeded mathematics, with 60% of students achieving Meets Grade Level or Above in RLA compared with 44% in mathematics.

Academic growth data demonstrate progress while also identifying opportunities for continued improvement. Granbury ISD earned an overall Academic Growth Score of 65. Of 7,193 RLA and mathematics assessments evaluated for annual growth, 4,199 earned one full growth point and 646 earned one-half growth point, resulting in an Annual Growth Score of 63. Accelerated learning remains an area for continued focus, with 545 of 1,632 eligible assessments earning accelerated learning credit and an Accelerated Learning Score of 33.

Student-group performance indicates continued achievement gaps. Across all STAAR-tested subjects, 54% of students districtwide achieved Meets Grade Level or Above, compared with 43% of economically disadvantaged students, 26% of current emergent bilingual students, and 23% of students currently receiving special education services. Growth data demonstrate stronger outcomes than achievement data for several groups; however, continued differentiated support is needed to accelerate progress and close persistent achievement gaps.

College, Career, and Military Readiness and graduation outcomes remain areas of strength. The 2025 graduating class demonstrated strong CCMR performance, and the district continues to provide multiple pathways for students to demonstrate postsecondary readiness through college readiness assessments, industry-based certifications, advanced coursework, dual credit/dual enrollment, career and technical education, and other qualifying indicators. Graduation outcomes also remain strong, supporting the district's continued focus on preparing every student for successful postsecondary transitions.

Districtwide performance is supplemented by differentiated campus improvement efforts. Granbury Middle School is implementing a Targeted Improvement Plan (TIP) based on identified accountability needs and is receiving focused district support, progress monitoring, and school-improvement assistance. Baccus Elementary and Brawner Elementary are implementing Local Improvement Plans (LIPs) following federal Targeted Support and Improvement (TSI) identification. Baccus Elementary was identified based on the performance of the White student group, while Brawner Elementary was identified based on the performance of the Two or More Races student group. Identified areas include RLA Academic Achievement, Mathematics Academic Achievement, and Student Success (STAAR Component Score). These campus and student-group identifications demonstrate the continued need to examine performance beyond districtwide averages and provide differentiated support based on identified needs.

Strengths

Granbury ISD demonstrates strong graduation and College, Career, and Military Readiness outcomes and continues to provide multiple pathways for students to prepare for postsecondary success. RLA achievement represents an area of relative strength, with 60% of students performing at Meets Grade Level or Above. Academic growth data also demonstrate that a substantial number of students are making expected progress. The district has established systems for monitoring campus and student-group performance and providing differentiated support to campuses with identified needs.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Mathematics achievement remains an area of need, with 44% of students performing at Meets Grade Level or Above in 2026 compared with 60% in Reading/Language Arts.	Consistent implementation of standards-aligned Tier 1 mathematics instruction, rigorous learning tasks, and responsive use of assessment data remains an area for continued development across grade levels and campuses.
2	Persistent achievement gaps exist among student groups, with economically disadvantaged students, emergent bilingual students, and students receiving special education services performing below districtwide achievement levels.	The intensity and consistency of differentiated Tier 1 instruction, language supports, intervention, acceleration, and progress monitoring have not yet resulted in equitable achievement outcomes for all student groups.
3	Students who previously did not meet grade-level standards are not yet demonstrating accelerated progress at the desired rate, as reflected by a 2026 Accelerated Learning Score of 33.	Systems for identifying individual learning gaps and providing timely, targeted intervention, acceleration, and ongoing progress monitoring continue to require greater consistency and responsiveness across campuses and grade levels.
4	Districtwide performance does not consistently reflect performance at every campus or for every student group, as evidenced by Granbury Middle School's need for a Targeted Improvement Plan and the TSI identification and Local Improvement Plans required for Baccus Elementary and Brawner Elementary.	Campus and student-group data demonstrate variability in the consistent implementation and impact of instructional, intervention, and progress-monitoring systems, requiring differentiated district support based on campus and student-group needs.

★ = Priority

District Culture and Climate

Summary

Granbury ISD is committed to maintaining safe, supportive, and connected learning environments in which students and staff feel valued, supported, and prepared to succeed. District and campus systems address both physical safety and the social, emotional, behavioral, and mental health needs that influence student engagement and success.

Student attendance remains an important indicator of engagement and connectedness. Granbury ISD reported a 94.2% attendance rate in 2024, slightly exceeding the Region 11 rate of 94.1% and the state rate of 93.6%. While overall attendance represents an area of relative strength, the district continues to monitor attendance and chronic absenteeism at the district, campus, and individual student levels to identify patterns and provide early intervention for students experiencing attendance barriers.

The district provides multiple systems of student support designed to strengthen relationships, belonging, behavior, mental health, and overall well-being. These supports include Capturing Kids' Hearts, Communities In Schools, TCHATT, character education, counseling and student-support services, and campus-based intervention and referral processes. Continued coordination among these systems is important to ensure student needs are identified early and students are connected with appropriate support.

School safety and security remain essential components of district culture and climate. Granbury ISD maintains campus safety and security systems that include School Marshals and security personnel, visitor and access-control procedures, emergency drills and preparedness activities, threat and incident response processes, and coordination with local law enforcement, fire, EMS, emergency management, and other community partners. The district continues to evaluate safety procedures, physical security, emergency preparedness, and response systems to identify vulnerabilities and strengthen readiness.

The district recognizes that a positive culture extends beyond the absence of disciplinary or safety concerns. Strong relationships, student voice, staff engagement, consistent expectations, recognition, and opportunities for students to feel connected to their schools contribute to a healthy learning environment. District and campus leaders will continue to use available climate, attendance, behavior, safety, and student-support data to identify areas of strength and opportunities for improvement.

Strengths

Granbury ISD has established multiple systems to promote safe, supportive, and connected schools. Overall attendance compares favorably with regional and state rates, and the district provides comprehensive student supports through counseling, mental health resources, Communities In Schools, TCHATT, Capturing Kids' Hearts, character education, and other campus-based services. Established safety and security personnel, procedures, emergency preparedness systems, and community partnerships further support safe learning and working environments.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	While overall district attendance remains comparatively strong, chronic absenteeism and individual patterns of inconsistent attendance continue to create barriers to student engagement, learning, and academic success.	Students experience varied barriers to consistent attendance, requiring earlier identification of attendance patterns, stronger coordination of campus and district interventions, and individualized support for students and families experiencing chronic absenteeism.
2	Students demonstrate varying levels of social, emotional, behavioral, and mental health needs that can affect engagement, connectedness, behavior, attendance, and academic success.	The range and complexity of student needs require continued coordination and consistent implementation of prevention, early identification, referral, intervention, and student-support systems across campuses.
3	Maintaining safe and secure learning environments requires continuous monitoring and improvement of physical security, emergency preparedness, safety procedures, and response systems across district facilities.	Evolving safety and security risks, changing operational needs, and the complexity of coordinating prevention, preparedness, response, and recovery require ongoing evaluation, training, communication, and collaboration among district personnel, campuses, and community emergency-response partners.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Granbury ISD recognizes that recruiting, developing, and retaining high-quality employees is essential to student success and organizational effectiveness. The district continues to strengthen systems that support employees throughout the professional lifecycle, including recruitment, onboarding, mentoring, professional learning, coaching and feedback, leadership development, recognition, and retention.

Recruitment and retention remain important areas of focus as the district competes for highly qualified teachers, administrators, paraprofessionals, special education personnel, and other specialized staff. Competitive compensation and benefits, positive working conditions, opportunities for professional growth, effective leadership, employee recognition, and a strong organizational culture all contribute to the district's ability to attract and retain high-quality employees.

Support for beginning teachers is an important component of the district's retention strategy. Granbury ISD is strengthening its districtwide mentoring system through the PREP Mentorship Program, which provides structured mentoring for eligible beginning teachers, training and support for mentors, and paid mentor stipends. Intentional onboarding and mentoring provide new educators with access to professional guidance, resources, feedback, and relationships that support successful transition into the district and the profession.

Professional learning and continuous growth are also central to staff quality. The district provides professional development aligned with identified district, campus, instructional, and student needs and continues to strengthen observation, feedback, coaching, PLC support, specialized professional learning, and technology-focused training. Targeted learning opportunities for teachers, paraprofessionals, administrators, and other employee groups are designed to build individual and organizational capacity.

Granbury ISD also recognizes the importance of developing internal leadership capacity. Leadership development opportunities and established pathways, including Pathways to Excellence, provide employees with opportunities to develop leadership knowledge and skills and prepare for future roles. Continued investment in leadership development strengthens succession planning and supports the district's ability to develop and promote effective leaders from within the organization.

Ongoing analysis of staffing, vacancies, applicant pools, turnover, retention, certification, professional learning participation, employee feedback, and internal advancement data will help the district identify workforce trends and determine where additional recruitment, development, and retention strategies are needed.

Strengths

Granbury ISD has established multiple systems to support employee development and retention, including new-employee onboarding, beginning-teacher mentoring, professional learning, PLC support, observation and coaching, leadership development pathways, and employee recognition. The district continues to invest in opportunities that build employee capacity and create pathways for professional growth and advancement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Qualified substitutes are frequently hired into full-time district positions, creating ongoing vacancies within the substitute pool and requiring continuous recruitment and onboarding of new substitutes.	The substitute pool experiences frequent turnover as qualified substitutes transition into full-time district positions, creating an ongoing need to recruit, onboard, and retain sufficient substitutes to meet district staffing needs.
2	Granbury ISD must continue to strengthen its ability to recruit and retain highly qualified employees, particularly in positions and certification areas that are difficult to fill or experience increased turnover.	Competition for qualified educators and specialized personnel, combined with differences in candidate availability across certification and job areas, requires the district to continually evaluate compensation, recruitment practices, working conditions, employee supports, and retention strategies.
3	Beginning teachers require consistent, high-quality mentoring, onboarding, and professional support to develop instructional effectiveness, build professional confidence, and successfully transition into the district and profession.	Beginning educators enter the profession with varying levels of preparation and experience and require intentional systems of mentoring, feedback, professional learning, and job-embedded support that are implemented consistently across campuses.
4	The district must continue to develop a strong internal pipeline of employees prepared to assume future teacher-leader, campus-leadership, and district-leadership roles.	Leadership transitions and future staffing needs require intentional identification, development, and preparation of internal talent through structured leadership pathways, mentoring, professional learning, and opportunities to develop and demonstrate leadership capacity.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Granbury ISD continues to strengthen a coherent instructional system designed to ensure all students have access to rigorous, standards-aligned curriculum, high-quality Tier 1 instruction, meaningful assessment practices, and timely intervention and acceleration. District and campus leaders use student performance data, classroom evidence, curriculum resources, professional learning communities, universal screening, and progress-monitoring systems to identify instructional needs and support continuous improvement.

The district continues to prioritize consistent implementation of high-quality instructional materials and district-adopted resources aligned to the Texas Essential Knowledge and Skills (TEKS). Effective implementation requires teachers and instructional leaders to deeply understand grade-level standards, utilize aligned resources as intended, and design learning experiences that provide appropriate rigor and opportunities for students to read, write, discuss, collaborate, reason, and problem-solve. Continued support is needed to ensure consistency in curriculum implementation and instructional expectations across classrooms, grade levels, and campuses.

Professional Learning Communities serve as a primary structure for collaborative instructional planning and data-informed decision-making. District and campus instructional leaders support PLCs in analyzing standards, planning rigorous instruction, examining student work and assessment results, identifying misconceptions and learning gaps, and determining appropriate instructional responses. Continued development of PLC practices is necessary to ensure collaborative planning consistently results in responsive changes to classroom instruction and improved student outcomes.

Granbury ISD utilizes multiple measures of student learning, including state assessments, district and campus assessments, universal screening, classroom assessments, progress-monitoring data, and student work. Assessment data are used to identify student strengths and needs, monitor progress, evaluate instructional effectiveness, and inform intervention and acceleration. The district continues to strengthen the connection between data analysis and timely instructional response so that assessment functions as a tool for improving teaching and learning rather than solely measuring outcomes.

