Notice of Public Meeting
The Board of Trustees
Granbury ISD
Monday, November 16, 2026
5:00 PM

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, November 16, 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 Discussion regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. (Texas Government Code 551.074)
        1. Staff Recommendations & Catastrophic Leave
    b. 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. JC Campbell Legacy of Service Essay Contest Winners 3
    Presented by: Lauren McNeal with Teaching and Learning

    Shottenkirk Senior of the Month
    Presented by: Shottenkirk Representative

    b. Quarterly TeamGISD Leadership Impact Award 4
    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 Staff Recommendations and Catastrophic Leave
9. **SUPERINTENDENT'S REPORT**
10. **DISTRICT REPORTS**
    a. Pathways to Excellence: TeamGISD Professional Growth and Development 7
    b. Teaching & Learning Special Programs Presentation 16
    (Dual Language/ESL, GT, At Risk, Homeless/MV, Foster Care)
    c. Facility Report 40
    d. Annual Communications Update 75
    e. Categorical Spend for September 2026 & October 2026 84
    f. Annual Report of Board Trustee Continuing Education Credits 86
11. **CONSENT AGENDA ITEMS**
    a. Approve : Previous Board Meeting Minutes for approval: 88
    October 19, 2026 - Regular Meeting
    October 26, 2026 - Board Training Work Session
    b. Approve : November Library Book List 96
    c. Approve : 2026-27 District Improvement Plan 100
    d. Approve : Pay Table 169
    e. Approve : School District Property Value Study (SDPVS) Services 170
12. **DISCUSSION/ACTION**
    a. Discuss and take Action : 2026–27 Granbury Middle School Targeted Improvement Plan 171

b. Discuss : EIC(LOCAL) Update - STARS Highest Ranking Graduate 250
c. Discuss and Take Action : Financial Statements for the period ending October 31, 2026. Includes Cash flow and Investment report. 258
d. Discuss and Take Action : EMA Engineering & Consulting Professional Services for Summer 2027 HVAC Renovations 261
e. Discuss and Take Action : Purchase of Five 77-Passenger Buses 273
f. Discussion and Take Action : Create Legislative Priorities Board Committee
g. Discuss : Updating Board Operating Procedures 277
h. Discuss and Take Action : Reorganization of the Board of Trustees

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.

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Superintendent or Designee (For the Board of Trustees)

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 2026	Agenda Placement: ☑ Recognition ☐ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:N/A
Presenter:	various			
Expenditure:	$ NONE			

Agenda Item Title:
Achievement Spotlight

Background Information:

- **Presented by Lauren McNeal, Teaching & Learning Dept**.: The Teaching & Learning Department will recognize the campus winners for the JC Campbell Legacy of Service Essay Contest.
- **Presented by Shottenkirk Representative:** Shottenkirk will recognize and honor their Senior of the Month student from GHS, Larin Oliver.

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

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	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:	$0			

Agenda Item Title: Quarterly TeamGISD Leadership Impact Award

Background Information:

The TeamGISD Leadership Impact Award is a quarterly recognition honoring administrators who demonstrate significant leadership impact. Recipients are identified through the district's Executive Briefing process and selected by the Superintendent's Cabinet based on their contributions to district priorities, organizational improvement, and leadership beyond their individual roles.

At the November 16, 2026 Board meeting, Granbury ISD will recognize Lissa Oliver, Director of Community Relations, as the recipient of the TeamGISD Leadership Impact Award in the Culture & Engagement Leader category. Lissa will be honored for her leadership in strengthening connections across TeamGISD and fostering engagement among campuses, families, and the broader community. Her ongoing support of campuses and contributions to the 2026 Granbury ISD Athletic and Academic Hall of Fame Induction during Homecoming Week reflect her commitment to celebrating excellence, honoring district traditions, and strengthening community partnerships.

This recognition reflects the district's continued commitment to making leadership excellence visible, celebrating meaningful impact, and highlighting leaders whose contributions strengthen organizational culture, foster community partnerships, and advance the mission of Granbury ISD.

Supporting Document(s) Included:

- TeamGISD Leadership Impact Award Recognition Slide
- TeamGISD Leadership Impact Award | Board Recognition Remarks

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

Recommendation:
No action is required. This agenda item is for Board recognition of Lissa Oliver as the November 2026 TeamGISD Leadership Impact Award recipient.

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

Leadership Impact Award | Culture & Engagement Leader
Lissa Oliver | Director of Community Relations

Granbury ISD is proud to recognize Lissa Oliver, Director of Community Relations, as the recipient of the TeamGISD Leadership Impact Award in the Culture & Engagement Leader category.

The Leadership Impact Award recognizes TeamGISD leaders whose work makes a meaningful difference for our students, staff, schools, and district. This quarterly recognition highlights individuals whose leadership strengthens our organization and advances our shared commitment to excellence.

Lissa's leadership is defined by her dedication to supporting others, strengthening relationships, and creating a positive culture across TeamGISD. Her impact extends well beyond her role in Community Relations, as she consistently steps in wherever support is needed to help our campuses, departments, and district succeed. One example of her leadership was her work supporting the 2026 Granbury ISD Athletic and Academic Hall of Fame Induction during Homecoming Week. This special event celebrated former students, educators, coaches, and community partners whose contributions have made a lasting impact on our district. Lissa's efforts helped bring this recognition to life, honoring our traditions while strengthening connections between Granbury ISD and the community we serve.

Lissa has also made significant contributions behind the scenes, particularly through her support of the Human Resources Department. During a period of departmental transitions, she has helped maintain continuity, support staff, and navigate important operational changes. Her work with Red Rover and EduHero reflects her willingness to take on new responsibilities, learn new systems, and help ensure district processes continue to serve employees effectively.

Beyond these specific contributions, Lissa is someone campuses and departments can consistently count on. Whether coordinating district events, supporting campus needs, assisting colleagues, or strengthening community partnerships, she approaches her work with professionalism, flexibility, and a genuine commitment to TeamGISD.

Lissa exemplifies what it means to be a Culture & Engagement Leader. Her leadership reminds us that a strong organizational culture is built through relationships, service, collaboration, and a willingness to go above and beyond for others. Congratulations to Lissa Oliver on this well-deserved recognition and for the meaningful impact she continues to make across Granbury ISD!

Community Donations Report
NOVEMBER 2026

Donation from:	Amount
Lance McMichael of the Kroger Marketplace Granbury to Granbury ISD for backpack supplies to support students and staff.	**$9,000.00**
Matthew Owens of Brookshire Grocery Company, Store 904 to Granbury ISD for supplies for students and staff.	**$3,016.34**
Constellation Energy to Acton Middle School in support of food donations.	**$1,400.00**
Oakwoods PTO to Oakwoods Elementary School for the libarary fund.	**$500.00**
Optimist Club of Granbury to Granbury ISD football hall of fame.	**$1,000.00**
Lady Pirate Athletic Booster Club to Granbury Middle School Cross Country team in support of travel-related expenses.	**$280.00**
Granbury Middle School Booster Club to support travel-related expenses for the cross-country team.	**$280.00**
Emily Epperson with Cook Children's Centerr for Community Health to Brawner Elementary School for first aid kits in all classrooms.	**$550.00**
Dawn and Tim Moser to the GHS BBQ Team.	**$500.00**
Barry Gilbreath of Pro-Cad Plus to GHS Robotics STEM Program.	**$1,000.00**
Zelda Wilson of Grace Class to GHS Robotics STEM Program.	**$204.00**
GHS JROTC Booster Clud to the JROTC Program to support travvel to the marine corps ball.	**$7,000.00**
Sonny Tunstall to GHS Ascent Racing for affiliation and registration costs.	**$500.00**
John and Julie Walma to the GHS BBQ Team.	**$100.00**
Sons of American Legion, Post 491 to GHS Avid program for t-shirts.	**$1,000.00**
Michael Carey of MC4 Construction to GHS Robotics STEM Program.	**$500.00**
Rockin Construction to GHS Robotics STEM Program.	**$1,000.00**
Total Donations for the month of November 2026	**$27,830.34**
Grand total for the 2026-2027 School Year	**$73,952.91**

Board of Trustees Meeting Memo:

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Presenter:	M. Walton			
Expenditure:	$0			

Agenda Item Title: Pathways to Excellence: TeamGISD Professional Growth and Development

Background Information:
Granbury ISD has established Pathways to Excellence, a districtwide professional growth and development framework designed to invest in employees, strengthen organizational capacity, and create meaningful opportunities for continued growth across TeamGISD. Aligned with the district's strategic priority to recruit, develop, and retain high-quality staff, the framework supports professional learning, career advancement, and the development of talent from within the organization.

The initial phase focuses on leadership development through Foundations of School Leadership, LEAP Academy, and Lead Forward, along with additional opportunities through partnerships with the Granbury ISD Education Foundation and N2 Learning. These programs provide differentiated learning experiences that build skills, strengthen capacity, and prepare employees for expanded responsibilities.

The November Board presentation will highlight the current opportunities and outline the district's long-term vision for expanding Pathways to Excellence into a comprehensive framework of professional growth opportunities for employees across all roles and departments within TeamGISD.

Supporting Document(s) Included:
- Pathways to Excellence Board Presentation

Alignment to Strategic Plan and Board Goal(s):
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:
For informational purposes only. No Board action is required.

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

Pathways *to* Excellence.

CONTINUOUS GROWTH FOR TRANSFORMATIONAL LEADERSHIP.

GRANBURY INDEPENDENT SCHOOL DISTRICT

NOVEMBER 2026 BOARD PRESENTATION

GRANBURY ISD

Growing Our Own.

AN INTENTIONAL INVESTMENT IN OUR PEOPLE.

IDENTIFY TALENT

Recognize and invest in the potential within TeamGISD.

CREATE OPPORTUNITIES

Provide meaningful learning experiences that build skills, confidence, and leadership capacity.

STRENGTHEN CAPACITY

Develop leaders at every level to support strong campuses and effective systems.

PREPARE FUTURE LEADERS

Build a sustainable pipeline of leaders who will continue to make a positive impact for our students and community.

ALIGNED TO OUR BOARD GOAL

Develop and Support Our People

Recruit, develop, and retain a highly effective team through meaningful opportunities for growth, leadership development, and succession planning.

GRANBURY ISD

Intentional Pathways for Growth.

DIFFERENT OPPORTUNITIES. SHARED COMMITMENT.



FOUNDATIONS OF SCHOOL LEADERSHIP

Developing emerging campus leaders.



LEAP ACADEMY

Preparing future principals.



LEAD FORWARD

Developing system leaders through action.



N2 LEARNING LEADERSHIP INSTITUTES

Expanding opportunities through partnership.

INVESTING IN PEOPLE. STRENGTHENING TEAMGISD.

GRANBURY ISD

Foundations of School Leadership

DEVELOPING EMERGING CAMPUS LEADERS.

15 PARTICIPANTS

1 LEARN

Gain a comprehensive understanding of school leadership through monthly sessions developed and facilitated by TeamGISD campus and district leaders.

2 OBSERVE

Fall and spring campus learning walks with administrator debriefs.

3 PRACTICE

Leadership in Action opportunities in partnership with campus principals, allowing participants to lead meaningful work in their own schools.

GRANBURY ISD

LEAP Academy

LEADERSHIP EXPERIENCES FOR ASPIRING PRINCIPALS.

5
PARTICIPANTS

1
LEARN

Targeted learning developed and facilitated by TeamGISD leaders, focused on instructional leadership, campus systems, talent development, and decision-making.

2
EXPERIENCE

Ongoing principal or district leader mentorship, reflection, and two full-day shadowing experiences.

3
DEMONSTRATE

Leadership performance defense, including a case study, evidence of impact, panel feedback, and a preliminary 30-60-90 day entry plan.

GRANBURY ISD

Lead Forward:
Leadership Through Action

DEVELOPING SYSTEM LEADRS.

20
PARTICIPANTS

Lead Forward is an action-oriented leadership development experience, led by Dr. Morawski, where participants develop systems-thinking and collaborative leadership skills while exploring meaningful district challenges.

Teaching & Learning
Strengthening instructional systems and opportunities for all learners.