The district continues to strengthen a multi-tiered system of support that provides differentiated instruction, intervention, and acceleration based on individual student needs. Universal screening and progress-monitoring tools, including Branching Minds, support the identification of students requiring additional assistance and provide a structure for documenting interventions and monitoring student response. Coordination among general education, special education, emergent bilingual, intervention, and instructional support personnel remains important to ensuring students receive appropriate and timely support.

District and campus instructional leaders continue to strengthen systems of classroom observation, feedback, coaching, and instructional monitoring. Classroom evidence, student performance data, PLC implementation, and progress-monitoring information provide multiple measures for determining the effectiveness of curriculum and instruction and identifying areas requiring additional professional learning, coaching, or district support.

Strengths

Granbury ISD has established a districtwide instructional framework that includes standards-aligned curriculum and instructional resources, collaborative PLC structures, multiple measures of assessment, universal screening, intervention and acceleration systems, instructional coaching, and ongoing professional learning. District Teaching & Learning personnel, campus administrators, and instructional specialists provide direct support to campuses and teachers through collaborative planning, PLC participation, data analysis, classroom observation, coaching, and professional development.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	The quality and consistency of standards-aligned, rigorous Tier 1 instruction varies across classrooms, grade levels, content areas, and campuses, contributing to variability in student achievement and growth.	Teachers and instructional leaders require continued support in translating grade-level standards and high-quality instructional materials into consistently rigorous learning experiences that provide appropriate levels of cognitive demand, student ownership, and opportunities for application of learning.
2	PLC implementation and effectiveness are not yet consistently resulting in the depth of collaborative planning, data analysis, and instructional response needed to improve outcomes for all students.	PLC teams demonstrate varying levels of capacity in unpacking standards, analyzing student work and assessment data, planning rigorous instruction, and translating identified student needs into timely changes in classroom instruction, intervention, and acceleration.
3	Assessment and progress-monitoring data are not yet used with consistent effectiveness across campuses and classrooms to drive timely instructional adjustments, intervention, and acceleration.	The district utilizes multiple assessment and progress-monitoring tools, but staff capacity and implementation practices vary in analyzing multiple measures of data, identifying specific learning gaps, selecting appropriate instructional responses, and monitoring whether those responses result in improved student performance.
4	Students requiring additional academic support do not consistently demonstrate the rate of progress necessary to close learning gaps and reach grade-level expectations.	Implementation of the district's multi-tiered system of support continues to require greater consistency in early identification, intervention selection and implementation, progress monitoring, documentation, and adjustment of supports based on student response.

★ = Priority

Family and Community Engagement

Summary

Granbury ISD recognizes families and community members as essential partners in student success and district improvement. The district continues to strengthen systems that provide timely, accessible, and transparent communication while creating meaningful opportunities for families, staff, students, and community members to provide input and participate in district decision-making.

The district utilizes multiple communication platforms and strategies to share information with families and the community, including ParentSquare, district and campus websites, social media, newsletters, direct communication, community events, and other outreach efforts. These systems provide families with information regarding district initiatives, campus activities, student opportunities, important dates, and available resources. Continued attention to the clarity, consistency, accessibility, and reach of district communication is necessary to ensure stakeholders receive and understand information that affects their students and schools.

Granbury ISD also seeks stakeholder voice through surveys, advisory committees, planning processes, public meetings, and other opportunities for feedback. Recent district initiatives have intentionally incorporated family and community input to inform future planning, including the Pirate Choice Programs family survey and stakeholder participation in district planning and improvement efforts. These opportunities support shared ownership and help ensure district decisions reflect the needs and priorities of the community.

Community partnerships expand the resources and opportunities available to students and staff. The district collaborates with local businesses, community organizations, higher education partners, the Granbury Education Foundation, service organizations, and other community partners to support student experiences, career exploration, work-based learning, instructional programs, employee development, and district initiatives. Continued development of mutually beneficial partnerships will strengthen connections between schools and the broader Granbury community.

The district will continue to evaluate family and community engagement through multiple measures, including stakeholder survey results, participation in district and campus events, communication engagement data, advisory committee participation, partnership involvement, and stakeholder feedback. Analysis of these measures will help identify groups that may be underrepresented or less engaged and inform strategies to increase meaningful participation and two-way communication.

Strengths

Granbury ISD benefits from strong community support and maintains multiple avenues for communication, stakeholder input, and community partnership. Families and community members have opportunities to participate in surveys, advisory committees, district planning, campus activities, and community events. Partnerships with businesses, community organizations, higher education institutions, and the Granbury Education Foundation provide additional resources, expertise, and opportunities that support students, staff, and district priorities.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	The district must continue to strengthen consistent, accessible, and effective two-way communication with families and community members across campuses and stakeholder groups.	Families and community members have varying communication preferences, levels of access, schedules, and information needs, requiring the district to use multiple communication methods and provide consistent opportunities for stakeholders to receive information, ask questions, and provide feedback.
2	Participation in district and campus feedback opportunities does not always represent the full range of families and stakeholder groups served by the district.	Traditional surveys, meetings, committees, and engagement opportunities may not be equally accessible or appealing to all stakeholders, requiring varied and intentional methods for gathering representative input and reducing barriers to participation.
3	Opportunities exist to further expand and strategically align business, community, higher education, and organizational partnerships with student, campus, and district needs.	Community partnerships have developed across multiple programs and departments, but continued coordination is needed to systematically identify partnership opportunities, align resources with district priorities, and maximize the impact of community expertise and support.

★ = Priority

District Organization

Summary

Granbury ISD maintains organizational systems designed to support effective leadership, strategic planning, continuous improvement, accountability, and responsible stewardship of district resources. District leadership works collaboratively across departments and campuses to align programs, personnel, resources, and operational systems with district priorities and identified student and organizational needs.

The district utilizes a comprehensive planning and improvement process that includes the District Improvement Plan, Campus Improvement Plans, accountability data, needs assessments, campus progress monitoring, and targeted improvement processes. District and campus leaders regularly review multiple measures of performance to identify priorities, monitor implementation, evaluate progress, and determine where additional support or adjustment is needed.

Granbury ISD continues to strengthen systems of support and accountability for campus leadership. District leaders collaborate with principals and campus leadership teams through structured progress-monitoring meetings, coaching and support, instructional walks, data reviews, and ongoing communication. Differentiated support is provided based on campus needs, with additional monitoring and assistance for campuses and student groups identified through state and federal accountability systems.

Cross-department collaboration is an important component of district improvement. Teaching & Learning, Special Programs, Human Resources, Technology, Safety and Security, Finance, Communications, Operations, and other district departments work collaboratively with campus leaders to address academic, operational, staffing, safety, technology, and student-support needs. Continued coordination among departments is necessary to ensure district initiatives are implemented coherently and campuses receive timely and aligned support.

Internal communication and employee voice also contribute to organizational effectiveness. District communication structures, leadership meetings, staff communication, advisory opportunities, and feedback processes provide mechanisms for sharing district priorities and gathering employee perspectives. Continued attention to transparent communication and meaningful staff engagement can strengthen trust, organizational alignment, and shared ownership of district improvement efforts.

The district also continues to align financial and operational decision-making with identified priorities. Budget development, facility planning, competitive purchasing, grant funding, alternative revenue opportunities, and operational performance measures provide systems for maximizing available resources and supporting long-term district needs. Ongoing evaluation of organizational processes and resource allocation will help ensure district systems remain efficient, responsive, transparent, and aligned with strategic priorities.

Strengths

Granbury ISD has established systems for strategic planning, campus and district improvement planning, leadership support, accountability monitoring, cross-department collaboration, internal communication, and resource management. District leaders regularly collaborate with campus administrators to review performance, identify needs, monitor progress, and provide differentiated support. The district also maintains structures for employee voice and communication that support transparency, shared ownership, and organizational improvement.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	The number and complexity of district initiatives require continued attention to organizational alignment, prioritization, implementation, and progress monitoring to ensure district and campus efforts remain focused on the highest-leverage priorities.	District priorities involve multiple departments, campuses, programs, and leaders, requiring clearly defined responsibilities, coordinated implementation, consistent communication, and shared systems for monitoring progress and evaluating impact.
2	Campus performance and identified needs vary across the district, requiring differentiated levels of leadership support, monitoring, and accountability.	Differences in campus performance, student populations, leadership needs, and improvement-plan requirements necessitate a district system that balances principal autonomy with clearly defined expectations, differentiated support, frequent progress monitoring, and accountability for results.
3	District and campus improvement efforts require continued strengthening of coordination among departments to ensure campuses receive coherent, timely, and aligned support.	Academic, student-support, staffing, operational, technology, and compliance needs frequently involve multiple departments, creating a need for clearly defined roles, shared priorities, consistent communication, and coordinated problem-solving across district systems.
4	Continued improvement is needed to ensure employees across campuses and departments have consistent access to district information and meaningful opportunities to provide input into decisions and improvement efforts.	The size and complexity of the organization, varied employee roles and work locations, and multiple communication channels require intentional systems for consistent communication, feedback, and employee engagement.

★ = Priority

Technology

Summary

Granbury ISD's technology program is designed to provide students and staff with reliable, secure, and effective technological resources that enhance teaching and learning, foster creativity and collaboration, support critical thinking, and provide opportunities for students to demonstrate learning in meaningful and engaging ways. The district emphasizes safe, responsible, respectful, and ethical technology use and provides ongoing education related to cybersecurity, digital citizenship, and digital safety.

The Granbury ISD Technology Department supports nearly 8,000 students and approximately 1,200 staff members while managing user accounts, student and classroom data, confidential information, applications, devices, network infrastructure, and technical support. More than 25,000 devices connect to the district network, including student and staff Chromebooks, teacher computers, printers, mobile devices, iPads, classroom audio equipment, routers, switches, wireless access points, and other network-connected technologies.

Maintaining a technology environment of this size requires intentional long-range planning and ongoing investment. The district maintains a device replacement schedule designed to keep technology reliable, secure, and within appropriate compliance standards. Current replacement needs include approximately 800 Chromebooks, 300 teacher laptops, and 100 cart computers annually, in addition to repairing damaged devices and maintaining network and other technology infrastructure. Continued evaluation of replacement cycles, infrastructure capacity, device needs, and available resources is necessary to maintain reliable access to technology across the district.

Cybersecurity and data protection remain significant priorities. The district utilizes internal security controls and Managed Endpoint Detection and Response services to identify and prevent attempts to gain unauthorized or privileged access to district networks and devices. Staff and students receive education regarding safe and responsible technology use, and staff training includes awareness of cybersecurity threats such as phishing and social engineering. As cyber threats continue to evolve, ongoing monitoring, training, infrastructure investment, and data-protection practices remain necessary.

Granbury ISD is also expanding its focus beyond technology access and infrastructure to address the rapidly evolving role of artificial intelligence and digital wellness in education. Through the district's Technology, AI & Digital Wellness initiative, stakeholders are examining technology and AI through the areas of Teaching & Learning, Leadership & Operations, Digital Wellness & Screen Time, and Community Partnerships. This work will inform future district expectations, professional learning, safeguards, and recommendations for safe, ethical, effective, and developmentally appropriate technology use.

The district recognizes the need to balance the instructional benefits of technology with student well-being and meaningful learning experiences. As technology becomes increasingly integrated into both school and daily life, continued evaluation of screen time, digital citizenship, appropriate technology use, and age- and grade-level expectations will help ensure technology enhances rather than replaces high-quality instruction, collaboration, communication, creativity, and authentic learning experiences.

Technology effectiveness will continue to be evaluated through multiple measures, including device and infrastructure performance, cybersecurity and network data, technical-support needs, device replacement and repair data, technology utilization, professional learning participation, and stakeholder feedback related to technology, artificial intelligence, digital citizenship, and digital wellness.

Strengths

Granbury ISD maintains a robust technology infrastructure supported by an experienced Technology Department serving nearly 8,000 students and approximately 1,200 staff members. The department manages more than 25,000 network-connected devices in addition to user accounts, applications, student and classroom data, network infrastructure, cybersecurity systems, and technical support.

The district has established cybersecurity protections that include internal security controls and Managed Endpoint Detection and Response services and provides cybersecurity awareness training to strengthen staff and student understanding of digital safety.

A device replacement schedule supports the district's efforts to maintain reliable, secure, and compliant technology.

Granbury ISD also demonstrates a commitment to innovation and continuous improvement by supporting technology-rich learning opportunities and proactively engaging stakeholders in the development of a comprehensive district approach to artificial intelligence, digital wellness, screen time, and responsible technology use.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Maintaining a sustainable technology replacement cycle remains an ongoing challenge due to the number of devices and technology systems requiring regular replacement, repair, and updating.	The district manages more than 25,000 network-connected devices and must continually replace aging or unsupported equipment, repair damaged devices, and maintain technology that meets current instructional, security, compliance, and online assessment requirements.
2	Rapidly evolving technologies, including artificial intelligence, require the district to establish and continually refine expectations for safe, ethical, effective, and developmentally appropriate technology use.	The pace of technological and artificial intelligence development has created new instructional, ethical, privacy, academic integrity, and operational considerations that require clear district guidance, professional learning, and ongoing evaluation.
3	The district needs a clearly defined, developmentally appropriate approach to balancing the instructional benefits of technology with student digital wellness and screen-time considerations.	Technology is increasingly embedded in instructional and personal environments, while expectations for when, how, and how much technology should be used vary across grade levels, classrooms, learning activities, and families.
4	The size and complexity of the district's technology environment require continuous strengthening of cybersecurity awareness, data privacy, infrastructure, and protection of district information and systems.	Thousands of users, more than 25,000 connected devices, numerous applications and user accounts, large amounts of confidential data, and continually evolving cybersecurity threats create ongoing risks requiring continuous monitoring, infrastructure improvement, training, and adherence to cybersecurity and data-privacy practices.

★ = Priority

Goals

Goal 1 Granbury ISD will advance academic achievement and growth for every student.

Performance Objective 1 ☑ High Priority

Increase student achievement and academic growth across all student groups through high-quality Tier 1 instruction, aligned curriculum and assessment, and responsive systems of intervention and acceleration.

Evaluation Data Source: State accountability results; STAAR performance and academic growth; district assessment data; universal screening and progress-monitoring data; student-group performance; instructional walkthrough data; PLC implementation evidence.

Strategy 1

Ensure alignment of the written, taught, and assessed curriculum to the Texas Essential Knowledge and Skills (TEKS) through a systematic cycle of curriculum review, revision, and continuous improvement. Utilize Title II funding to support collaborative planning, curriculum development, and professional learning that promotes instructional consistency across campuses and content areas. Monitor implementation through instructional walkthroughs, curriculum reviews, and analysis of student performance data to evaluate effectiveness and inform ongoing refinement of instructional practices.

Strategy's Expected Result/Impact: A guaranteed and viable curriculum implemented with fidelity across all campuses, resulting in increased instructional consistency, improved teaching and learning outcomes, and measurable gains in student achievement and academic growth.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists

Funding Sources: Title II (255),

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Strategy 2

Implement and monitor the district instructional framework to ensure consistent delivery of standards-aligned instruction in every classroom. Establish clear expectations for lesson design and instructional delivery, including aligned learning objectives, rigorous grade-level tasks, student engagement in meaningful learning experiences, and evidence of learning throughout the instructional process. Provide ongoing professional learning, coaching, and feedback for teachers and campus leaders to strengthen implementation and build instructional capacity. Utilize classroom observations, instructional walkthrough data, PLC discussions, and student performance data to monitor effectiveness and guide continuous improvement.

Strategy's Expected Result/Impact: Consistent implementation of the district instructional framework will ensure all students have access to high-quality, standards-aligned instruction, resulting in increased academic achievement, accelerated student growth, and higher levels of college, career, and military readiness.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists

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Strategy 3

Strengthen and sustain a district-wide Professional Learning Community (PLC) process to ensure consistent implementation of high-quality instructional practices, data-driven decision making, and collaborative planning across all campuses. Provide ongoing professional learning, coaching, and implementation support for campus and teacher leaders on effective PLC structures, protocols, and facilitation practices. Utilize PLC meetings to analyze student learning data, identify instructional priorities, develop targeted responses to student needs, and monitor the effectiveness of instructional practices. Regularly evaluate PLC implementation through campus observations, meeting artifacts, and student performance data to ensure consistency and continuous improvement across the district.

Strategy's Expected Result/Impact: Consistent implementation of effective PLC practices across the district will result in improved instructional quality, stronger alignment of teaching and learning, increased educator collaboration, and higher levels of student achievement and growth.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists

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Strategy 4

Strengthen mathematics instruction through consistent implementation of Bluebonnet Learning Mathematics in Kindergarten through Algebra I. Provide ongoing professional learning, instructional coaching, and collaborative planning opportunities to strengthen teacher content knowledge, instructional practices, and effective use of curriculum resources. Utilize Professional Learning Communities (PLCs), formative assessment data, classroom observations, and student performance data to monitor implementation, identify instructional needs, and refine instructional practices to support continuous improvement and student success in mathematics.

Strategy's Expected Result/Impact: Students will experience consistent, high-quality mathematics instruction across the district, resulting in increased academic growth, improved mastery of grade-level TEKS, and stronger mathematical reasoning and problem-solving skills.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists

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Strategy 5

Sustain implementation of the Texas Reading Academies and related state-required literacy training to ensure educators responsible for early literacy instruction demonstrate proficiency in evidence-based reading practices aligned to the science of reading. Monitor participant completion, instructional application, and implementation fidelity through classroom observations, coaching cycles, and student literacy data. Utilize findings to provide targeted support, strengthen instructional practices, and promote continuous improvement in early literacy outcomes.

Strategy's Expected Result/Impact: Increased educator knowledge and application of science of reading practices, resulting in stronger Tier I literacy instruction, improved early literacy outcomes, and sustained compliance with state training requirements for teachers and administrators serving early learners.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists, PK-5 RLA Coordinator

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Strategy 6

Utilize universal screening assessments at the beginning, middle, and end of the year (PK-12) to monitor student growth, identify learning gaps, and inform instructional decision-making. Analyze assessment data through PLCs and campus data review processes to provide timely, targeted acceleration and intervention based on individual student needs. Implement ongoing progress monitoring to evaluate the effectiveness of instructional supports, measure student growth, and guide continuous improvement efforts.

Strategy's Expected Result/Impact: Increased student academic growth through timely identification of learning needs and targeted intervention. Assessment data will provide actionable information to predict student readiness, support STAAR performance, and inform instructional planning and acceleration efforts across all grade levels.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators and Instructional Specialists

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Strategy 7

Utilize a data-driven Multi-Tiered System of Supports (MTSS) framework to identify, support, and accelerate learning for students performing below grade-level expectations or demonstrating risk factors for academic failure in reading and mathematics. Utilize the Branching Minds platform to centralize student data, document interventions, monitor progress, and facilitate data-driven decision-making. Provide ongoing professional learning and coaching for teachers, instructional specialists, interventionists, and administrators to ensure consistent implementation of interventions, extensions, and effective use of progress-monitoring tools. Regularly evaluate student outcomes and intervention effectiveness to refine supports, address learning gaps, and maximize student achievement.

Strategy's Expected Result/Impact: Students will receive timely, targeted, and data-driven academic support through a comprehensive MTSS framework, resulting in increased achievement and growth in reading and mathematics, improved intervention effectiveness, and greater success in meeting grade-level expectations.

Staff Responsible for Monitoring: Intervention Program Coordinator, Campus Administrators, and Instructional Specialists

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Strategy 8

Through the Shared Services Arrangement (SSA) with Region 11 Education Service Center, provide supplemental instructional services, targeted tutoring, and academic support to migratory students to address identified learning gaps and promote academic success. Utilize student achievement data, progress monitoring measures, and program participation data to identify needs, adjust supports, and evaluate program effectiveness. Ensure services are aligned to state academic standards and designed to accelerate student learning and achievement.

Strategy's Expected Result/Impact: Migratory students will demonstrate increased academic growth, improved academic performance, and reduced achievement gaps through targeted support and accelerated learning opportunities, resulting in greater readiness to meet or exceed state performance standards.

Staff Responsible for Monitoring: Emergent Bilingual and Dual Language Instructional Coordinator, EB/DL Compliance Coordinator, Campus Administration, Instructional Specialists, and Intervention Specialists

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Strategy 9

Provide targeted instructional and language acquisition supports to immigrant students through Title III, Part A resources to ensure equitable access to rigorous learning opportunities and academic success. Provide supplemental instructional services, language development support, and educational resources that address the unique academic and linguistic needs of immigrant

students. Ensure equitable access to grade-level learning opportunities through targeted interventions, family engagement, and instructional supports designed to promote language development and academic achievement. Monitor student progress through language proficiency measures, academic performance data, and program participation indicators to evaluate effectiveness and inform continuous improvement efforts.

Strategy's Expected Result/Impact: Immigrant students will demonstrate increased English language proficiency, improved academic achievement, and meaningful access to grade-level instruction, resulting in greater engagement, academic growth, and overall student success.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, EB/DL Compliance Coordinator, EB/DL Instructional Coordinator, Campus Administration, and Instructional Specialists

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Strategy 10

Provide a comprehensive continuum of services for gifted and talented (GT) students through the use of advanced curriculum resources, instructional materials, technology tools, and assessment data. Support educators in implementing differentiated instruction and learning experiences that promote depth, complexity, creativity, and critical thinking aligned with the needs of advanced learners. Monitor student achievement, growth, program participation, and service delivery to evaluate program effectiveness and ensure continuous improvement in meeting the academic and social-emotional needs of GT students.

Strategy's Expected Result/Impact: Gifted and talented students will engage in appropriately challenging and enriched learning experiences that foster advanced academic growth, increased achievement, higher levels of engagement, and opportunities to develop their unique talents and potential.

Staff Responsible for Monitoring: Director of Teaching and Learning, Campus Administration, Counselors, Elementary GT Teacher, Secondary GT Teachers, and Instructional Specialists

Funding Sources: Gifted (21),

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Strategy 11

Establish and implement a district-wide system for monitoring campus academic performance and providing differentiated support based on identified needs. Utilize state accountability data, district and campus assessment results, student growth data, instructional walkthrough evidence, and campus improvement plan progress to identify strengths, areas of need, and priority student groups. Conduct regular progress-monitoring check-ins with campus leadership teams to review implementation of high-leverage strategies, evaluate impact on student outcomes, identify barriers, and determine appropriate next steps. Provide differentiated district support, coaching, resources, and follow-up based on campus needs to strengthen implementation, increase leadership capacity, and accelerate student achievement and growth.

Strategy's Expected Result/Impact: Campus and district leaders will consistently monitor academic performance and implementation data, identify needs early, and respond with targeted support and timely adjustments. Increased accountability, differentiated support, and ongoing progress monitoring will strengthen campus improvement efforts and contribute to improved student achievement and academic growth across all campuses.

Staff Responsible for Monitoring: Deputy Superintendent, Director of Strategic Initiatives, Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Principals, and Teaching & Learning Coordinators

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Goal 2 Granbury ISD will prepare every student for college, career, and/or military success.

Performance Objective 1

Increase the percentage of graduates who demonstrate College, Career, and/or Military Readiness (CCMR) by expanding access to rigorous coursework, postsecondary credentials, career-connected learning, and individualized pathways aligned to student interests and goals.

Evaluation Data Source: CCMR accountability data; CCMR tracker; TSIA2, SAT, and ACT results; dual credit and dual enrollment participation/completion; industry-based certification attainment; CTE Program of Study completion; AP participation/performance; internship and practicum participation; military enlistment and other qualifying CCMR indicators.

Strategy 1

Monitor all seniors to ensure each student has an individualized plan to meet at least one College, Career, and Military Readiness (CCMR) indicator. Provide targeted guidance, resources, and support to help students achieve their CCMR goals. Track student progress, document completion of indicators, and analyze outcomes to evaluate the effectiveness of interventions and inform continuous improvement in postsecondary readiness.

Strategy's Expected Result/Impact: Increased percentage of graduating seniors achieving at least one CCMR indicator through individualized planning, progress monitoring, and targeted intervention.