Student & Staff Well-Being
Creating supportive environments where people can thrive.

Recruitment & Retention
Attracting, developing, and keeping exceptional people on TeamGISD.



Community Connections
Building strong partnerships to expand opportunities for our students.

Financial & Operational Sustainability
Maximizing resources to ensure long-term success.

Innovation
Exploring new ideas and bold solutions to meet evolving needs.

EMERGING TOPICS. NOT FINALIZED RECOMMENDATIONS.

GRANBURY ISD

Expanding Opportunities Through Collaboration

INVESTING IN LEADERSHIP THROUGH COLLABORATION.

GRANBURY Independent School District + GEF GRANBURY ISD + N2 LEARNING

APL — Assistant Principal Leadership Academy
for Assistant Principals

Develops emerging campus leaders through targeted learning, collaboration, and leadership experiences.

PI — Principals' Institute
for Principals

Equips principals to lead transformation through a year-long, research-based learning experience.

ELI — Executive Leadership Institute
for District-Level Administrators

Builds the capacity of district leaders for system-wide improvement in teaching and learning, culture, and operational systems.

GEF funds participation for two assistant principals and two principals annually
with additional administrators participating through campus or departmental funding.

GRANBURY ISD

Pathways to Excellence

A GROWING FRAMEWORK OF OPPORTUNITIES
FOR EVERY PART OF TEAMGISD.



GRANBURY
Independent School District

GRANBURY
Independent School District

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Presenter:	Karla Willmeth, Ashley Gill, Misty Walters, Dan Allard, and Angie Molinari			
Expenditure:	$			

Agenda Item Title:
Teaching & Learning Special Programs Presentation

Background Information:
As part of Granbury ISD's commitment to transparency and community engagement, the Teaching and Learning Department will provide an informational overview of the Special Programs under its leadership. The presentation will highlight the students served, program supports provided, and the impact of these services on student success. Programs included are Emergent Bilingual (Dual Language and ESL), Migrant, Immigrant, Gifted and Talented (GT), Foster Care, McKinney-Vento, and At-Risk. These programs are designed to ensure equitable access to educational opportunities while providing targeted academic, social, emotional, and family support services for students with unique needs.

The Board has also been provided with the 2025-2026 Emergent Bilingual (EB) Program Evaluation for review. While that formal evaluation document is attached for the Board's consideration, tonight's presentation will include the annual reporting requirements outlined in Texas Administrative Code, Title 19, Part 2, Chapter 89, Subchapter BB, §89.1265(b), including: student academic progress in the language(s) of instruction by bilingual and/or ESL program model; English language proficiency growth, including partner language proficiency for dual language students; the number and ongoing academic progress of students reclassified as English proficient; and professional development provided to teachers and aides supporting second language acquisition.

This presentation aligns with the Granbury ISD Strategic Plan and Board Goals by supporting academic achievement and growth for every student, advancing college, career, and military readiness, fostering safe and supportive learning environments, strengthening family and community partnerships, and ensuring responsible stewardship of district resources through transparent planning and communication.

Supporting Document(s) Included:
- Teaching and Learning Special Programming Presentation
- 25 - 26 EB Program Evaluation

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

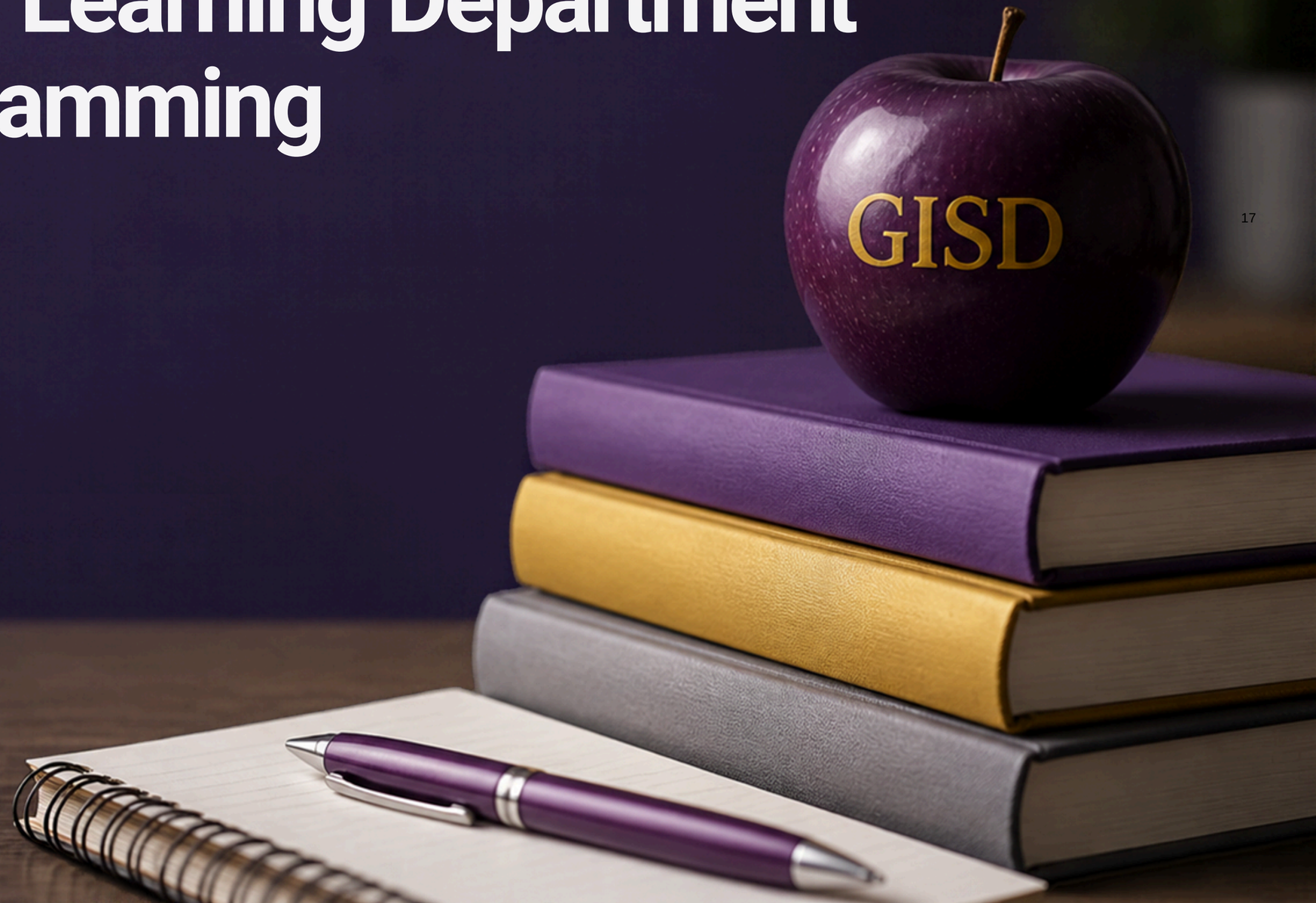
Recommendation:
This item is presented for information only. No Board action is required.

Submitted by:	Approved by:
Karla Willmeth Director Teaching & Learning	Dr. Courtney Morawski Superintendent

Teaching and Learning Department Special Programming Presentation

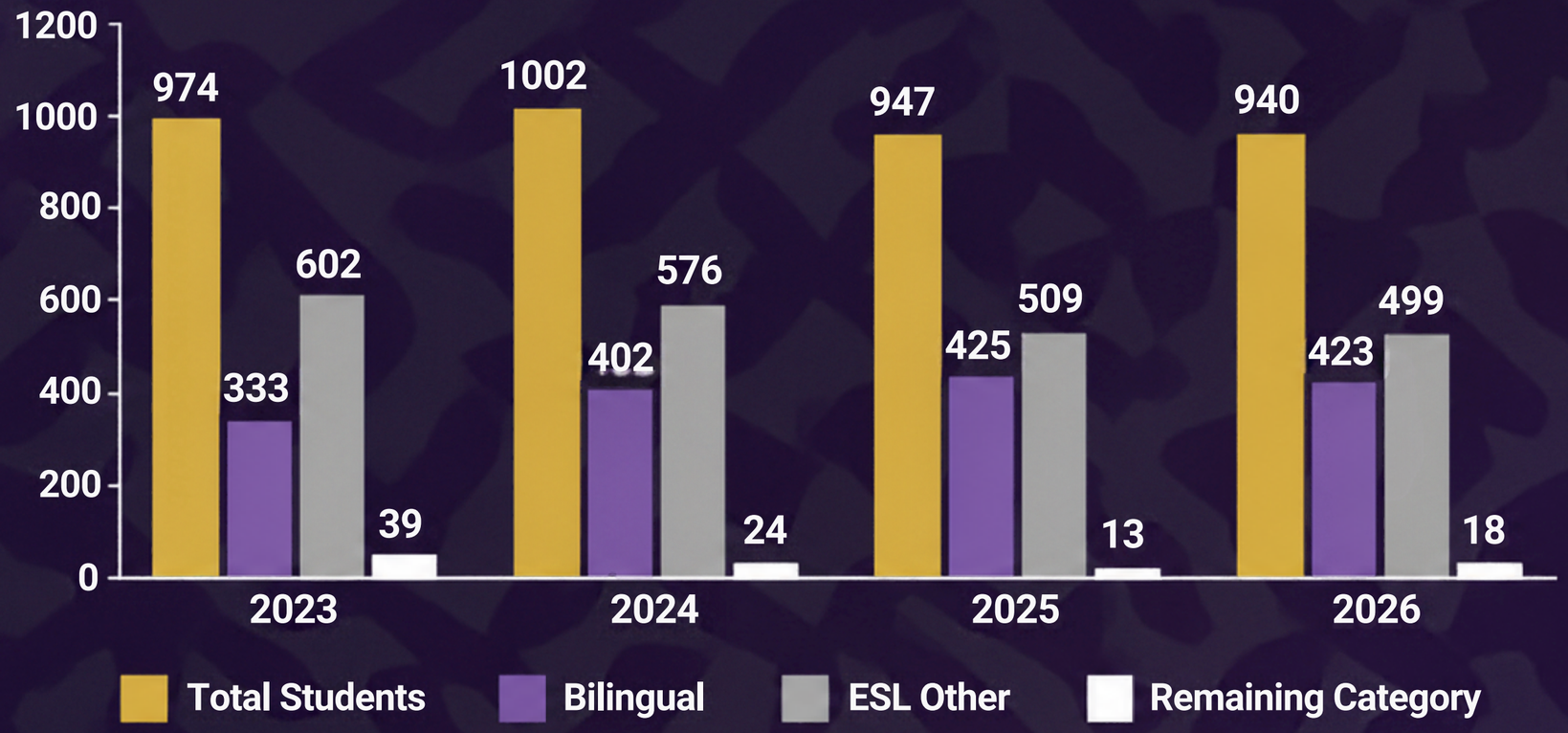
GRANBURY ISD

NOVEMBER 16, 2026



Emerging Bilingual (DL/ESL)

STUDENT TRENDS 2023–2026



Total enrollment remains **stable** while bilingual participation continues to **grow** and program reach stays **strong**.

PROGRAM DETAILS

3
Dual Language
campuses
24 teachers

6
ESL Content Based
campuses

4
ESL Pull Out
campuses

GRANBURY ISD

2025–2026 Emergent Bilingual Program Evaluation

947

Identified EB students

425 dual language · 509 ESL · 13 parent denials

22.3%

TELPAS proficiency growth

189 of 846 students progressed one level

100%

Met state standards

66 former EB students in monitoring years 1–2

Strongest results

Biology 91%, Algebra I 81%, U.S. History 76% at Approaches Grade Level or above

Grade 2 Spanish literacy: 69% to 82% on mCLASS Lectura

46 students reclassified as English proficient

Improvement priorities

Strengthen language instruction and progress monitoring, especially ESL in grades 6–8.

Increase Meets and Masters performance with small-group instruction and speaking/writing.

Address kindergarten Spanish literacy, newcomer resources, certification, and family engagement.