Staff Responsible for Monitoring: High School Principal, High School Associate Principal of Academics, High School Counselors

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Strategy 2

Continue partnership with Tarleton State University to expand Tarleton Today opportunities for students across multiple CTE career clusters and core academics. Ensure equitable access for all eligible students, provide structured guidance and support, and clearly communicate program benefits to students and families. Monitor student participation, engagement, and outcomes to evaluate the impact of CTE experiences on career readiness and inform continuous program improvement.

Strategy's Expected Result/Impact: Increased student participation, successful course completion, and attainment of college credit and career-ready experiences through Tarleton Today.

Staff Responsible for Monitoring: CTE Director, CTE Support Staff. High School Principal, High School Associate Principal of Academics

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Strategy 3

Expand internship and practicum opportunities for senior-level CTE students to enhance career readiness skills and provide practical, on-the-job experience. Ensure equitable access for all eligible students, establish clear placement procedures, and communicate program expectations and benefits to students and families. Monitor student participation, track skill development, and evaluate the impact of these experiences on career readiness outcomes to inform program improvement and demonstrate accountability.

Strategy's Expected Result/Impact: Increased student participation in internships and practicums will provide meaningful work-based learning experiences that strengthen career-readiness skills, connect classroom learning to real-world applications, and prepare students for successful postsecondary transitions.

Staff Responsible for Monitoring: CTE Director, CTE Support Staff

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Strategy 4

Administer the TSIA2 exam to targeted student groups, including all sophomores, to assess college readiness in alignment with state and district expectations. Ensure access to testing, provide preparatory support as needed, and track student participation. Analyze assessment results to identify areas for academic intervention, monitor growth over time, and inform instructional planning and program effectiveness.

Strategy's Expected Result/Impact: Increased student participation and performance on the TSIA2 will result in a greater percentage of students demonstrating college readiness and achieving TSI completion in reading and mathematics.

Staff Responsible for Monitoring: CTE Director, CTE Support Staff, High School Principal, High School Associate Principal of Academics, High School Counselors

Formative Reviews

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Strategy 5

Increase student access to innovative and flexible learning opportunities that meet diverse student interests, goals, and needs, including Virtual Learning, Dual Credit, Dual Enrollment, industry-based certifications, and other college, career, and military readiness pathways. Ensure

equitable access for all eligible students through clear enrollment processes, targeted advising, and ongoing communication with students and families regarding available opportunities and program benefits. Monitor student participation, persistence, course completion, credential attainment, and academic outcomes to evaluate program effectiveness and guide continuous improvement of advanced learning options.

Strategy's Expected Result/Impact: Expand student access to innovative and flexible learning choices that enhance engagement, meet individual student needs, and strengthen student retention within the district, including Virtual Learning, Dual Credit, Dual Enrollment, industry-based certifications, and other college, career, and military readiness pathways.

Staff Responsible for Monitoring: Director of Strategic Initiatives, Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, Teaching & Learning Coordinators, and Instructional Specialists

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Strategy 6

Develop and strengthen a PK-12 continuum of college, career, and military awareness, exploration, and preparation that provides students with developmentally appropriate opportunities to identify interests, explore future pathways, and connect academic learning to postsecondary opportunities. Expand career exploration, advising, campus and industry experiences, and exposure to college, career, military, and CTE pathways, with intentional transition planning as students move from elementary to middle school and from middle school to high school.

Strategy's Expected Result/Impact: Students will develop increased awareness of college, career, and military opportunities and make more informed decisions regarding coursework, Programs of Study, endorsements, advanced academics, and postsecondary pathways aligned to their individual interests, strengths, and goals.

Staff Responsible for Monitoring: Director of Strategic Initiatives, CTE Director, Executive Director of Teaching and Learning, Director of Teaching and Learning, Campus Administrators, and Counselors

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Goal 3 Granbury ISD will maintain safe, supportive, and connected learning environments.

Performance Objective 1

Enhance student well-being, safety, engagement, and connectedness by strengthening positive school climates and comprehensive student support systems.

Evaluation Data Source: Student, staff, and family surveys; attendance and chronic absenteeism data; discipline and behavior data; school safety data; student support/service utilization data; program implementation and participation data.

Strategy 1

Provide a coordinated framework of student support services designed to promote student well-being, positive relationships, engagement, and school connectedness. Utilize district and Title IV-funded resources, including Capturing Kids' Hearts, Communities In Schools, TCHATT, and district-approved character education programs, to strengthen relationships and positive school climate across all campuses. Provide professional learning and implementation support and utilize student, staff, attendance, behavior, and program data to monitor effectiveness, identify needs, and continuously improve student support systems.

Strategy's Expected Result/Impact: Students will experience stronger relationships, increased engagement and school connectedness, improved attendance, enhanced well-being, and fewer behavioral concerns, contributing to positive learning environments and improved student outcomes.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Executive Director of Teaching and Learning, Director of Teaching and Learning, and appropriate district student-support/ program staff.

Funding Sources: Title IV (289),

Formative Reviews

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Strategy 2

Strengthen district and campus systems for monitoring and improving student attendance through early identification, timely intervention, family communication, and individualized support. Utilize attendance and chronic absenteeism data to identify trends by campus, grade level, and student group; determine barriers to regular attendance; and coordinate campus, district, family, and community resources to address identified needs. Monitor the effectiveness of interventions and adjust supports to increase student attendance and engagement.

Strategy's Expected Result/Impact: Increased student attendance and reduced chronic absenteeism through earlier identification of attendance concerns, targeted intervention, and strengthened partnerships with students and families.

Staff Responsible for Monitoring: Deputy Superintendent, Campus Administrators, Counselors, Attendance Personnel, and appropriate district support staff.

Formative Reviews

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Performance Objective 2

Strengthen comprehensive school safety, security, and emergency preparedness systems to protect students and staff and maintain safe learning and working environments.

Evaluation Data Source: Safety and security activity data; campus safety walkthroughs and assessments; emergency drill records; incident and response data; corrective action and follow-up records; emergency preparedness and after-action reports; and interagency planning and exercise documentation.

Strategy 1

Maintain a visible and responsive safety and security presence across district campuses through School Marshals and security personnel. Provide ongoing support to campus administrators in addressing daily safety and security concerns and respond to requests for assistance involving students, staff, and visitors. Monitor implementation through personnel assignments, activity documentation, and campus requests for support to ensure resources are responsive to identified needs.

Strategy's Expected Result/Impact: A consistent and responsive security presence will strengthen campus safety, support timely response to concerns, and provide students, staff, and visitors with safe and secure learning and working environments.

Staff Responsible for Monitoring: Chief of Security, Assistant Chief of Security, School Security Officer, Campus Administrators

Formative Reviews

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Strategy 2

Strengthen implementation of established campus safety and security procedures through ongoing collaboration between the Safety and Security Department and campus administrators. Monitor visitor management, access control, door security, and other established safety procedures; identify concerns through routine operations and safety assessments; and ensure appropriate follow-up and corrective action.

Strategy's Expected Result/Impact: Consistent implementation and monitoring of established safety procedures will reduce identified security vulnerabilities, strengthen campus access and visitor management, and support safer learning and working environments.

Staff Responsible for Monitoring: Chief of Security, Assistant Chief of Security, School Security Officer, Campus Administrators

Formative Reviews

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Strategy 3

Coordinate and conduct district and campus emergency preparedness activities, including required emergency drills, reunification planning, and participation in countywide interagency emergency exercises. Utilize drills and exercises to test response procedures, roles and responsibilities, communication systems, transportation coordination, and family reunification procedures. Review observations and after-action findings to identify areas for improvement and update district and campus emergency plans and procedures.

Strategy's Expected Result/Impact: Comprehensive emergency preparedness activities will strengthen district and campus readiness, improve coordination and response effectiveness, and ensure lessons learned through drills and exercises result in continuous improvement of emergency procedures.

Staff Responsible for Monitoring: Chief of Security, Assistant Chief of Security, School Security Officer, Campus Administrators

Formative Reviews

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Strategy 4

Maintain systems for the timely assessment, response, documentation, and follow-up of reported safety concerns, threats, and incidents in coordination with campus administrators and appropriate law enforcement, fire, EMS, emergency management, and other community partners. Maintain strong interagency relationships through ongoing communication and collaborative planning to clarify roles, strengthen response capabilities, and ensure identified safety concerns are appropriately addressed.

Strategy's Expected Result/Impact: Timely, coordinated response and strong interagency partnerships will strengthen the district's ability to address potential threats and safety concerns, improve communication and response capabilities, and support effective resolution of incidents.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Security, Assistant Chief of Security, School Security Officer, Campus Administrators

Formative Reviews

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Goal 4 Granbury ISD will champion extracurricular involvement that builds character and excellence.

Performance Objective 1

Increase student participation and engagement in extracurricular and co-curricular activities that promote connection, character, leadership, and excellence.

Evaluation Data Source: Student participation data; percentage of students participating in at least one extracurricular or co-curricular activity; participation by campus, grade level, and student group; student clubs and organizations; CTSO, fine arts, and athletics participation data; student engagement and belonging survey data.

Strategy 1

Increase student participation in Career and Technical Student Organizations (CTSOs) within the CTE department to enhance leadership skills, career readiness, and engagement in career-focused learning. Provide structured guidance, equitable access, and clear communication of benefits to students and families. Monitor membership, participation in activities and competitions, and leadership development outcomes to evaluate program effectiveness and inform continuous improvement in CTE programming.

Strategy's Expected Result/Impact: Increased student participation in CTSOs will provide students with opportunities to develop leadership, collaboration, career-readiness, and technical skills while strengthening student engagement and connection to the school community.

Staff Responsible for Monitoring: CTE Director and CTE Support Staff

Formative Reviews

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Strategy 2

Evaluate expansion of student clubs and extracurricular activities to provide diverse opportunities for students to connect, engage, and develop social, leadership, and academic skills within their school. Ensure equitable access for all students, clearly communicate opportunities, and provide guidance and support for club participation. Monitor membership, track participation rates, and evaluate student engagement and satisfaction to measure impact and inform continuous improvement in student involvement programs.

Strategy's Expected Result/Impact: Increased access to and participation in diverse clubs and extracurricular activities will strengthen student belonging, leadership, character development, and connection to peers and the school community, with intentional efforts to increase participation among students who may not otherwise be connected to campus activities.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

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Strategy 3

Track and expand student participation in fine arts, athletics, and other co-curricular and extracurricular activities to promote engagement, personal growth, and school connectedness. Ensure equitable access for all district students, communicate opportunities effectively, and provide support for participation. Collect and analyze data on enrollment, attendance, and performance in these programs to evaluate effectiveness, monitor trends, and inform continuous improvement in student engagement initiatives.

Strategy's Expected Result/Impact: Increased participation in fine arts, athletics, and other co-curricular activities will provide students with opportunities to develop teamwork, perseverance, leadership, discipline, and a commitment to excellence while strengthening school engagement and belonging.

Staff Responsible for Monitoring: Athletic Director, Athletic Coaches, Fine Arts Teachers/Directors, Campus Principals

Formative Reviews

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Goal 5 Granbury ISD will recruit, develop, and retain high-quality staff.

Performance Objective 1

Strengthen recruitment systems to attract and hire highly qualified staff in all positions, with intentional focus on hard-to-fill and high-need areas.

Evaluation Data Source: Applicant and hiring data; position fill rates and vacancy data; time-to-fill data; applicant pool data for hard-to-fill and high-need positions; Red Rover recruitment and hiring data; District Job Fair participation and hiring outcomes; new-hire data; and recruitment source data.

Strategy 1

Continue evaluating and implementing strategies to increase staff salaries and contributions toward insurance benefits to enhance recruitment, retention, and overall staff satisfaction. Monitor market competitiveness, analyze budget impact, and track staff turnover and retention data. Use these data to assess the effectiveness of compensation adjustments and inform ongoing decisions to support a high-quality and stable workforce.

Strategy's Expected Result/Impact: Competitive compensation and benefits will strengthen the district's ability to attract and retain high-quality staff and maintain a stable workforce.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

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Strategy 2

Explore and evaluate International Teacher Programs to recruit high-quality educators who meet district staffing needs and support student achievement. Establish clear criteria for candidate selection, provide orientation and support for international hires, and monitor teacher performance and retention. Collect and analyze data on program participation, teacher effectiveness, and student outcomes to assess impact and inform ongoing recruitment strategies.