Source: GISD Annual EB Program Evaluation, 2025–2026. Enrollment: October 31, 2025 PEIMS snapshot. 19 TAC §89.1265.

Migrant Program Overview

FALL-YEAR MIGRANT STUDENT DATA

2023	2024	2025	2026
3	2	3	14
Migrant Students	Migrant Students	Migrant Students	Migrant Students

PROGRAM PARTNERSHIP & SERVICES

Partnership with ESC Region 11 via
Title I, Part C Migrant Education Program SSA

Identification and recruitment
Academic and support coordination
Compliance and record keeping
Family support and engagement
Reporting and documentation

ESC REGION 11 SUPPORT

Guidance, training, monitoring,
and technical assistance

TEA MIGRANT STUDENT ELIGIBILITY

Moved within the past 36 months
to seek or obtain qualifying work
in agriculture or fishing
for the student and parent/guardian

IMPORTANT NOTE

Migrant status is **not based solely** on income, language, or immigration status.

Eligibility **requires** MEP process and COE documentation.



Immigrant Program Overview

SERVING STUDENT SUCCESS

IMMIGRANT STUDENTS SERVED

2023	2024	2025	2026
143	219	200	149

PROGRAM SUPPORT

Paraprofessional support for academic instruction and engagement

Translation devices to reduce language barriers

Parent/family engagement events to promote involvement and resource connection

TEA IMMIGRANT STUDENT CRITERIA

An individual who, or whose parent or legal guardian, is not a citizen, not lawfully admitted for permanent residence, and has moved from another country.

Immigrant status is separate from citizenship or immigration status and distinct from Emergent Bilingual designation.



Gifted & Talented Program Trends

GT PERCENTAGE COMPARISON

GISD GT

7%

NATIONAL AVERAGE

6.7%

TEXAS AVERAGE

9%

GT PROGRAMMING

Elementary
K – 5th Grade

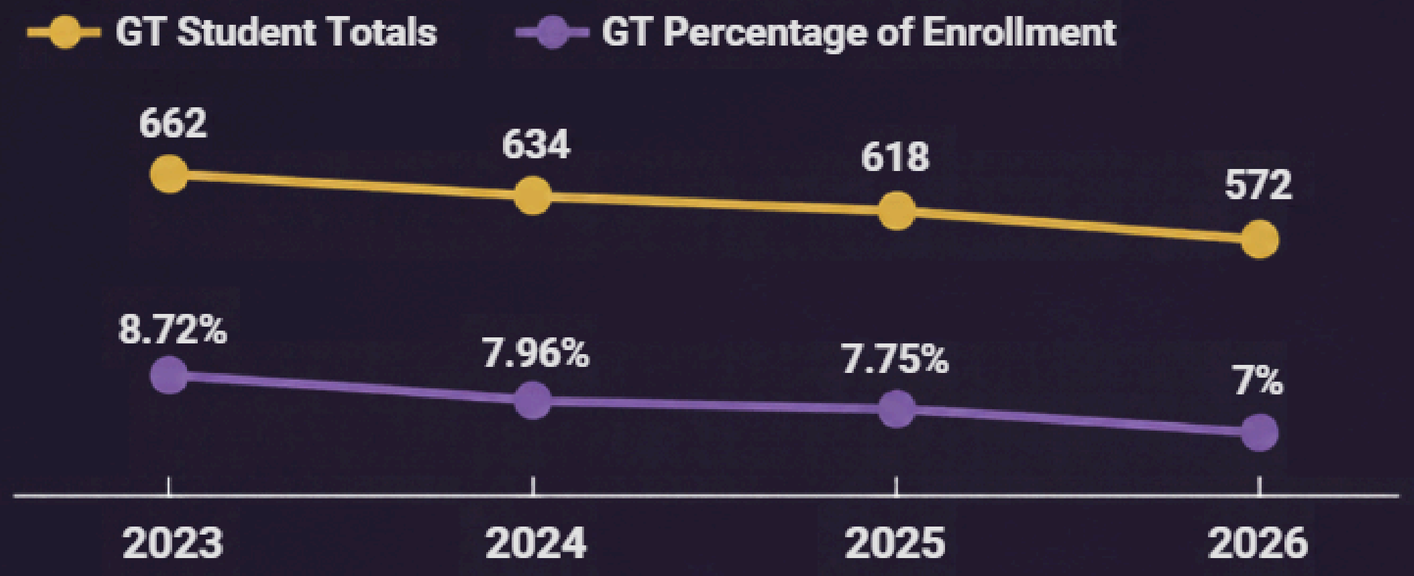
- Elementary G/T Teacher
- Pull-Out at each campus
- Texas Performance Standards Project Curriculum

Middle School
6th – 8th Grade

- **6th Grade** News Broadcasting
- **7th Grade** Robotics Competitions
- **8th Grade**
  - Podcast Production
  - Service Projects

High School
9th – 12th Grade

- Career & Technology Education Projects
- Fine Arts Performances

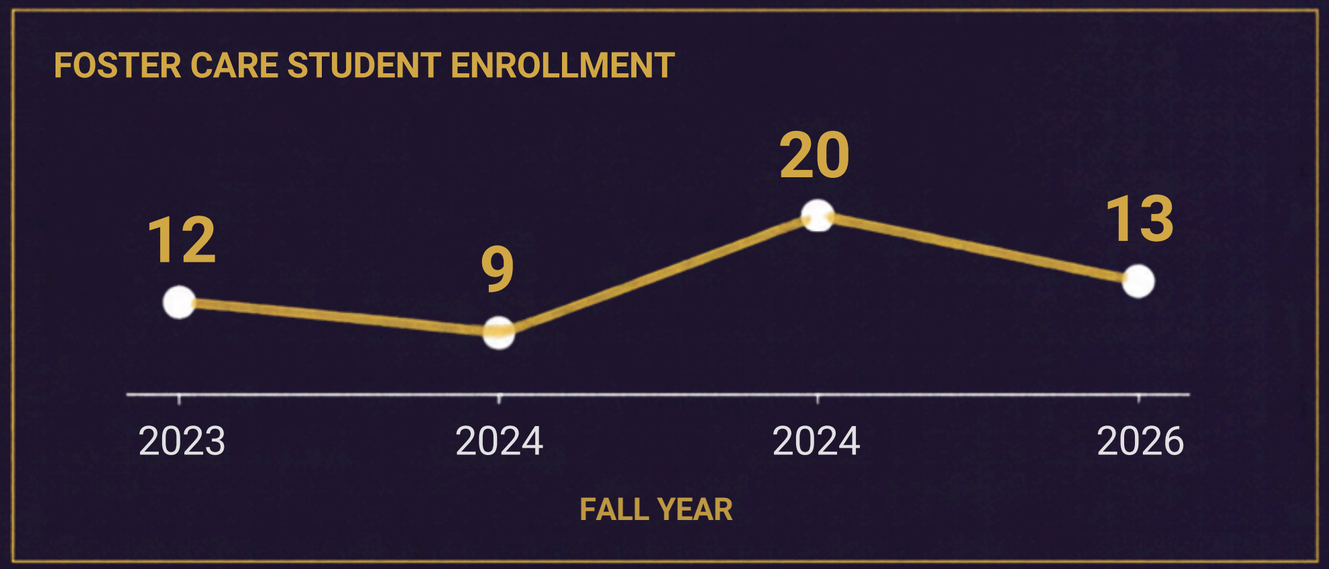


Foster Care Program Overview

Supporting stability and success for every student.

Our goal is to help foster care students stay connected, supported, and thriving.





Homeless/McKinney-Vento



PROGRAM DATA AND SUPPORT

CATEGORY	2023	2024	2025	2026
Total Homeless/ McKinney-Vento	79	131	147	217
Shelter	7	7	2	12
Doubled Up	65	104	141	200
Unsheltered	1	11	0	3
Hotel/Motel	6	9	4	2
Not Unaccompanied Youth	72	114	124	163
Unaccompanied Youth	7	17	23	54

OUR COMMITMENT

GISD McKinney-Vento Program removes barriers to education and connects families with essential resources.

COLLABORATION IN ACTION

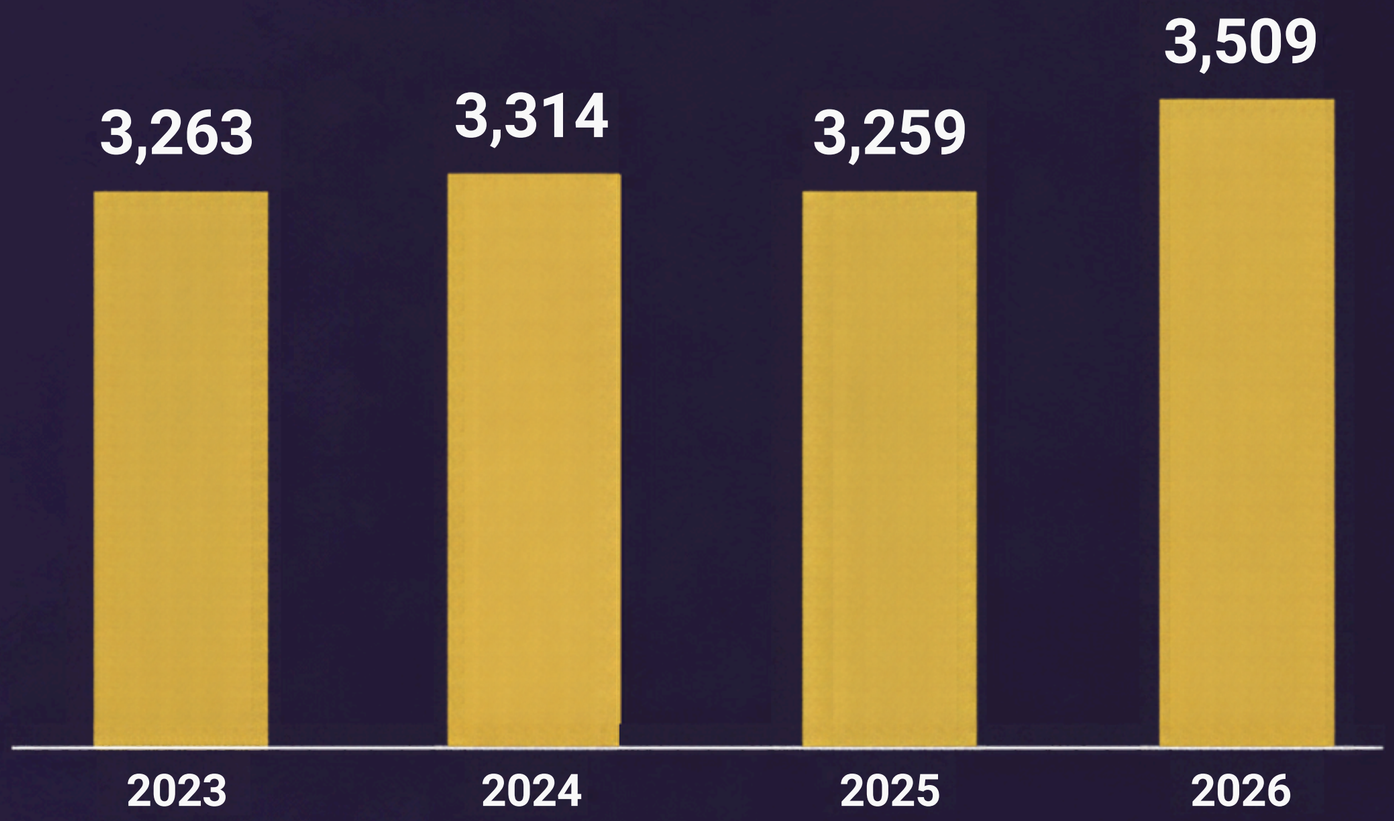
We partner with campuses, families, and community organizations to promote stability, attendance, and student success.

WHO WE SERVE

Under the McKinney-Vento Act, a homeless child or youth includes individuals who lack a fixed, regular, and adequate nighttime residence. This includes living in shelters, doubled-up arrangements, unsheltered locations, hotels/motels, or other temporary settings.

At-Risk Student Trends

FALL YEAR TOTALS





2026 TOTAL AT-RISK STUDENTS

3,509

an increase in at-risk students — **reinforcing** the need for **targeted support and intervention** across campuses

There ar 15 indicators that can qualify a student as being At-Risk.

QUESTIONS?



GRANBURY INDEPENDENT SCHOOL DISTRICT

Emergent Bilingual Program Evaluation

Annual District Report | School Year: 2025-2026

Bilingual Education and English as a Second Language Programs

Prepared by:

Misty Walters
District Testing & Accountability and EB Dual Language Compliance Coordinator

Dan Allard

EB/DL Instructional Coordinator

Report Date: October 30, 2026

Evaluation Period: 2025-2026 School Year

PEIMS Snapshot Date: October 31, 2025

Purpose

Under **19 TAC §89.1265 and TEC Chapter 29, Subchapter B**, the annual emergent bilingual program evaluation aims to determine how effectively bilingual education and English as a Second Language (ESL) programs support students' language development, academic achievement, and equal educational opportunity. The evaluation examines academic progress and English proficiency by program model, partner-language development in dual language programs, reclassification outcomes, continued academic success after reclassification, and the effectiveness of staff professional development. Findings help districts identify strengths, address areas needing improvement, and guide instructional and program decisions to better meet students' needs while ensuring compliance with state requirements.

Report guide

1. Program Design
2. Enrollment and Home Languages
3. LPAC Identification and Placement
4. Language Development
5. Academic Achievement and Growth
6. Reclassification and Monitoring
7. Staffing and Training
8. Instructional and Assessment Resources
9. Bilingual Exception and ESL Waiver
10. Summer Services and Family Engagement
11. Summary and Improvement Priorities

1 Program Design

Granbury ISD provides one-way dual language immersion and ESL services to support emergent bilingual students' affective, linguistic, and cognitive needs. Instruction integrates grade-level content with language development and the Texas Essential Knowledge and Skills and English Language Proficiency Standards.

One Way Dual Language Immersion

The district's Spanish and English dual language immersion program develops bilingualism, biliteracy, sociocultural competence, and academic achievement. Students build literacy in their primary language while acquiring English. Teachers intentionally connect languages, build metalinguistic awareness, and integrate content instruction to support learning transfer. Instruction values students' languages, cultures, identities, and family knowledge.

Program	Campuses	Grades	Enrollment on Snapshot Date
One-way dual language immersion	Emma Roberson, Brawner, Baccus	PK-5	425

Grade	Spanish instruction	English instruction
Prekindergarten	80%	20%
Kindergarten and grade 1	70%	30%
Grades 2–5	50%	50%

English as a Second Language

ESL instruction develops listening, speaking, reading, and writing while supporting achievement in language arts, mathematics, science, and social studies. Teachers use content-based language instruction and supports matched to students' proficiency levels. Bilingual or ESL paraprofessionals provide additional support where assigned. Newcomer supports may include ELDA, ESOL courses, Rosetta Stone, and Summit K-12 resources. Our high-quality instructional materials, such as HMH, Newsela, i-Ready, IXL, and Amplify, provide cross-linguistic/metalinguistic and native-language supports.

Program	Campuses	Grades	Enrollment on Snapshot Date
ESL	All GISD campuses	PK-12	509

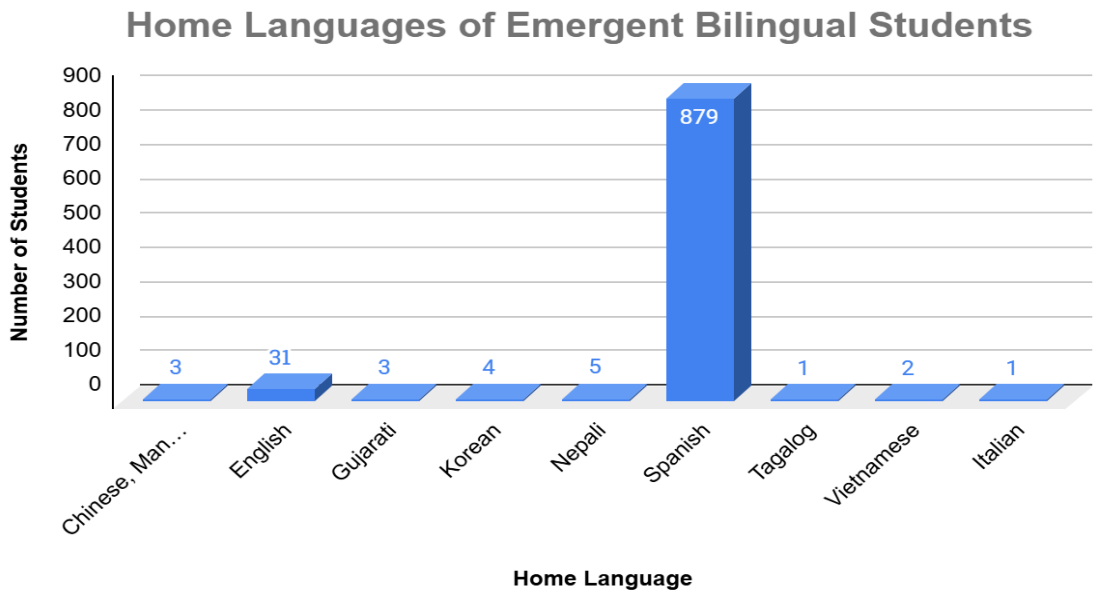
Current delivery and implementation: ESL Content-Based for PK-5 | ESL Pull-Out for 6-12

2 Enrollment and Home Languages

Counts reflect the certified PEIMS Fall Snapshot for October 31, 2025.

Student group	Students
Total district enrollment	7,877
Identified emergent bilingual students	947
EB students receiving bilingual program services	425
EB students receiving ESL program services	509
EB students with parental denial of services	13
EB students receiving instruction through a bilingual exception or an ESL waiver	20
Former EB students in monitoring years 1–4	181

The district served EB students representing nine reported home languages. The most frequently reported languages were Spanish and English.



3 LPAC Identification and Placement

The Language Proficiency Assessment Committee (LPAC) reviews home language surveys, prior school records, and assessment results to identify emergent bilingual (EB) students and recommend bilingual or ESL placement. The LPAC communicates recommendations to parents, documents permission or denial, and completes identification and placement within the applicable state timeline.

Language Proficiency Assessments

Trained personnel proficient in the assessment language administer the following assessments, as required:

Grade Level	Assessment	Skills Assessed
Prekindergarten–Kindergarten	pre-LAS English and Español, Form C	Listening and speaking
Grade 1	LAS Links English and Español, Form A	Listening and speaking
Grades 2–12	LAS Links English, Form A	Listening, speaking, reading, and writing

Identification and Placement Criteria

Students are identified using the criteria in effect for the evaluation year:

- **Prekindergarten–Grade 1:** Below English proficiency in listening and/or speaking.
- **Grades 2–12:** Below English proficiency in listening, speaking, reading, and/or writing.
- **Unable to complete testing:** English proficiency is so limited that the English language assessment cannot be administered.

LPAC Activities During the Evaluation Year

LPAC Activity	Summary of Activities
Initial identification and placement	Review home language surveys and assessment results, determine eligibility for bilingual or ESL services, recommend placement, and document parent approval or denial.
Transfer records and placement	Review incoming students' records to verify identification, prior services, and placement; request missing documentation to support continuity of services.
Assessment decisions and annual review	Review linguistic and academic progress, determine assessment participation and designated supports, and recommend continued services and instructional supports.
Reclassification and monitoring	Review reclassification eligibility using applicable state criteria and monitor reclassified students' academic progress to identify additional support needs.

LPAC Training and Membership: Members received beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) training on identification, placement, assessment decisions, annual review, reclassification, and monitoring. Training addressed member roles, confidentiality, and documentation. Membership was reviewed to ensure required representation, with training and participation documented.

4 Language Development

The Texas English Language Proficiency Assessment System (TELPAS) measures emergent bilingual (EB) students' annual progress in listening, speaking, reading, and writing in English. Students receive ratings of Beginning, Intermediate, Advanced, or Advanced High, reflecting their ability to understand and use English in academic and social settings. Results help educators monitor language development, identify needed instructional supports, and guide students toward increasingly independent use of English across all subjects.

2025-2026 TELPAS	Assessed	Progressed in One Proficiency Level	Percent
All EB students	846	189	22.3%
Bilingual Students	331	85	25.6%
ESL Students	498	102	20.4%

Domain	Beginning	Intermediate	Advanced	Advanced High
Composite	194 / 22.9%	355 / 41.9%	238 / 28.1 %	59 / 6.9 %

Early Language and Partner Language Proficiency

Early language development is evaluated using pre-LAS/LAS results and relevant local assessment data, including progress in Spanish and English language proficiency for students in dual language programs.

Language and assessment	Students	On Grade Level/Benchmark	Prior year comparison
M-Class Lectura (DL K-2 Spanish)	K (60), 1(65), 2 (66)	K- 61%, 1- 61%, 2- 82%	K-90%, 1-63%, 2-69%
i-Ready Inform (DL 3-4 Spanish)	Gr. 3- 54, Gr. 4- 54	3-87%, 4- 56%, 5- N/A	N/A
i-Ready Inform (DL 3-4 English)	Gr. 3- 54, Gr. 4- 57	3- 48%, 4- 7%, 5- N/A	N/A

Language growth and proficiency findings: Significant growth in grade 2, M-Class Lectura (Spanish). In contrast, kindergarten showed a significant decline. Students progressed in Spanish proficiency in all grades 3-5 on the i-Ready Inform assessment throughout the year. Continual small group instruction is needed for those students who did not show growth.

Instructional response including speaking and writing: Continue ongoing refinement and development of the ELPS and CBLI strategies for effective active listening skills and student discourse

5 Academic Achievement and Growth

2026 Spring STAAR Results for 3rd through 12th grades Emergent Bilingual Students

Assessment	Tested	Approaches	Meets	Masters
STAAR RLA	393	230 / 59%	122 / 31%	42 / 11%
STAAR Mathematics	392	179 / 46%	84 / 21%	30 / 8%
STAAR Science	97	46 / 48%	14 / 14%	7 / 7%
STAAR Social Studies	45	10 / 22%	2 / 4%	0 / 0%
English I EOC	79	48 / 61%	21 / 27%	1 / 1%
English II EOC	79	30 / 38%	15 / 19%	0 / 0%
Biology	77	70 / 91%	37 / 48%	6 / 8%
Algebra I	81	66 / 81%	32 / 40%	5 / 6%
US History	45	34 / 76%	18 / 40%	2 / 4%

Local Measures and Secondary Outcomes

STAAR results show that Granbury ISD's emergent bilingual students demonstrated the strongest academic performance in Biology, Algebra I, and U.S. History, with 91%, 81%, and 76% reaching Approaches Grade Level or above, respectively. RLA and English I also showed relative strengths, while mathematics, science, English II, and particularly social studies indicate a need for additional support. Across assessments, fewer students reached Meets and Masters, highlighting opportunities to strengthen grade-level understanding through targeted instruction, academic vocabulary development, and language support. These results establish a baseline for monitoring improvement; determining academic growth requires comparison with prior-year student performance.

6 Reclassification and Monitoring

The Language Proficiency Assessment Committee (LPAC) reviews students at the end of each school year using the state reclassification criteria in effect for that evaluation year. For 2025–2026, students must earn an Advanced High TELPAS composite rating, meet the passing standard on the applicable STAAR Reading Language Arts or English EOC assessment, or score at or above the 40th percentile in both reading and language arts on a TEA-approved norm-referenced assessment for grades without an applicable STAAR assessment, and receive a satisfactory rating on the state's standardized subjective teacher evaluation. Together, these measures demonstrate readiness to participate successfully in English instruction without second-language acquisition support. Prekindergarten and kindergarten students are not eligible during this evaluation year. For students receiving special education services, the LPAC and ARD Committee jointly review eligibility, including alternate criteria when applicable. The district notifies families, updates records, and monitors academic progress for two years following reclassification. Beginning in 2026–2027, parental approval is not required for reclassification.