Strategy's Expected Result/Impact: Expand the pool of qualified applicants and increase successful placement of teachers in hard-to-fill and high-need areas, including bilingual education, mathematics, and science, supporting staffing stability and continuity of instruction.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

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Strategy 3

Maintain and strengthen the partnership with Tarleton State University to recruit highly qualified teacher residents to support district staffing needs. Establish structured onboarding, mentoring, and performance monitoring for teacher residents. Track placement, retention, and effectiveness through classroom evaluations, student achievement data, and program feedback to ensure the partnership contributes to a highly effective teaching workforce and continuous improvement in instructional quality.

Strategy's Expected Result/Impact: Develop a sustainable pipeline of well-prepared teacher candidates who are familiar with GISD instructional expectations and culture, increasing the district's ability to recruit and retain high-quality educators.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

November	February	April	June

Strategy 4

Continue to strengthen the GISD Job Fair to recruit and retain highly qualified staff across all district roles. Implement targeted outreach strategies, ensure clear communication of opportunities and benefits, and provide structured support for prospective candidates. Track attendance, candidate engagement, hiring outcomes, and retention data to evaluate the effectiveness of the job fair and inform continuous improvement in district recruitment efforts.

Strategy's Expected Result/Impact: Increased recruitment and hiring of high-quality staff, particularly in identified high-need and hard-to-fill positions, resulting in improved position fill rates and a stronger applicant pool.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

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Performance Objective 2

Strengthen systems that support, recognize, and retain high-quality staff while promoting employee engagement, well-being, and professional growth.

Evaluation Data Source: Employee retention and turnover data; staff survey results; employee engagement and working-condition feedback; exit survey and interview data; vacancy and transfer data; employee recognition participation; and staff attendance data.

Strategy 1

Implement and monitor the Teacher Incentive Allotment (TIA) to recognize, reward, and retain highly effective teachers. Ensure accurate data collection, provide support for teacher designation processes, and communicate program requirements and benefits clearly. Monitor participation, evaluate impact on teacher effectiveness and retention, and use data to inform continuous improvement in teacher incentive strategies and overall instructional quality.

Strategy's Expected Result/Impact: Increased teacher retention, strengthened instructional quality, and improved student outcomes across all campuses.

Staff Responsible for Monitoring: Executive Director of Teaching & Learning, Director of Teaching & Learning, HR Dept., Communications Dept., and Business Office

Formative Reviews

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Strategy 2

Expand and monitor the Work From Home pilot program for special education evaluation staff to support efficiency, work-life balance, and timely completion of evaluations. Collect feedback through middle- and end-of-year surveys from participating staff and administrators to assess program effectiveness, identify areas for improvement, and determine sustainability. Track program participation, evaluation completion rates, and staff satisfaction to measure impact and inform data-driven decisions for future implementation.

Strategy's Expected Result/Impact: Providing flexible work options for special education evaluation staff will strengthen employee satisfaction and retention, support timely completion of student evaluations, and enhance the district's ability to remain competitive in recruiting and retaining highly qualified evaluation personnel.

Staff Responsible for Monitoring: Director of Special Programs and Coordinators of Special Programs

Formative Reviews

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Strategy 3

Implement and strengthen a district-wide mentoring program to support the professional growth, effectiveness, and retention of beginning teachers. Utilize LASO funding to implement the PREP Mentorship Program, providing paid mentor stipends and structured mentoring support for beginning teachers with two or fewer years of teaching experience. Establish intentional mentor-mentee pairings, provide required training and ongoing guidance for mentors, and define clear expectations for mentoring and support. Monitor participation, mentor training completion, mentor and mentee feedback, teacher effectiveness, professional growth, and retention data to

evaluate program impact and inform continuous improvement.

Strategy's Expected Result/Impact: Beginning teachers will receive consistent, high-quality mentoring and support that strengthens instructional effectiveness, builds professional confidence and capacity, and increases teacher retention. Paid mentor stipends and structured mentor training will also strengthen mentor commitment and build district capacity to support and develop new educators.

Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Strategic Initiatives

Formative Reviews

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Strategy 4

Develop structured professional advancement opportunities within the district security team by establishing clear steps for increased responsibility, skill development, and corresponding compensation. Provide training and mentorship to support career growth, monitor staff engagement and promotion rates, and evaluate the impact on retention, performance, and overall team effectiveness. Use collected data to refine advancement pathways and ensure accountability in workforce development initiatives.

Strategy's Expected Result/Impact: Clear advancement pathways will strengthen employee retention and engagement within the district security team, recognize high performance, and develop future leaders through increased responsibility, skill development, and professional growth opportunities.

Staff Responsible for Monitoring: Chief of Security, CFO, Executive Director of Human Resources

Formative Reviews

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Strategy 5

Continue providing district employees with access to safe, developmentally appropriate learning environments for their children through Lil' Bucs, Emma Roberson Early Learning Academy, and Extended Day programs. Ensure high-quality instructional and enrichment experiences, maintain health and safety standards, and provide ongoing staff training to support program effectiveness. Monitor enrollment, participation, and child outcomes, and use data to evaluate program quality, inform continuous improvement, and demonstrate accountability.

Strategy's Expected Result/Impact: Incentive for attracting teachers and retaining teachers in our district.

Staff Responsible for Monitoring: Site Directors, Campus Principals

Formative Reviews

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Strategy 6

Enhance the district onboarding process to ensure new employees are effectively integrated into GISD, equipped with essential knowledge, and prepared to perform their roles successfully. Implement structured orientation, mentorship, and resource support, and clearly communicate district policies, procedures, and expectations. Monitor completion rates, gather feedback from new employees and supervisors, and evaluate the impact of onboarding on staff performance, engagement, and retention to ensure accountability and continuous improvement.

Strategy's Expected Result/Impact: Streamline processes to make onboarding more efficient and effective

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

November	February	April	June

Performance Objective 3

Strengthen systems of continuous professional learning and leadership development that build employee capacity, improve effectiveness, and provide intentional pathways for professional growth.

Evaluation Data Source: Professional learning participation and completion data; employee feedback; instructional observation and coaching data; leadership pathway participation and completion; internal advancement and promotion data; staff retention data.

Strategy 1

Develop the capacity of district and campus administrators, as well as instructional support staff, in the observation and feedback coaching model to enhance instructional effectiveness. Provide targeted professional development, ongoing coaching, and structured practice opportunities. Monitor fidelity of implementation, track participation, and evaluate the impact of coaching on teacher performance and student outcomes to ensure accountability and continuous improvement in instructional leadership.

Strategy's Expected Result/Impact: Strengthened observation, feedback, and coaching practices will build instructional leadership capacity, improve teacher effectiveness, and create a supportive culture of continuous growth that contributes to improved staff retention and student outcomes.

Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Teaching and Learning, Director of Teaching and Learning, Teaching & Learning Coordinators, Campus Principals, and Instructional Specialists

Formative Reviews

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Strategy 2

Provide structured training and ongoing support for Professional Learning Communities (PLCs) to ensure teachers collaborate effectively, analyze student data, share best practices, and implement evidence-based instructional strategies. Monitor PLC participation, fidelity of collaborative processes, and implementation of instructional strategies. Evaluate the impact on teacher effectiveness and student outcomes to inform continuous improvement and demonstrate accountability.

Strategy's Expected Result/Impact: Strengthening PLCs will increase teacher effectiveness, foster collaboration, and create a supportive professional environment, resulting in improved instructional practices, higher student achievement, and staff who feel valued, supported, and engaged in their professional growth.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Teaching & Learning Coordinators, Campus Principals, and Instructional Specialists

Formative Reviews

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Strategy 3

Develop and implement a comprehensive, data-driven professional learning plan that strategically utilizes district professional development days to address identified staff and student needs. Professional learning opportunities will be informed by multiple data sources, including student performance, instructional walk-through trends, campus improvement goals, and educator feedback. Training will focus on strengthening instructional practices, curriculum implementation, collaborative planning, and other priority areas aligned to district goals. Ongoing coaching, mentoring, and job-embedded support will reinforce learning and promote consistent implementation across campuses. Effectiveness will be monitored through participation data, implementation evidence, instructional observations, and student outcomes to ensure continuous improvement and impact on teaching and learning.

Strategy's Expected Result/Impact: A comprehensive, data-driven professional learning system will strengthen educator knowledge and skills, increase consistent implementation of effective instructional practices, and build staff capacity to address identified student and district needs, resulting in improved teaching and learning outcomes.

Staff Responsible for Monitoring: Executive Director of Teaching and Learning, Director of Teaching and Learning, Teaching & Learning Coordinators, Campus Principals, and Instructional Specialists

Funding Sources: Title II (255),

Formative Reviews

November	February	April	June

Strategy 4

Schedule and deliver targeted professional development for special education paraprofessionals to enhance job knowledge, instructional skills, and the ability to support student learning. Provide practical tools and resources to improve student outcomes and ensure alignment with district and state expectations. Monitor attendance, track skill acquisition, and evaluate the impact of training on paraprofessional performance and student progress to inform continuous improvement and demonstrate accountability.

Strategy's Expected Result/Impact: Targeted professional learning will strengthen paraprofessional knowledge, skills, and confidence in implementing IEP services and instructional supports, resulting in more effective support for students with disabilities and improved student outcomes.

Staff Responsible for Monitoring: Director of Special Programs and Coordinators of Special Programs

Formative Reviews

November	February	April	June

Strategy 5

Partner with the Texas Commission on Law Enforcement (TCOLE) to provide School Marshal Training and recertification opportunities for Granbury ISD staff. Ensure all participants complete required training to maintain compliance with state regulations and safety standards. Track attendance, certification completion, and skill proficiency, and evaluate the impact of training on school safety preparedness and staff readiness to inform continuous improvement in district security practices.

Strategy's Expected Result/Impact: School Marshals will maintain required certifications and demonstrate continued readiness to support district safety and security efforts. Providing TCOLE-approved training and recertification opportunities locally will strengthen staff capacity, ensure timely compliance with state requirements, reinforce partnerships with local agencies, and reduce district travel and training-related costs.

Staff Responsible for Monitoring: Chief of Security, Deputy Chief of Security

Formative Reviews

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Strategy 6

Enhance the district onboarding process to ensure new employees are effectively integrated into GISD, equipped with essential knowledge, and prepared to perform their roles successfully.

Implement structured orientation, mentorship, and resource support, and clearly communicate district policies, procedures, and expectations. Monitor completion rates, gather feedback from new employees and supervisors, and evaluate the impact of onboarding on staff performance, engagement, and retention to ensure accountability and continuous improvement.

Strategy's Expected Result/Impact: A consistent and supportive onboarding experience will ensure new employees are prepared to successfully transition into their roles, understand district expectations and resources, and feel connected and supported, contributing to increased employee effectiveness, engagement, and retention.

Staff Responsible for Monitoring: Human Resource Director

Formative Reviews

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Strategy 7

Implement and strengthen Pathways to Excellence, a district-wide leadership development system designed to provide continuous learning and intentional leadership pathways for employees at varying stages of their professional growth. Pathways include Foundations of School Leadership for teachers interested in pursuing campus or district administration; LEAP (Leadership for Aspiring Principals) for assistant principals preparing for principalship; and Lead Forward for current district leaders seeking to expand their capacity to lead initiatives and influence district-wide improvement. Provide participants with targeted professional learning, mentoring, collaboration, and authentic leadership experiences aligned to each pathway. Monitor participation, completion, leadership growth, and advancement to continuously strengthen the district's leadership pipeline.

Strategy's Expected Result/Impact: A stronger, sustainable leadership pipeline that develops internal talent, increases leadership capacity across the district, and prepares employees for expanded leadership roles and responsibilities. Participants will have intentional opportunities for continuous learning and professional growth based on their current role and leadership aspirations.

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Director of Strategic Initiatives

Formative Reviews

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Strategy 8

Partner with the Granbury Educational Foundation (GEF) to pilot funding for targeted training opportunities for campus and district leadership. Ensure the program aligns with district goals for instructional and operational excellence. Monitor participation, collect feedback from participants, and evaluate the impact of training on leadership practices, decision-making, and school outcomes. Use collected data to assess effectiveness, inform future funding opportunities, and demonstrate accountability in leadership development initiatives.