Granbury ISD	Students	Number of students who met Reclassification	Percent
All EB students	947	46	5%

Academic Progress after Reclassification

After students are reclassified as English proficient, the LPAC monitors their academic progress for two years to ensure continued success in all-English instruction. This review includes classroom grades, STAAR results, and teacher feedback to identify any academic or language-related needs. The district reviews students experiencing difficulty to determine appropriate interventions, additional instructional support, or possible reentry into bilingual or ESL services.

Monitoring Year	Students	Meeting State Standards
1	34	100%
2	32	100%

Students in year 3 or year 4 of monitoring continued academic progress. Neither the LPAC nor the emergent bilingual department were notified of needed linguistic support or academic achievement gaps.

7 Staffing and Training

The district reviews certification against each teaching assignment and program model. Campus leaders and Human Resources verify bilingual and ESL staffing and identify certification gaps before exception or waiver submissions.

2025-2026 School Year	Bilingual	ESL
Teachers assigned to provide services	27	88
Teachers appropriately certified for assignment	25	86
Teachers needing certification	2	2

Training for Teachers and Paraprofessionals

Professional learning addresses CBLI, ELPS proficiency level descriptors, language and content objectives, vocabulary, discussion, writing, scaffolding, visuals, wait time, and instructional technology. Bilingual training also addresses biliteracy, cross-language connections, and curriculum resources. Certification preparation and coaching are provided as needed.

Training or coaching	Dates	Staff Trained	Completion
Benchmark Phonics PD Series	2025: 10/9, 10/16, 10/30	13	13
TABE- Texas Association of Bilingual Educators Conference	October 22-25, 2025	6	6
TABE - Update - Turnaround	November 6, 2025	9	9
Emergent Bilingual Strategies- ESL and Dual Language	2026: 2/11, 2/16, 2/17, 2/26, 3/3, 3/5	40	40
CBLI- Speaking and Writing Strategies with Linguistic Supports/Scaffolds	2025: 11/11, 2026: 4/7, 6/11, 6/23	10	29
Dual Language Training: Cross-linguistic connections, Language of Instruction, CBLI	2026: Mar. 5, Mar. 11, 5/13, 5/18-5-20, 6/17, 6/22	25	25

GISD provided year-round professional learning through district specialists, Region 11, and external partners to strengthen ESL and dual language instruction. Classroom observations showed some teachers implementing training strategies, and teacher feedback indicated positive results and increased student engagement. Continued priorities include CBLI implementation and regular monitoring of ELPS proficiency levels across all grades and content areas. Supporting evidence includes coaching notes, classroom observations, and teacher feedback.

8 Instructional and Assessment Resources

Materials support grade-level TEKS, ELPS, bilingual literacy, and English acquisition.

Learning Materials

Targeted Area	Materials
Bilingual literacy	Benchmark Education: Listos y Adelante; Taller; Soluciones; English/Spanish decodables and guided reading
Literacy and content	Amplify Lectura; Habilidades y Destrezas; mClass Spanish; Handwriting Without Tears; Jane Schaffer Writing; Social Studies Weekly
Digital and newcomer supports	ELLevation; i-Ready; NewsELA English/Spanish; Rosetta Stone; Summit K12; Knowledge Links for newcomers
Instructional supports	ELPS resources; CBLI/sheltered instruction; Metalinguistic/Cross-linguistic resources; online and print assessments in English/Spanish, district-created resources and training

Assessment Materials

The district's prior assessment inventory included preLAS (PK–K); LAS (grades 1–12); IOWA; STAAR online practice and benchmark assessments; STAAR/EOC; TELPAS and online practice; Summit K12; IXL; mCLASS/Amplify; i-Ready assessments (Inform); district common curriculum assessments administered through Eduphoria/Aware; Benchmark Spanish oral reading assessments (PK–4); Benchmark phonics and spelling assessments; and English and Spanish oral reading assessments (grades 3–5).

Resource/Assessment	Grades and language	Use and effectiveness	Maintain, change, or add
M-Class Lectura	K-2	Effective	Maintain
I-Ready Inform	3-8	Effective	Maintain
Summit K-12	2-12	Effective	Change: Additional Monitoring

Gaps in purchases and implementation support: Support ELDA 6-8 and ELDA 9-12 with more appropriate resources for immigrants and emergent bilinguals. ESL students in grades 6-8 need additional support and monitoring.

9 Bilingual Exceptions and ESL Waivers

Texas law requires districts with insufficient certified bilingual or ESL teachers to apply annually to TEA for a bilingual exception and/or ESL waiver by November 1. The application identifies affected teachers and students, outlines temporary instructional services, and documents plans to recruit and certify teachers. Districts must also provide professional development supported by at least 10% of their Bilingual Education Allotment. Approval is valid for one school year, with progress reviewed through the annual program evaluation.

	2025-2026 Bilingual	2025-2026 ESL	2026-2027 Bilingual	2026-2027 ESL
Teachers included in filing	2	2	3	2
Teachers obtaining certification	0	1	0	0
Students served through temporary alternative methods	18	3	20	2

Date filed last year - 10/17/25

Campus	Certification needed	Teachers	Assignment	Students Affected
AMS	ESL	Svitlana Sparks	Secondary SPED	1
Mambrino	ESL	Emily Huff	K & 1st	2
Emma	Bilingual	Valerie Fajardo	PK	16
Emma	Bilingual	Teresa Witman	PK	2

Date filed current year - 10/22/26

Campus	Certification needed	Teachers	Assignment	Students Affected
Mambrino	ESL	Jessika Hurst	2nd & 4th grade	2
Emma	ESL	Amanda Lee Benitez	PK	1
Emma	ESL	Adyson Jergins	PK	1
Emma	Bilingual	Valerie Fajardo	PK	3
Emma	Bilingual	Teresa Witman	PK	1
Emma	Bilingual	Lucia Canales	PK	16

9 Bilingual Exceptions and ESL Waivers continued

Alternative Methods and Certification Support

Granbury ISD's temporary instructional methods support emergent bilingual students' affective needs by promoting confidence, cultural pride, and a sense of belonging; linguistic needs through targeted listening, speaking, reading, and writing instruction using district curriculum, ELLevation, and Summit K12; and cognitive needs through rigorous lessons supported by vocabulary instruction, modeling, visuals, scaffolding, and manipulatives. Teachers received ongoing coaching, classroom observations, feedback, and support from district coordinators, certified mentors, and outside consultants, with bilingual paraprofessional assistance in affected bilingual classrooms. Training in Content-Based Language Instruction and the English Language Proficiency Standards, along with TEA and ESC Region 11 certification preparation and exam-fee assistance, will support teachers in obtaining the appropriate certification by March 1, 2027.

10 Summer Services and Family Engagement

Emergent Bilingual Summer School Program

The district's summer school program supports eligible EB students entering kindergarten and grade 1 through meaningful language and academic experiences. Instruction addresses linguistic, affective, and cognitive development and readiness for the next grade. Students receive instruction in English and home language.

Summer year: 2026 | Location: Brawner Elementary | Dates: June 1 - June 25 | Instructional hours: 120 hours

Emergent Bilingual Grade Bands	Enrolled	Average Daily Attendance	English Language Acquisition Growth
Entering kindergarten and entering grade 1	55	85%	57%

Strengths: Overall program growth in English language acquisition.

Parent Communication and Engagement

The district reports each child's English proficiency development to parents and provides information about program services in a language families understand. Parent, family, and community engagement activities support language development and academic success.

Activity or communication	Date
Parent Engagement - Supports, Resources, and Services for EBs	9/24/25
Family Engagement - Supports, Resources, and Services for EBs	1/23/26
Community Engagement Spring Newsletter	4/9/26

Family access feedback and next steps: Parent attendance at meetings held at the administration building was limited. To reach more families, the district emailed a spring newsletter to share important information and resources with all parents. This year, the district will expand engagement opportunities through Opening Doors to Success: Parent & Caregiver Night at Granbury High School on November 19. This community event will bring families together, strengthen home-school connections, and provide valuable resources to support student learning and success.

11 Summary and Improvement Priorities

Overall Effectiveness

Granbury ISD's bilingual and ESL programs supported language development and academic achievement through targeted instruction, professional learning, and instructional resources. Results varied by grade level and assessment. Overall, 22.3% of assessed EB students progressed one proficiency level on TELPAS, and all monitored students in years 1 and 2 met state standards. Classroom observations and teacher feedback indicated that teachers implemented training strategies and that student engagement increased.

Strongest Results

EB students demonstrated their strongest STAAR EOC performance in Biology, Algebra I, and U.S. History, with 91%, 81%, and 76% reaching Approaches Grade Level or above, respectively. Grade 2 Spanish literacy performance increased from 69% to 82% on mCLASS Lectura. The summer program also showed positive growth in English language acquisition.

Greatest Needs

Priority needs include: additional support for ESL students in grades 6–8; stronger growth and monitoring in English language proficiency to ensure success on TELPAS; and increased achievement at the Meets and Masters levels on state assessments. Mathematics, science, and social studies require targeted attention. Other needs include addressing declining kindergarten Spanish literacy performance, strengthening secondary newcomer resources, closing teacher certification gaps, and increasing family participation.

Recommended Actions

Strengthen consistent implementation of CBLI and the ELPS, with regular monitoring of language proficiency and academic progress. Provide targeted small-group instruction, develop academic vocabulary, and offer structured opportunities for speaking and writing. Continue coaching in biliteracy and cross-linguistic connections, improve resources for secondary newcomers, and monitor digital resource implementation. Support teachers in obtaining required certifications and expand accessible family engagement opportunities.

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Hailey Veron			
Expenditure:				

Agenda Item Title:
Facility Report

Background Information:
The Facilities Report will share information previously presented to the Facility Committee on October 20, 2026. The update includes the Ten-Year Capital Project and Financial Plan; a review of facility priorities; current playground conditions with photos; a report on HVAC units 14 years and older; and updates on roof repairs, replacements, and the impact of the recent rainstorm. It also reviews district land assets as recommended by the Future Planning Committee.

Supporting Document(s) Included:
- Facility Report Slides

Alignment to Strategic Plan and Board Goal(s):
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
No recommendation at this time. The purpose of this item is to share information with the Board.

Submitted by:	Approved by:
Dr. Hailey Veron **Director of Maintenance & Facilities**	Dr. Courtney Morawski Superintendent

FACILITY REPORT

DR. HAILEY VERON


1
LONG-RANGE FACILITY PLAN
2
TEN-YEAR CAPITAL PROJECT & FINANCIAL PLAN
3
COMMUNITY USE OF DISTRICT FACILITIES
DEVELOPING THESE PLANS: A COLLABORATIVE PROCESS
TASB FACILITY ASSESSMENT
FACILITY COMMITTEE MEETINGS
BOARD STRATEGIC PLANNING SESSIONS
FINAL PLANNING DOCUMENTS

Granbury Independent School District

TEN-YEAR CAPITAL PROJECT AND FINANCIAL PLAN

Planned | Unplanned Operational Priorities | Strategically Planned, Funding not Secured

2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032	2032 - 2033	2033 - 2034	2034 - 2035
New Bus Purchase $853,053	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M
HVAC Improvements Mambrino & AMS $1,065,000	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5
Playground Replacement Mambrino, Baccus, AES $160,425	Playground Replacements $190,000	Playground Replacements $150,000	Playground Replacements $190,000	Playground Replacements $70,000	LED & Lighting Upgrades $500,000	LED & Lighting Upgrades $500,000	LED & Lighting Upgrades $500,000	Playground Replacements $350,000	LED & Lighting Upgrades $500,000
Roof Repair STARS/BTC $78,500	LED & Lighting Upgrades $310,000	LED & Lighting Upgrades $350,000	LED & Lighting Upgrades $310,000	LED & Lighting Upgrades $430,000				LED & Lighting Upgrades $150,000	
LED Lighting Upgrades James Wann Sports Center $69,475									
Demo Old Technology Bldg $158,000									
Duct Cleaning AES & Baccus $71,423									
Aging HVAC Parts District-Wide $250,000									
Slab & Freezer Project Oak Woods $71,542									
$1,918,053									
$859,365									

FOCUS PRIORITIES

GRANBURY INDEPENDENT SCHOOL DISTRICT

1 PLAYGROUNDS



Replacement cycle ensures each campus has one traditional and one ADA-accessible playground with PIP surfacing.

$660,000

2 LIGHTING UPGRADES



Upgrade and convert existing lighting to LED and additional exterior lighting improvements.

$14,177,792
Cost identified on TASB assessment

3 HVAC



38% of the HVAC systems in the district are past their life expectancy, and an additional 40% will reach their life expectancy in the next four years.

$9,801,845
Cost identified on TASB assessment

4 ROOFING REPAIRS & REPLACEMENT



Address repairs and plan for full replacements of roofing systems beyond their life expectancy.

$18,783,753
Cost identified on TASB assessment

5 PARKING LOT REPAIRS



Repair damaged parking lots and add additional parking as needed.

$2,299,332
Cost identified on TASB assessment

6 ATHLETIC FACILITIES



Plan and prioritize improvements to athletic facilities.

$8,663,093
Cost identified on TASB assessment

PLAYGROUND REPLACEMENT

GRANBURY INDEPENDENT SCHOOL DISTRICT

Aging equipment limits repair options

CURRENT CONDITION

Some playground sections have been removed without replacement because compatible parts are no longer available due to the age of the equipment.

PRIORITY

Prioritize replacement of aging structures that can no longer be repaired.



Removed equipment sections



Deteriorating playground surfacing

Long-term goal: A traditional and an ADA-accessible playground at each campus, with poured-in-place surfacing.

LIGHTING UPGRADES

GRANBURY INDEPENDENT SCHOOL DISTRICT

$14,177,792

Total lighting upgrades identified in facility assessment.

$13,907,078

Convert existing fixtures to LED.

$270,714

Additional exterior lighting improvements.



Up to **60%**

Reduction in lighting energy consumption.

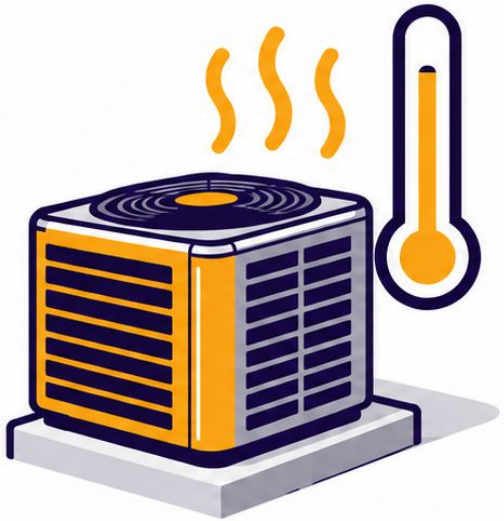
5.7 years

Conservative estimated payback.

LED lighting also reduces lamp and ballast maintenance costs.

HVAC REPLACEMENT PRIORITIES

GRANBURY
INDEPENDENT SCHOOL DISTRICT



$1.5 MILLION

Approved by the Board in September

38%

of district HVAC systems are past their life expectancy

40%

Additional systems reaching life expectancy within the next four years

HVAC AGE BY CAMPUS

Percentage of units aged 14+ years

GRANBURY INDEPENDENT SCHOOL DISTRICT

Campus / Location	Units aged 14+ / Total	Percent aged 14+
Administration	30 / 32	93.8%
Granbury Middle School	88 / 111	79.3%
Acton Middle School	72 / 114	63.2%
Emma Roberson	25 / 58	43.1%
Nettie Baccus	12 / 63	19.0%
Brawner	10 / 63	15.9%
Oak Woods	2 / 53	3.8%
Granbury High School	4 / 205	2.0%

Ranked by equipment age percentage. Percentages rounded to one decimal place.

ROOF REPAIRS & REPLACEMENT

GRANBURY INDEPENDENT SCHOOL DISTRICT

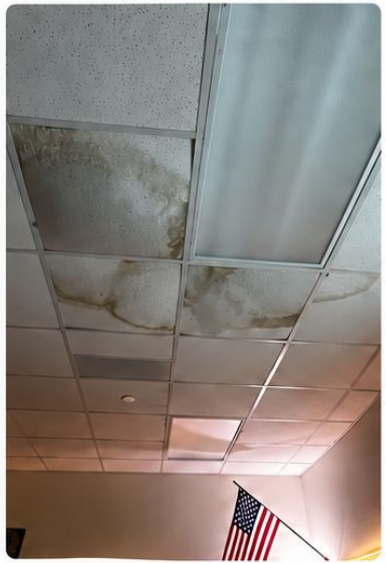
$18,783,753

Roofing needs identified in the facility assessment.

OVER 60

Leak-related work orders following the recent rainstorm.

Address roof repairs and plan full replacement of roofing systems beyond their life expectancy.







Funding is not available at this time.

ROOF TYPES & STORM WORK ORDERS

GRANBURY INDEPENDENT SCHOOL DISTRICT

Campus / Facility	Work Orders	Roof Type
Acton Middle School	14	Tar & Gravel
Nettie Baccus	9	TPO
Granbury Middle School	8	Tar & Gravel
Brawner	8	Tar & Gravel
Acton Elementary	6	TPO
Administration	4	Tar & Gravel
Mambrino	4	TPO
Granbury High School	4	TPO
Oak Woods	3	TPO
STARS	2	Tar & Gravel
Emma Roberson	1	TPO

*Minor roof repair completed at STARS in summer 2026.

Funding is not available at this time.

FOCUS PRIORITIES

GRANBURY INDEPENDENT SCHOOL DISTRICT

1 PLAYGROUNDS



Replacement cycle ensures each campus has one traditional and one ADA-accessible playground with PIP surfacing.

$660,000

2 LIGHTING UPGRADES



Upgrade and convert existing lighting to LED and additional exterior lighting improvements.

$14,177,792
Cost identified on TASB assessment

3 HVAC



38% of the HVAC systems in the district are past their life expectancy, and an additional 40% will reach their life expectancy in the next four years.

$9,801,845
Cost identified on TASB assessment

4 ROOFING REPAIRS & REPLACEMENT



Address repairs and plan for full replacements of roofing systems beyond their life expectancy.

$18,783,753
Cost identified on TASB assessment

5 PARKING LOT REPAIRS



Repair damaged parking lots and add additional parking as needed.

$2,299,332
Cost identified on TASB assessment

6 ATHLETIC FACILITIES



Plan and prioritize improvements to athletic facilities.