Strategy's Expected Result/Impact: Targeted leadership development opportunities will strengthen the knowledge, skills, and professional networks of campus and district leaders, increase leadership capacity, and promote the application and sharing of effective practices across the district.

Staff Responsible for Monitoring: Deputy Superintendent, GEF Executive Board

Formative Reviews

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Strategy 9

Provide ongoing technology-focused professional learning to build staff knowledge, skills, and capacity for the safe, effective, ethical, and innovative use of technology. Ensure staff complete required training, including the FY26/27 Texas Cybersecurity Awareness Training course, and provide professional learning focused on artificial intelligence in education, digital citizenship and wellness, data security and privacy, and the effective integration of technology into teaching, learning, and district operations. Monitor training participation and completion, gather staff feedback, and evaluate the application of learning to inform future professional development and support continuous improvement.

Strategy's Expected Result/Impact: Staff will demonstrate increased knowledge and capacity to use technology safely, effectively, and responsibly; maintain compliance with required cybersecurity training; and apply appropriate technology and artificial intelligence tools to enhance teaching, learning, and district operations.

Staff Responsible for Monitoring: Director of Technology

Formative Reviews

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Goal 6 Granbury ISD will strengthen student, family, and community partnerships.

Performance Objective 1

Strengthen student and family engagement through meaningful communication, opportunities for stakeholder voice, and intentional partnerships that support student success and a positive school community.

Evaluation Data Source: ParentSquare engagement data; family newsletter engagement; family engagement event participation; student and family survey results; advisory team participation and feedback; family volunteer participation; campus family engagement data.

Strategy 1

Continue district-wide communication through family, staff, and community newsletters while standardizing teacher-family communication expectations. Ensure consistent, timely, and transparent information sharing to foster engagement, collaboration, and trust. Monitor communication effectiveness through surveys, feedback, and engagement metrics, and evaluate the impact on family and community involvement, staff awareness, and overall district transparency to inform continuous improvement and demonstrate accountability.

Strategy's Expected Result/Impact: Improved access to timely, consistent, and transparent communication will strengthen family engagement, trust, and collaboration between the district, campuses, teachers, and families.

Staff Responsible for Monitoring: Director of Communications, Director of Community Relations, Communications Committee, Campus Administration

Formative Reviews

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Strategy 2

Develop and administer a comprehensive survey to gather feedback from students, families, and committee members regarding their perspectives on the district. Use survey results to identify strengths, areas for improvement, and opportunities for enhanced engagement and services. Analyze data systematically, report findings to stakeholders, and implement action plans based on results to inform decision-making, demonstrate accountability, and support continuous district improvement.

Strategy's Expected Result/Impact: Increased understanding of student, family, and stakeholder perspectives will inform district decision-making, strengthen responsiveness to identified needs, and support continuous improvement in school culture and engagement.

Staff Responsible for Monitoring: Director of Communications, Director of Community Relations, Executive Director and Director of Teaching and Learning., Communications Committee, Culture Committee

Formative Reviews

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Strategy 3

Strengthen parent and family engagement across all campuses by providing meaningful opportunities for families to participate in student learning, school activities, and district initiatives. Monitor participation, gather stakeholder feedback, and analyze engagement trends by campus and student group to identify barriers and opportunities for improvement. Use findings to implement targeted outreach and engagement strategies that increase family involvement and strengthen home-school partnerships.

Strategy's Expected Result/Impact: Increased and more equitable family participation in campus and district activities, stronger home-school relationships, and improved family engagement in supporting student learning and school improvement.

Staff Responsible for Monitoring: Director of Community Relations, Director of Communications

Formative Reviews

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Strategy 4

Provide families with timely and accessible information on special education topics, including dyslexia characteristics, evaluation procedures, and intervention strategies through newsletters, emails, and other communication channels. Monitor distribution, track engagement and feedback, and evaluate the impact of communications on family understanding, participation, and collaboration in supporting student learning. Use collected data to inform ongoing improvements in parent outreach and ensure accountability in special education communication practices.

Strategy's Expected Result/Impact: Dyslexia programming and special education services and supports has undergone significant changes over the last few years. Educating parents is an important strategy for maintaining strong partnerships with families to ensure all children with dyslexia are receiving appropriate evaluations and services.

Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator, Dyslexia/504 Coordinator

Formative Reviews

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Strategy 5

Collaborate with parents, family members, and other stakeholders to annually review and refine

the Parent and Family Engagement Policy for Title I campuses, ensuring the policy reflects family input, campus needs, and federal requirements. Provide the policy through multiple communication channels and in languages and formats accessible to all families to promote awareness and meaningful engagement. Collect and analyze participation data, stakeholder feedback, and accessibility measures to evaluate effectiveness, strengthen family-school and accessibility measures to evaluate effectiveness, strengthen family-school partnerships, and support continuous improvement in parent and family engagement practices.

Strategy's Expected Result/Impact: Increased family awareness, participation, and collaboration will strengthen the home-school connection, support student success, and ensure compliance with Title I parent and family engagement requirements.

Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Admin

Funding Sources: Title I (211),

Formative Reviews

November	February	April	June

Strategy 6

The Superintendent will strengthen partnerships with students and families by maintaining Parent and Student Advisory Teams that provide meaningful opportunities for stakeholder voice, ongoing feedback, and collaboration. Advisory teams will provide input on student learning, school culture, district initiatives, and other areas impacting the student and family experience. Monitor participation, document feedback and recommendations, and evaluate how stakeholder input informs district decision-making and continuous improvement efforts.

Strategy's Expected Result/Impact: Increased staff voice and engagement will strengthen trust and communication between employees and district leadership, promote shared ownership of district improvement efforts, and provide meaningful feedback to inform strategic planning and district initiatives.

Staff Responsible for Monitoring: Superintendent, Director of Community Relations

Formative Reviews

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Performance Objective 2

Strengthen staff culture, engagement, and trust through transparent communication, meaningful opportunities for employee voice, and collaborative involvement in district decision-making.

Evaluation Data Source: Staff culture and engagement survey results; staff advisory team participation and feedback; staff communication engagement data; employee recognition participation; action team and committee participation.

Strategy 1

The Superintendent will strengthen partnerships between staff and the district by establishing a Staff Advisory Team that provides ongoing feedback, fosters collaboration, and supports continuous improvement in student learning and school climate. Monitor participation, document input and recommendations, and evaluate the impact of the advisory team's guidance on district initiatives, policies, and staff engagement efforts to ensure accountability and inform continuous improvement.

Strategy's Expected Result/Impact: Increase staff engagement in decision-making and districtwide improvement.
Strengthen trust and communication between staff and District leadership.
Gain insights from staff that inform strategic planning and District initiatives.

Staff Responsible for Monitoring: Superintendent, Director of Community Relations

Formative Reviews

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Strategy 2

Continue district-wide communication through staff newsletters. Ensure consistent, timely, and transparent information sharing to foster engagement, collaboration, and trust. Monitor communication effectiveness through surveys, feedback, and engagement metrics, and evaluate the impact on staff awareness and overall district transparency to inform continuous improvement and demonstrate accountability.

Strategy's Expected Result/Impact: Consistent and transparent staff communication will increase employee awareness of district priorities and initiatives, strengthen communication between district leadership and campuses, and build trust and engagement across the organization.

Staff Responsible for Monitoring: Superintendent, Director of Communications, Director of Community Relations

Formative Reviews

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Strategy 3

Provide structured opportunities for staff voice, collaboration, and shared leadership through participation in the District Advisory Committee, district action teams, strategic planning committees, and other stakeholder engagement opportunities. Establish clear expectations for participation, gather and respond to staff feedback, and communicate how employee input informs district initiatives, policies, and continuous improvement efforts.

Strategy's Expected Result/Impact: Increased staff engagement, trust, and ownership in district decision-making, resulting in more informed initiatives, stronger collaboration, and a culture in which employees feel valued, heard, and empowered to contribute to district improvement.

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Director of Strategic Initiatives, Executive Director and Director of Teaching and Learning

Formative Reviews

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Performance Objective 3

Strengthen community partnerships, stakeholder engagement, and transparency to build trust, expand opportunities for students, and support district improvement.

Evaluation Data Source: Community advisory team participation and feedback; community survey results; Peachjar engagement and participation data; website engagement data; district and campus communication engagement; community partnership participation and contributions; volunteer engagement data; community and district event participation; and stakeholder communication feedback.

Strategy 1

The Superintendent will strengthen partnerships between the community and the district by establishing a Community Advisory Team that provides ongoing feedback, fosters collaboration, and supports continuous improvement in student learning and school climate. Monitor participation, document input and recommendations, and evaluate the impact of the advisory team's guidance on district initiatives, policies, and community engagement efforts to ensure accountability and inform continuous improvement.

Strategy's Expected Result/Impact: Increase community engagement in decision-making and districtwide improvement.
Strengthen trust and communication between community and District leadership.
Gain insights from community that inform strategic planning and District initiatives.

Staff Responsible for Monitoring: Superintendent, Director of Community Relations

Formative Reviews

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Strategy 2

Increase transparency by regularly sharing relevant district data on the GISD website, including student performance, program outcomes, and district initiatives. Ensure data are presented in a clear, accessible, and timely manner for families, staff, and community members. Monitor website updates, track engagement metrics, and evaluate the impact of shared data on stakeholder understanding, trust, and involvement to support accountability and continuous improvement.

Strategy's Expected Result/Impact: Improved stakeholder understanding, trust, and engagement through increased access to clear, timely, and relevant district data, supporting informed decision-making and accountability.

Staff Responsible for Monitoring: Superintendent, Director of Communications

Formative Reviews

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Strategy 3

Expand and strengthen community partnerships to enhance educational opportunities, resources, and experiences for students, while promoting recognition of student, staff, and school achievements. Collaborate with local organizations, businesses, and community members to support academic programs, extracurricular activities, and celebrations of accomplishments. Monitor partnership engagement, document contributions, and evaluate the impact on student learning, school culture, and community involvement to ensure accountability and continuous improvement.

Strategy's Expected Result/Impact: Stronger community partnerships will expand educational opportunities, resources, and experiences for students while increasing community involvement, celebrating district accomplishments, and strengthening relationships between GISD and the broader community.

Staff Responsible for Monitoring: Director of Community Relations

Formative Reviews

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Goal 7 Granbury ISD will steward resources responsibly through transparent planning and budgeting.

Performance Objective 1

Granbury ISD will demonstrate responsible facility stewardship through proactive planning, implementation of long-range facility and capital plans, prioritization of identified facility needs, and monitoring of maintenance and energy conservation goals.

Evaluation Data Source: Long-Range Facility Plan, Ten-Year Capital Project & Financial Plan, TASB Facility Assessment and annual updates, Facility Committee and Board updates/reports, Facilitron work-order reports and performance data, Utility consumption and energy-use reports, Annual budget and financial reports

Strategy 1

Implement Facilitron as the District's facility work-order management system to improve the submission, assignment, tracking, communication, and completion of maintenance work orders and to provide reliable data for evaluating maintenance operations and allocating resources.

Strategy's Expected Result/Impact: Improve maintenance efficiency and accountability by reducing the average facility work order resolution time from the 9.75-day baseline to 8 days or less for the 2026-27 school year, progressing toward the Board's long-term goal of 5 days by 2030-31.

Staff Responsible for Monitoring: Director of Maintenance and Facilities

Formative Reviews

November	February	April	June

Strategy 2

Continue to follow the District's Energy Reduction Plan and Energy Conservation Guidelines to promote responsible energy use and identify opportunities to reduce electricity consumption.

Strategy's Expected Result/Impact: Reduce annual electricity consumption by 5% through energy management and ongoing monitoring of electricity usage in alignment with Board Policy CL(LEGAL) and the District's Energy Reduction Plan.

Staff Responsible for Monitoring: Director of Maintenance & Facilities, Facilities Technician, Campus Principals

Formative Reviews

November	February	April	June

Performance Objective 2

Strengthen transparent, efficient, and responsible financial and operational systems that maximize district resources, mitigate risk, and support long-term sustainability.

Evaluation Data Source: School FIRST rating and indicators; annual financial audit; budget-to-actual reports; fund balance and long-range financial projections; internal control and compliance findings; purchasing and procurement data; risk management and insurance data; facilities and operational efficiency data; Board financial reports.

Strategy 1

Continue implementing a comprehensive cybersecurity program to protect district infrastructure against cyber attacks and other security incidents. Conduct regular risk assessments to identify vulnerabilities, implement mitigation strategies, and establish protocols for incident response and recovery. Monitor system security, track threat detection and resolution, and evaluate the effectiveness of cybersecurity measures to ensure accountability, minimize risk, and safeguard district data and technology resources.

Strategy's Expected Result/Impact: Enhanced protection of district infrastructure and data, reduced cybersecurity risks, and improved readiness for incident response, ensuring a secure and reliable technology environment that supports teaching, learning, and district operations.

Staff Responsible for Monitoring: Director of Technology

Formative Reviews

November	February	April	June

Strategy 2

Conduct a systematic exploration of bids for key services, including insurance providers and external auditing companies, to ensure cost-effectiveness, quality, and compliance with district and regulatory requirements. Establish clear evaluation criteria, document decision-making processes, and monitor contract performance. Ensure responsible stewardship of district resources and support continuous improvement.

Strategy's Expected Result/Impact: Improved fiscal accountability and operational efficiency through the selection of cost-effective, high-quality service providers, ensuring compliance with regulatory requirements and responsible stewardship of district resources.

Staff Responsible for Monitoring: Superintendent, CFO, Business Purchasing Manager

Formative Reviews

November	February	April	June

Performance Objective 3

Expand and strategically leverage alternative revenue sources and partnerships to support district

priorities and maximize available resources.

Evaluation Data Source: Grant applications, awards, and revenue generated; Education Foundation funding and contributions; sponsorships, donations, and in-kind contributions; facility rental and usage revenue; business and community partnership contributions; revenue generated through district programs and services; state and federal funding opportunities pursued and secured; and annual financial reports tracking alternative and supplemental revenue sources.

Strategy 1

Identify and pursue federal, state, and private grant opportunities to support district initiatives and enhance student learning. Establish a structured process for evaluating eligibility, submitting applications, and managing awarded funds. Monitor grant outcomes, ensure compliance with funding requirements, and evaluate the impact of grant-supported programs on district priorities and student outcomes to ensure accountability and responsible stewardship of resources.

Strategy's Expected Result/Impact: Increased access to federal, state, and private funding opportunities that expand district resources, support strategic priorities, and reduce reliance on local funding while maintaining appropriate fiscal oversight and grant compliance.

Staff Responsible for Monitoring: CFO, Federal Grant Coordinator, and Director of Facilities and Maintenance

Formative Reviews

November	February	April	June

Strategy 2

Develop and leverage partnerships with city, county, and other community entities to maximize shared resources, services, facilities, and funding opportunities that support district priorities. Establish clear partnership objectives and responsibilities, document financial and in-kind contributions, and evaluate opportunities for cost savings, resource sharing, and increased operational efficiency.

Strategy's Expected Result/Impact:
Increased access to shared resources, services, funding, and in-kind support that expands district capacity and promotes responsible stewardship of local resources.

Staff Responsible for Monitoring: CFO, Superintendent, Deputy Superintendent, and Community Relations

Formative Reviews

November	February	April	June

Strategy 3

Utilize Safety and Facilities Enhancement (SAFE) Grant Cycle 2 funds to address statutory school safety requirements and strengthen districtwide safety infrastructure and preparedness. Allocate funds for eligible safety and security needs, including equipment upgrades, two-way radio

systems, security components, and other allowable expenditures. Ensure compliance with grant requirements, document expenditures, and monitor implementation and outcomes to evaluate the impact on campus security, emergency preparedness, and student and staff safety.

Strategy's Expected Result/Impact: SAFE Grant Cycle 2 funding will strengthen districtwide safety infrastructure, communication capabilities, and emergency preparedness while ensuring compliance with state school safety requirements and maximizing available grant resources.

Staff Responsible for Monitoring: CFO, Chief of Security, Director of Facilities and Maintenance

Formative Reviews

November	February	April	June

Strategy 4

Partner with the Granbury Education Foundation (GEF) to maximize participation in grant cycles and secure funding that supports innovative programs, instructional resources, student experiences, campus initiatives, and other district priorities.

Strategy's Expected Result/Impact: Increased participation in GEF grant opportunities will expand access to supplemental funding, support innovative programs and student experiences, provide additional resources for campuses and classrooms, and maximize available resources to advance district priorities.

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, CFO

Formative Reviews

November	February	April	June

Strategy 5

Utilize Security Grant funding to modernize and enhance the district's security camera system through the replacement and installation of new-generation cameras. Prioritize identified security needs, monitor project implementation and expenditures, and evaluate system functionality and coverage to ensure grant funds effectively strengthen district security infrastructure.

Strategy's Expected Result/Impact: Upgraded security camera technology will improve surveillance capabilities, expand and enhance security coverage, and strengthen the district's ability to monitor and respond to safety and security concerns across district facilities.

Staff Responsible for Monitoring: Chief of Security, CFO, Deputy Superintendent, Safety Grant team

Formative Reviews

November	February	April	June

Plan Notes

Plan Notes

The 2026–2027 Granbury ISD District Improvement Plan was developed through a collaborative process involving district and campus leaders, staff, parents, community members, and other stakeholders. The plan is informed by the district's Comprehensive Needs Assessment and multiple measures of student achievement, accountability, demographic, staffing, climate, program, operational, and stakeholder data.

The District Improvement Plan establishes priorities, performance objectives, strategies, and measurable actions aligned with identified district needs and the goals of the Granbury ISD Board of Trustees. District and campus leaders will monitor implementation and progress throughout the year using multiple measures of data and will adjust strategies and supports as needed to promote continuous improvement.

The proposed 2026–2027 District Improvement Plan was presented to the Granbury ISD Board of Trustees for review on October 19, 2026. The Board of Trustees is scheduled to take action on the plan on November 16, 2026. Upon approval, the final District Improvement Plan will be posted and made available to district stakeholders.

The District Improvement Plan is a living document and may be updated throughout the year, as appropriate, based on progress-monitoring data, changing district needs, program requirements, and stakeholder input.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	October 19, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☑ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0.00			

Agenda Item Title:

Discussion Regarding Transportation Service Delivery Model – First Student

Background Information:

Phase 1: Facilitate Board discussion regarding the District's transportation service delivery model and the potential consideration of First Student as a third-party provider of transportation services.

At this stage, the discussion is intended to evaluate whether contracting for transportation services could provide operational, financial, and service-level advantages compared with continuing to operate transportation services internally. No recommendation to transition services is being presented at this time.

Supporting Document(s) Included:

- First Student - Transportation Services presentation

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
No recommendation to transition services is being presented at this time.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Granbury ISD

October 19, 2026

FIRSTstudent



Transportation is more than buses and drivers - it’s a complex system of costs, compliance, and responsibility.

739

At First Student, we simplify it all, empowering your district to stay focused on what matters most: **student success.**



Staffing and wages

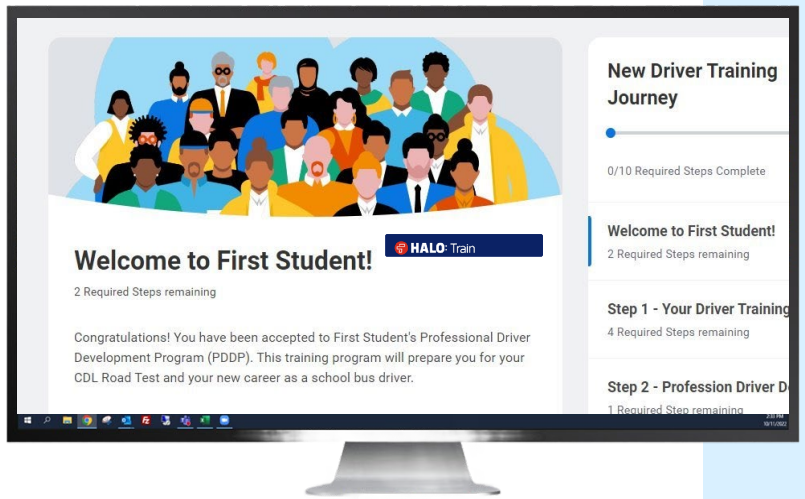
Operating your own transportation means managing and funding:

- Full-time, part-time, and substitute drivers
- Overtime, sick leave, and vacation coverage
- Field trips, athletic events, and late run scheduling
- Monitors, aides, and mechanics (including substitutes)
- Supervisors, dispatchers, HR, and recruiting staff

Managing staffing and scheduling internally pulls time and resources from your district. You can benefit from:

- A centralized recruiting team that ensures a steady pipeline of qualified drivers
- Faster hiring through AI-powered recruiting tools
- Transparent, Real-time visibility into candidate tracking
- Streamlined onboarding journeys through Workday

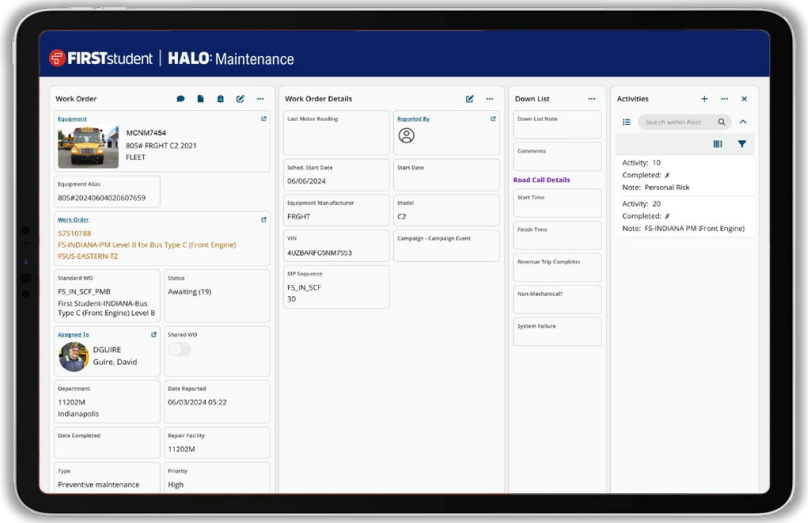
740



Fleet costs and vehicle operations

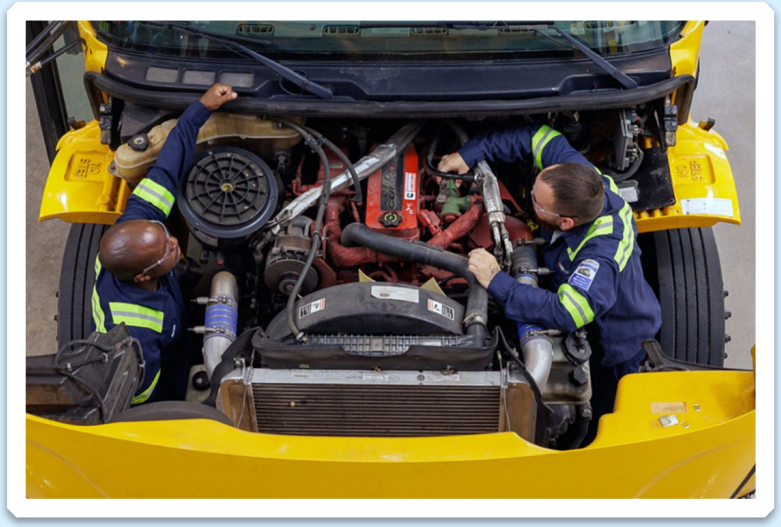
Owning and operating your own fleet means absorbing the full cost and responsibility of:

- Bus purchases, leases, and depreciation
- After-market equipment like radios, cameras, and GPS
- Fuel, oil, antifreeze, tires, parts, and fluids
- Vehicle registrations, inspections, and repairs
- Liability insurance
- Communication tools and network fees



Granbury gains access to the scale and buying power of North America's largest school transportation provider, which helps reduce costs and streamline operations. On average, districts save 30% on maintenance alone.