$8,663,093
Cost identified on TASB assessment

FUTURE PLANNING COMMITTEE
RECOMMENDATIONS

A STUDY TRANSPORTATION OPTIONS FOR ROUTING AND OUTSOURCING

B CREATE A LONG-RANGE SUSTAINABLE FINANCIAL PLAN WITH BOARD AND ADMINISTRATION

C CONTINUE TO ANALYZE PROGRAMS AND PERSONNEL TO RIGHT-SIZE BASED ON ENROLLMENT, COSTS, AND OUTCOMES

D EVALUATE THE SELLING OF DISTRICT ASSETS

E SEEK FINANCIAL DONATIONS AND COMMUNITY SUPPORT FOR UNFUNDED NEEDS

F EXPLORE AND SEEK A STREAMLINED, MULTIPLE PROPOSITION BOND

EMMA ROBERSON ELA

1500 Misty Meadows Drive
12.596 acres
R108062



LITTLE BUCCANEERS

3000 Acton School Road
9.704 acres
R40457
(AES parking area also included)



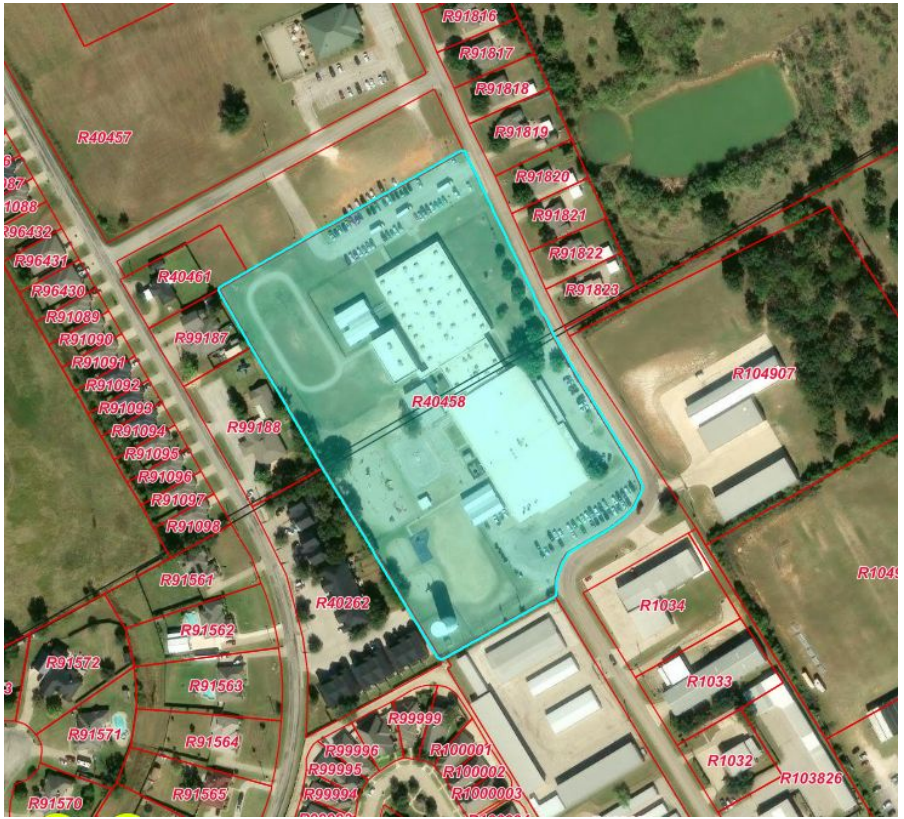
LITTLE BUCCANEERS LAND

2850 Acton School Road
3.501 acres
R109232



ACTON ELEMENTARY

3200 Acton School Road
13.20 acres
R40458
(parking lot section part of Little Buccaneers)



BACCUS ELEMENTARY

901 Loop 567
19 acres
R96543



BACCUS LAND

901 Loop 567
39.292 acres
R95810
(Hay Lease)



OAK WOODS ELEMENTARY

311 Davis Road
9.38 acres
R99565

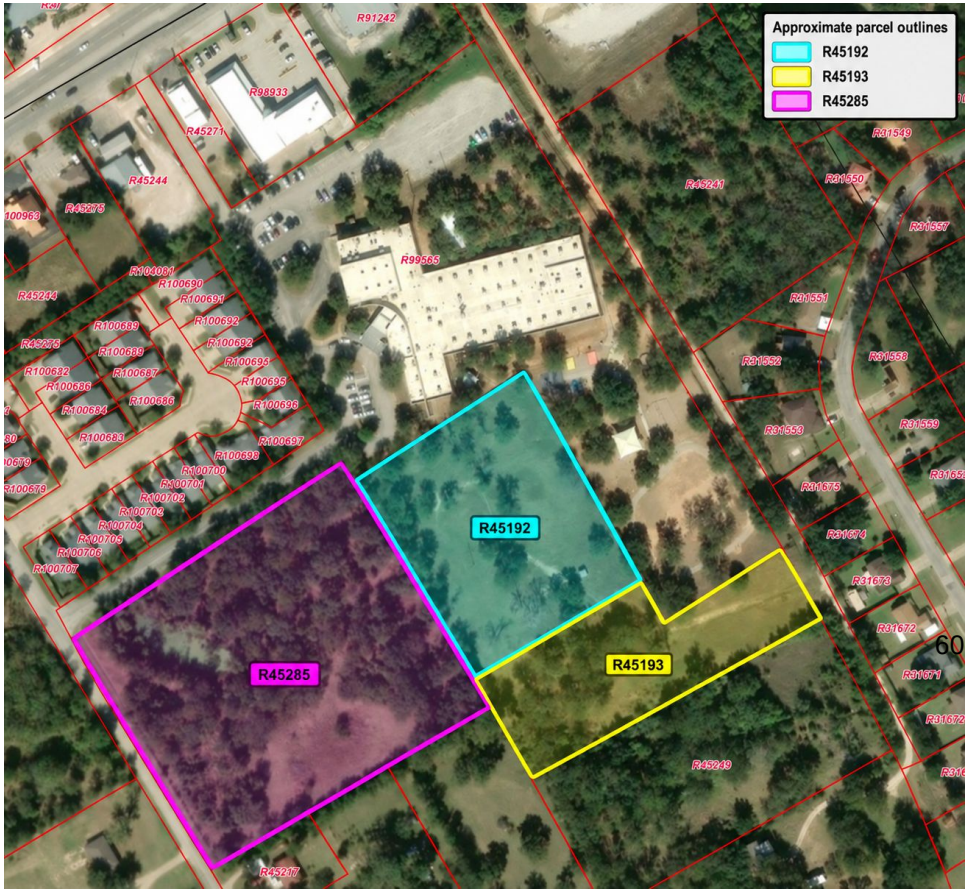


OAK WOODS LAND

320 Warnick Ct
2 acres
R45192

320 Warnick Ct
2.723 acres
R45193

305 Davis Road
5.640
R45285



STEAM ACADEMY AT MAMBRINO

3835 Mambrino Highway
20 acres
R39651



BRAWNER ELEMENTARY

1520 S Meadow Drive
21.655 Acres
R43577



ACTON MIDDLE SCHOOL

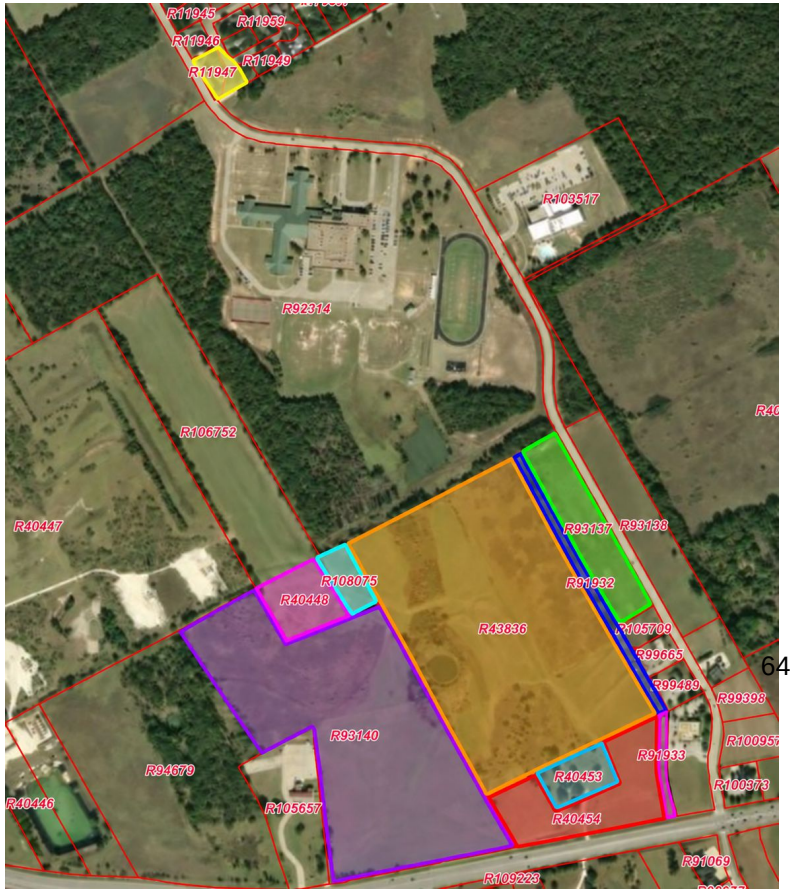
1300 James Road
79.940 acres
R92314



ACTON MIDDLE SCHOOL LAND

4414 Eastwood
.5 acres
R11947

4734 Acton
81.929 acres
R91932
R91933
R40448
R40453
R40454
R43836
R93137
R93140
R10875
Hay Lease



GRANBURY MIDDLE SCHOOL

2000 Crossland Rd
95.513 acres
R91715
(also includes soccer fields and ag complex)



GRANBURY HIGH SCHOOL

2000 W Pearl Street
69.283acres
R43557
R43558



STARS ACCELERATED HIGH SCHOOL & BTC

305 N Hannaford St
10.054
R109734
(also includes annex buildings and field)

United Way Rental Agreement
October 1, 2024
3 year agreement
Renewable year-to-year up to 5 years

Old Technology Building Demo
Summer 2026



ADMINISTRATION BUILDING

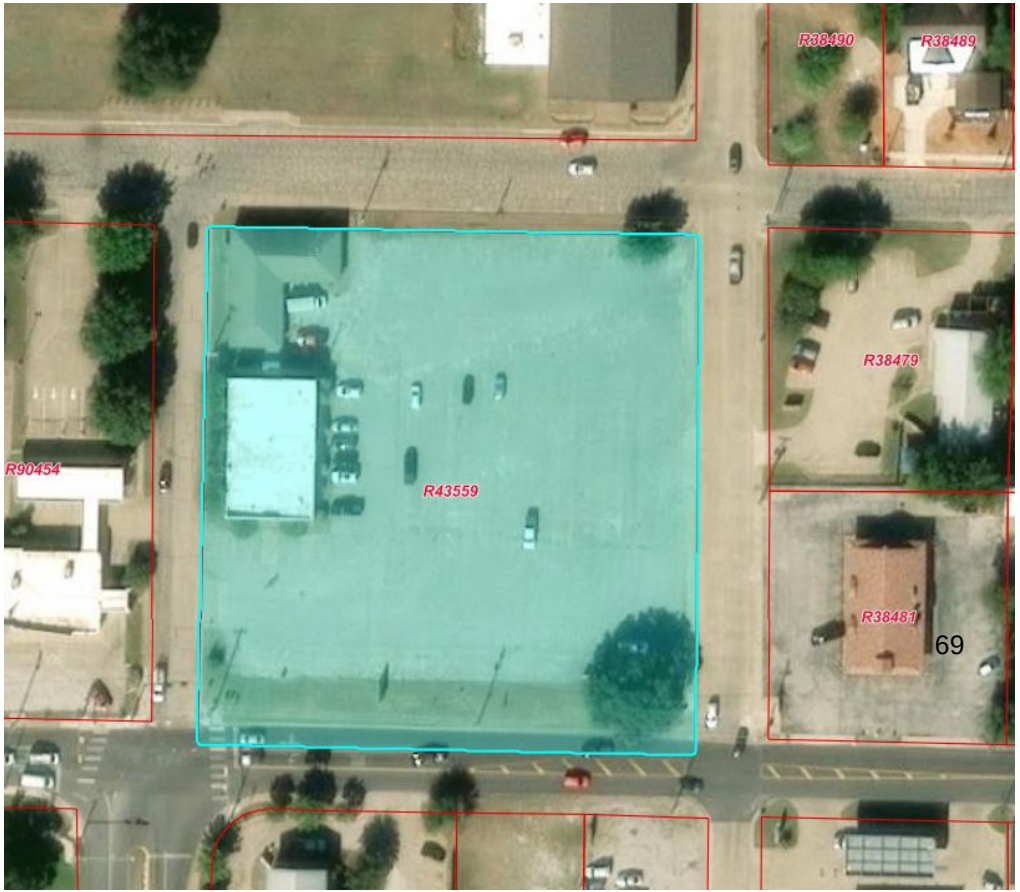
217 N Jones St
9.698 acres
R43561



FORWARD TRAINING CENTER

600 W. Pearl St
3 acres
R43559

Forward Training Rental Agreement
August 1, 2025
3 year agreement
Renewable year-to-year up to 5 years



MAINTENANCE DEPARTMENT

503 N. Hannaford
3 acres
R43562



TRANSPORTATION DEPARTMENT

500 N. Hannaford
2.004 acres
R43563



LUTON PROPERTY

3911 Old Granbury Road
14.014 acres
R102177



CLEVELAND ROAD SOCCER FIELDS

710 Cleveland Road
10 acres
R45785



RECAP: VACANT LAND

Adjacent to AMS	81.929
Adjacent to Baccus	39.292
Adjacent to Oak Woods	10.363
Cleveland Soccer Fields	10.000
Luton Property	14.014

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Ryan Cox			
Expenditure:	$			

Agenda Item Title:

Annual Communications Update

Background Information:

Annual update from the Granbury ISD Communications Department

Supporting Document(s) Included:

- Report

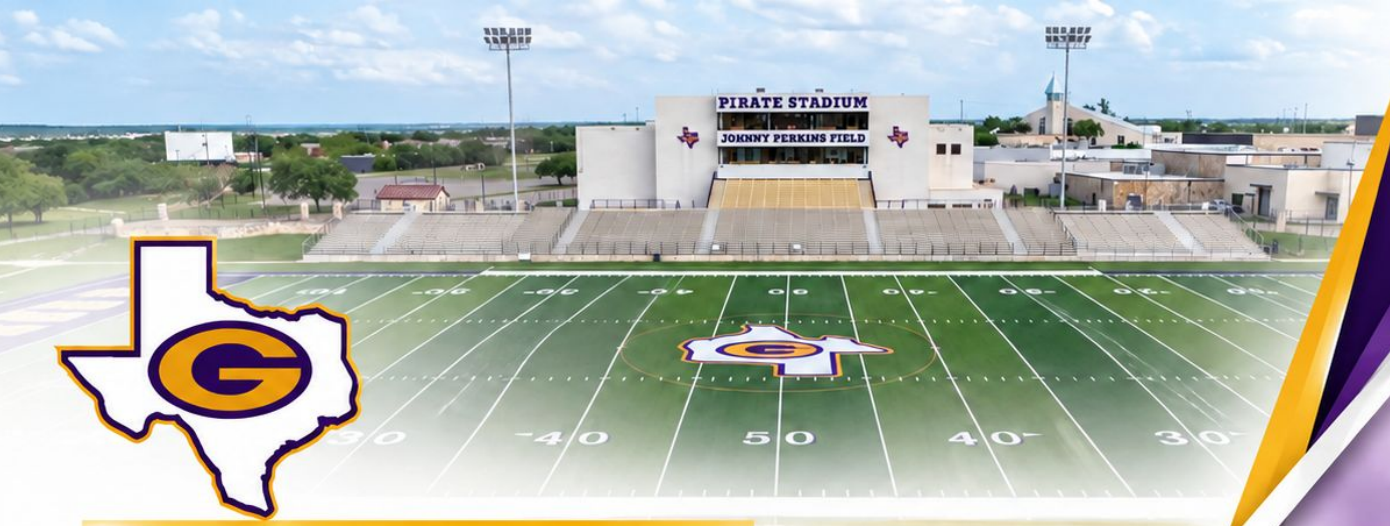
Alignment to Strategic Plan and Board Goal(s):

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

For reporting purposes only. No board action needed.

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



COMMUNICATIONS UPDATE

NOVEMBER 2026

GRANBURY ISD
COMMUNICATIONS



Ryan Cox
Director

IN GISD SINCE
JULY 2023



Lily Hardenbrook
Assistant

IN GISD SINCE
OCTOBER 2022

DEPARTMENT DUTIES

- Website Management
- Social Media
- Crisis Communications
- Public Information Requests
- Internal Communications
- Media Relations
- District Photography
- District Videography
- District Branding

ParentSquare

ONE UNIFIED PLATFORM
FOR DISTRICT COMMUNICATIONS

ParentSquare is Granbury ISD's unified communication platform that keeps our families, staff, and students connected, informed and engaged. It streamlines communication districtwide and replaces multiple tools with one consistent experience.



PARENTSQUARE DISTRICT STATS

99.9%
Contactable

All 10
Campuses have 100% reach to parents

135,000
Direct messages sent by staff with parents/students

7,500
Posts districtwide

GRANBURY ISD GROUPS

We expanded our ParentSquare platform to include Athletics, Fine Arts, and CTE.