- HALO™ fully-integrated technology platform
- Preventative maintenance and predictive analytics program



Smart Maintenance Systems That Cut Costs and Downtime

Districts can expect:

- Safer buses with less downtime
- Reduced road failures
- Budget savings that can be redirected to classrooms
- Peace of mind with every ride protected by the industry's most advanced maintenance program

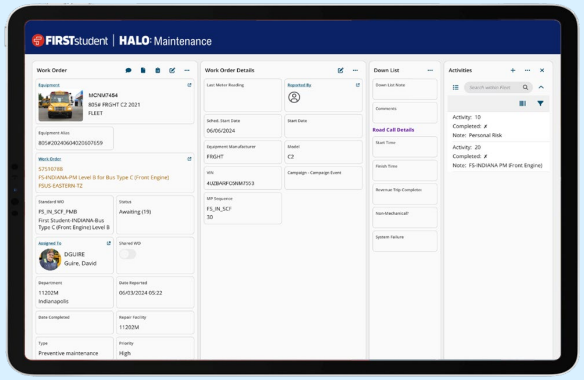
94%
Of Shops are Lean-Certified

99%+
Preventative Maintenance Compliance

Our maintenance expertise provides districts with:

- The safest buses on the road
- Predictive maintenance and AI-driven Insights
- Reduced vehicle downtime
- Lower maintenance costs
- Peace of mind

742

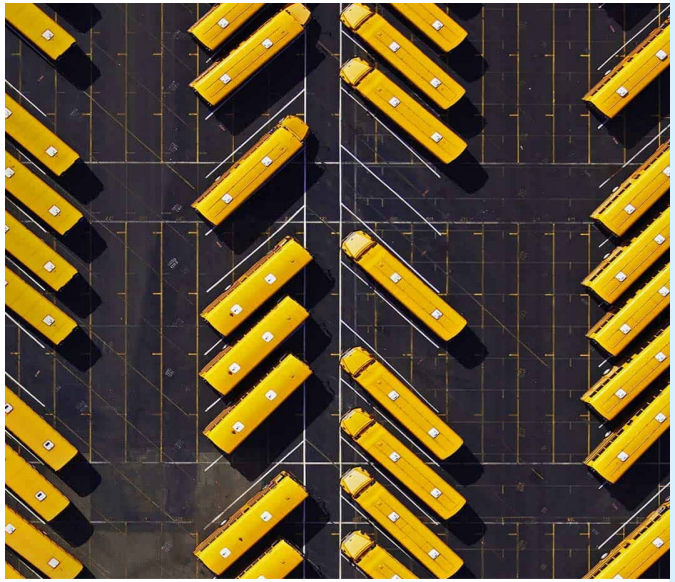


5K+
Blue Seal Certifications

Smarter Routing Delivers Measurable Impact

Keeping your transportation program compliant means managing and funding:

- Reduced number of routes without compromising service
- Improved seat utilization and balanced ride times
- Fewer buses and drivers required to operate efficiently
- Greater on-time performance throughout the school year



Operational efficiency that directly supports students and classrooms

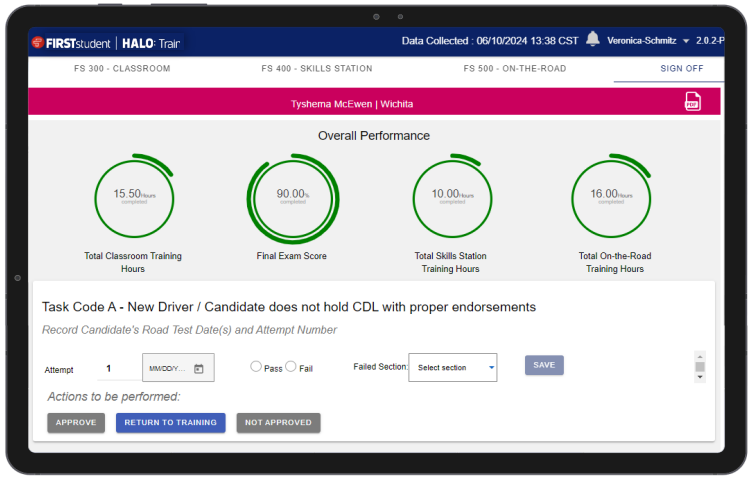
- Evaluate opportunities to reduce daily route assignments through route consolidation and route balancing
- Assess a right-sized fleet strategy that aligns vehicle capacity with actual ridership demand
- Identify where Type-A vehicles and alternative transportation solutions can supplement traditional yellow-bus service
- Model multiple bell schedule scenarios to maximize fleet utilization and operational efficiency
- Reduce future fleet replacement costs by optimizing vehicle mix rather than replace buses one-for-one
- Leverage ongoing ridership data to continuously refine routes, fleet deployment, and service delivery

743

Training and compliance

Keeping your transportation program compliant means managing and funding:

- CDL training, test, and license reimbursement
- Pre-service classroom and behind-the-wheel instruction
- In-service classes and road evaluations
- Fingerprinting, background checks, physicals
- Drug and alcohol screening
- Ongoing training for drivers, mechanics, and supervisors



You can reduce Granbury's direct exposure to legal and financial risks while gaining confidence that your team meets all regulatory standards.

744

- First Student provides all the certification and compliance support, ensuring we meet and/or exceed all federal, state, and local regulations
- Dedicated safety program with up to 47 hours of driver training and annual evaluation



Benefits and insurance

Employee costs extend far beyond wages and often include:

- Health, dental, and life insurance
- Disability and long-term care
- Uniform and tool allowances
- Retirement plan contributions
- Ongoing benefits costs after retirement
- Social security, unemployment, and workers' compensation



Granbury ISD will avoid long-term benefit liabilities, and First Student will protect the district from rising benefit costs.

- The largest union employer in the K-12 student transportation industry with over 350 union agreements 745
- All benefit administration and associated costs are managed by us, giving you budget predictability and peace of mind

Transportation office expenses

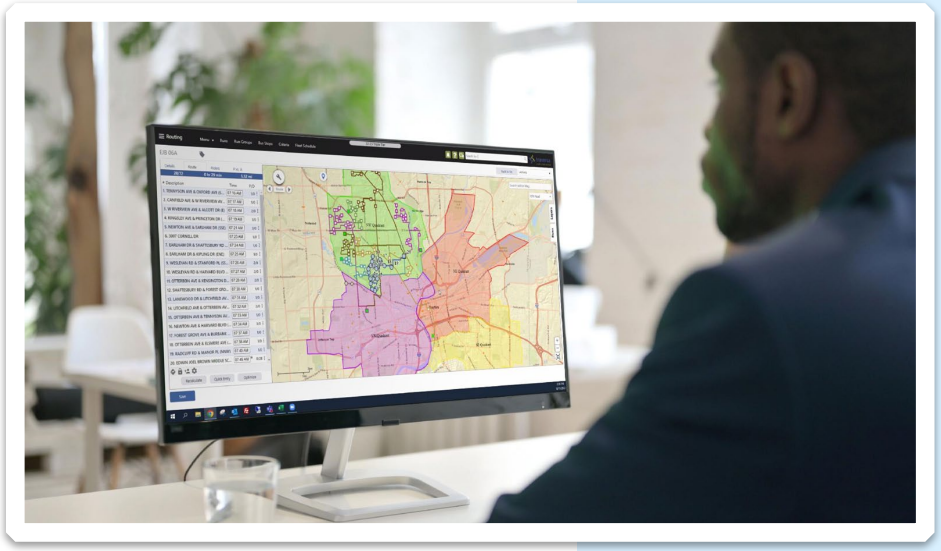
Every school transportation operation relies on a functioning administrative hub, which means managing:

- Office equipment and furniture
- Utilities, phone, and internet
- Routing software licenses
- Office supplies and postage
- Property insurance for administrative buildings

Gain full back-office support for routing, dispatching, and service delivery, so your operations run smoothly without the added overhead.

746

- Our experienced teams and proven systems handle the details behind the scenes
- You maintain visibility and control without needing to manage the day-to-day logistics



Administrative burden

Managing student transportation stretches district staff across a wide range of functions, including:

- Payroll and accounts payable/receivable
- Purchasing and vendor management
- Benefits and labor relations administration
- Legal support, investigations, and complaints
- Risk and compliance
- Budget prep and state/board reporting
- Advertising and employee management



GISD will gain expert support across all back-office functions, relieving pressure on your internal teams.

- Our experienced administrative infrastructure takes the load off your HR, legal, and finance departments
- You stay focused on educational outcomes, not operational distractions

747

Risk & liability

Operating your own transportation program means taking on the full scope of legal and financial risks tied to daily operations, personnel, and student safety, including:

- Accident investigations and insurance claims
- DOT and FMCSA compliance
- Student incident reports and legal defense
- Facility and vehicle liability
- Risk assessments and safety audits

Granbury ISD will significantly reduce its direct exposure to legal, financial, and reputational risks.

- Full liability coverage and risk management protocols
- A dedicated safety and compliance team trained in transportation law and crisis response
- Documentation, reporting, and regulatory compliance handled on your behalf

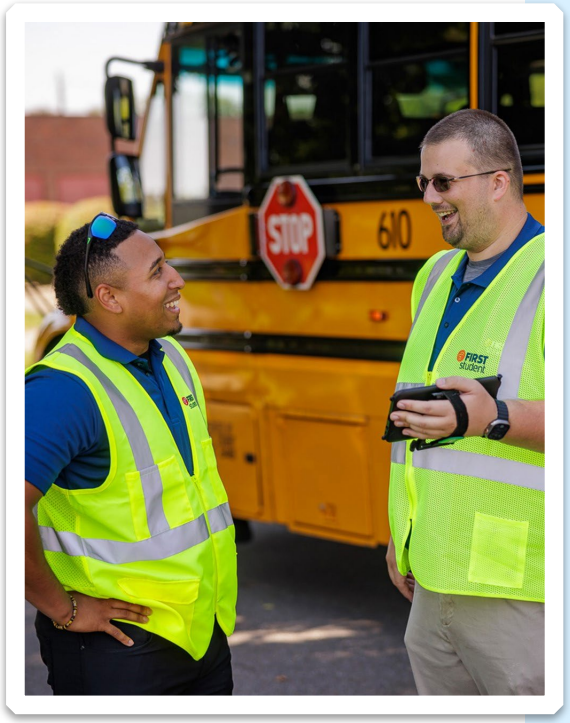
748



Labor relations & workforce management

In-house transportation programs often require districts to take on the complexities of managing a union or mixed labor workforce, including:

- Employee contract negotiations
- Union grievance resolution
- Labor law compliance
- Wage progression tracking
- Worker retention and morale



The District can offload labor management responsibilities to a team with deep experience in employee relations.

- Dedicated HR support to oversee staffing, retention, and resolution
- Systems to ensure fair practices and full labor law compliance

749

A Track Record of Excellence[1]



98+%
On-Time Arrival when First Student Provides Routing[2]

↓25%
Lower Crash Rate per Million Miles than the Industry Average[3]

105%
Staffed with Drivers[4]

2.6x
More Engaged Drivers than the Industry Average[5]

750

4.8/5.0 s
Rating on the Apple App Store[6]

95%
Of customers would recommend us[7]

Notes: 1 – Unless otherwise noted, all figures are approximate as of June 30, 2026, and may be subject to rounding
2 – SY25/26 on-time performance for First Student routed internal districts
3 – Based on recent publicly available FMCSA crash and mileage data for leading US school transportation contractors
4 – Staffing percentage of driver to routes as of June 30, 2026
5 - eNPS Index (46 vs. 18 industry avg) measured among 46,100 employees via Your Voice Survey conducted in August 2026
6 – Rating based on 15,000 ratings on the iOS App Store as of June 30, 2026
7 – Measured via Annual Customer Satisfaction Survey with 66% completion rate conducted in March 2026

First Student's Promise:

A Better Student Journey

751



An improved experience for everyone involved in student transportation

Student Benefits:

Safer Rides, Better Outcomes



- Safe, consistent rides every day
- Connected experience with safety tech
- Specialized training to reduce incidents
- Calmer trips and on-time arrivals

752

Students thrive when every ride is safe, consistent, and caring