- Athletics
- Fine Arts
- CTE

GRANBURY ISD

SOCIAL MEDIA

CONNECT | INFORM | CELEBRATE

SHARING THE STORY OF GRANBURY ISD

facebook.com/granburyisd

x.com/granburyisd

@granburyisd

youtube.com/granburyisd



SOCIAL MEDIA CONTENT OVERVIEW

AUGUST 12, 2026 - PRESENT

VIEWS
1.1M
61.4%
from previous period

3-SECOND VIEWS
18K
367.3%
from previous period

CONTENT INTERACTIONS
22.6K
130.6%
from previous period

WATCH TIME
5d 13h
378.2%
from previous period

VIEWERS
112.3K
64.3%
from previous period



GRANBURY ISD

WHERE **EVERY LEARNER** IS **VALUED, SUCCESSFUL,** AND **FUTURE-READY.**



VIDEOS & MARKETING

TELLING THE STORY OF GRANBURY ISD

Through The Morawski Minute, Day in the Life with Dr. Morawski, and district marketing videos, we highlight the people, programs, and opportunities that make Granbury ISD special.





DAY IN THE LIFE

Lady Pirate Volleyball

AUGUST 2026



DAY IN THE LIFE

GHS Stowaways

SEPTEMBER 2026



DAY IN THE LIFE

Child Nutrition

OCTOBER 2026



DISTRICT MARKETING

Why Granbury ISD

RECRUIT | RETAIN | ATTRACT

GRANBURY ISD

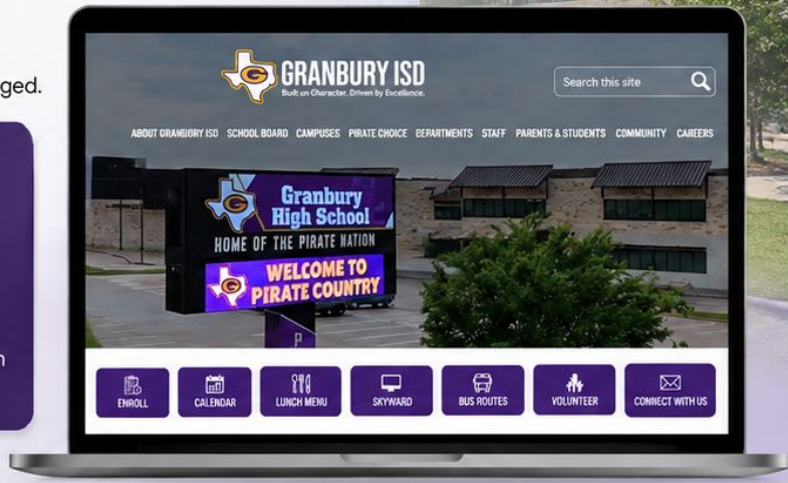
INDEPENDENT SCHOOL DISTRICT

DISTRICT WEBSITE

POWERED BY EDLIO

WHERE EVERY LEARNER IS VALUED, SUCCESSFUL, AND FUTURE-READY.

The Granbury ISD website serves as a central hub for our students, families, staff, and community — sharing important information, highlighting stories, and connecting people to the resources they need. Our partnership with Edlio gives us a modern, user-friendly platform that keeps our district informed and engaged.

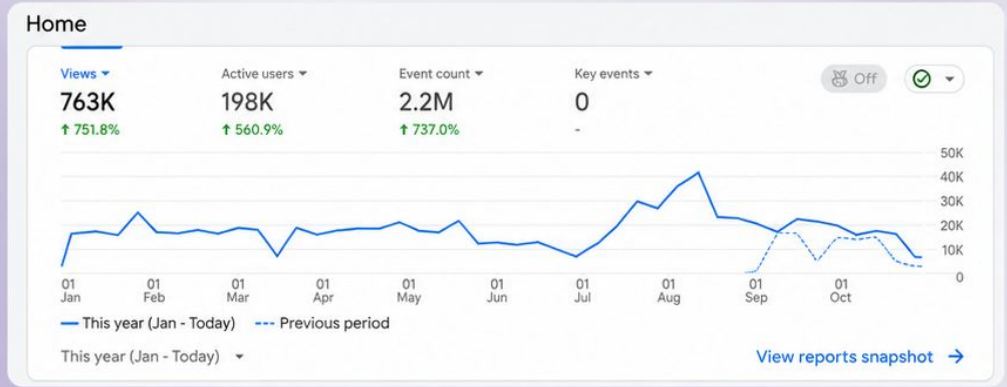


ACTIVE USERS
198K
↑ 560.9%
vs. previous year

TOTAL VIEWS
763K
↑ 751.8%
vs. previous year

EVENT COUNT
2.2M
↑ 731.8%
vs. previous year

PROJECTED VIEWS BY END OF 2026
1.1M+
Based on current year-to-date trends, we are on pace to reach over 1.1 million website views by the end of 2026.



KEY WEBSITE FEATURES

- School & District Calendars
- News & Highlights
- Campus Information
- Employment Opportunities
- Lunch Menus
- Skyward Access
- Bus Routes
- Important Resources for Families & Staff

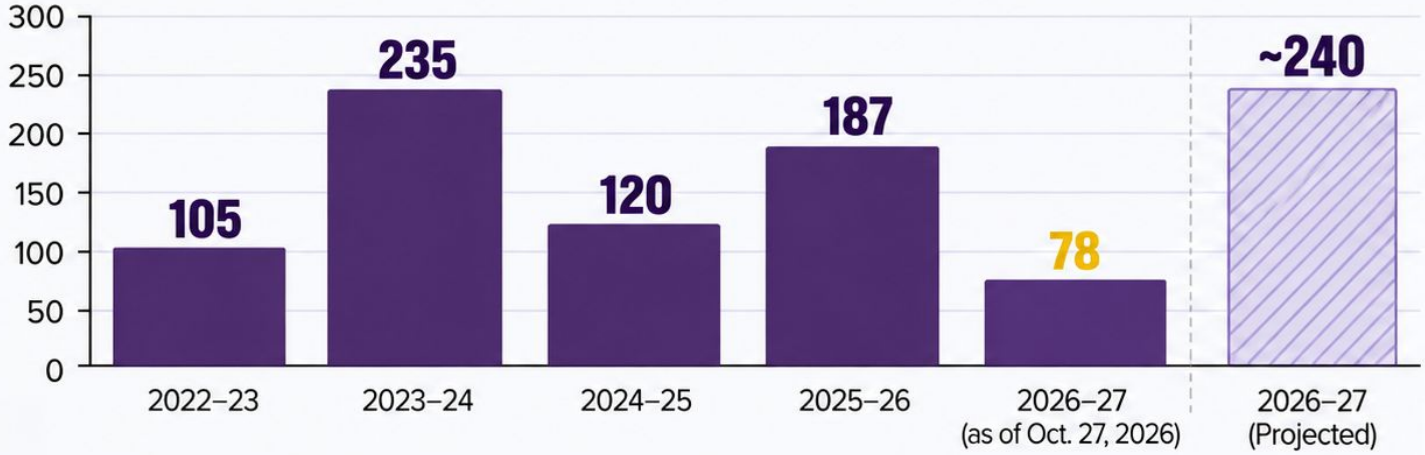
GRANBURY ISD
INDEPENDENT SCHOOL DISTRICT

WHERE EVERY LEARNER IS VALUED, SUCCESSFUL, AND FUTURE-READY.

LEASOR CRASS
ATTORNEYS AT LAW

PUBLIC INFORMATION REQUESTS

Granbury ISD partners with Leasor Crass to handle Public Information Requests in accordance with the Texas Public Information Act.



PROJECTED 2026–27 PIRs

~240

Based on 78 requests received as of October 27, 2026 (approximately 20 per month), we project approximately 240 PIRs for the 2026–27 school year if the current pace continues.

~28% INCREASE OVER 2025–26 (187 PIRs)

QUESTIONS?

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	$777,731.95			

Agenda Item Title:
Categorical Spend for September 2026 & October 2026

Background Information:
The following categorical purchases between $50,000 and $100,000 for the period of September 1 through October 31, 2026, are being reported as required by Board Policy CH (LOCAL), which states:

> *The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in this policy.*
>
> *The Superintendent is not required to obtain Board approval for the following types of budgeted purchases costing less than $100,000, but shall subsequently report them to the Board:*
>
> - *A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;*
> - *A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]; or*
> - *A continuing or periodic purchase under a Board-approved bid or contract.*

Total reported for the period: $777,731.95 (10 purchases).

Vendor	Amount	Description	Cooperative / Contract
CDW Government Inc.	$78,751.29	2026-27 Park Place renewal (Quote #PXPC682)	Sourcewell
Canon Solutions America, Inc.	$71,536.68	Copier maintenance contract (DIR-CPO-4437)	DIR
Cloud Ingenuity LLC	$63,326.62	2026 district camera upgrades	TIPS
The Flippen Group	$97,995.00	Capturing Kids' Hearts district and campus services	GISD RFP #2021-18
Benchmark Education Company	$69,744.90	Benchmark Phonics resources (Quote #91784)	BuyBoard #748-24
Branching Minds, Inc.	$91,223.50	Branching Minds platform subscription	CTPA – San Antonio ISD #23-002
IXL Learning	$56,887.50	IXL Grades 5–12 subscription (Quote #1578644-1)	TIPS #250802
Newsela, Inc.	$99,150.16	Newsela subscription (Qte #Q-183269)	Choice Partn.- 24/029SG-09

Vendor	Amount	Description	Cooperative / Contract
National Fleet Tracking	$60,924.00	Student Bus tracking software	CTPA
IESI – Progressive Waste Solutions	$88,192.30	Waste management services, Sept. 2026 – Aug. 2027	GISD Utility contract
Total	**$777,731.95**		

Alignment to Strategic Plan and Board Goal(s):

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial Stewardship)

Recommendation:

This item is presented as an information report in accordance with Board Policy CH (LOCAL). No Board action is required.

Submitted by:	Approved by:
Houcine Chraibi, RTSBA Assistant Director of Finance	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Courtney Gore, President			
Expenditure:	$			

Agenda Item Title:
Annual Report of Board Trustee Continuing Education Credits from October 2025 to November 2026.

Background Information:

To comply with reporting requirements set forth by the Texas Education Agency (TEA) under Texas Education Code §11.159 and Texas Administrative Code (TAC) Chapter 61.

Supporting Document(s) Included:

- CEC Training Overview - reporting period October 2025 through November 2026.
- TASB-Script for Annual Reporting

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

Recommendation:

It is the recommendation of the Board Leadership that this report be officially accepted and entered into the permanent minutes of this annual meeting as evidence of our full compliance with Texas Education Code Section 11.159.

Submitted by:	**Approved by:**
Richelle Gomez - Administrative Assistant Secretary to the Board	Dr. Courtney Morawski Superintendent

BOARD PRESIDENT'S SCRIPT

Board President:

Under SBOE Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member. As Board President (if absent, then replace with "Presiding Officer of the Board"), I am required to announce the name of each member who:

• Has completed the required continuing education;

• Has exceeded the required continuing education; and

• Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable.

There are nine training areas for board member continuing education:

1. Local District Orientation

2. Orientation to the Texas Education Code

3. Post-Legislative Update to the Texas Education Code

4. Team Building

5. Additional Continuing Education

6. Evaluating Student Academic Performance and Setting Goals

7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children

8. School Safety

9. Parental Rights

To the extent applicable to each board member, I will announce the completion or deficiency as to required training. For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training. At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	10/19/2026, & 10/26/2026	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:	$ - 0 -			

Agenda Item Title:

Previous Board Meeting Minutes for approval

Background Information:

- October 19 - Regular Board Meeting Minutes
- October 26 - Strategic Planning & Board Work Session Minutes

Meeting Minutes from all prior month's meetings are to be approved at the following month's regular board meeting according to TEC 551.021, SB 413, and Policy BE (legal) and (local).

Supporting Document(s) Included:

- October 19 - Regular Board Meeting MinutesDraft
- October 26 - Board Training Work Session Minutes Draft

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Compliance

Recommendation:

The recommendation is to approve all meeting minutes as presented.

Submitted by:	**Approved by:**
Richelle Gomez - Admin. Assistant / Secretary to the Board of Trustees	Dr. Courtney Morawski Superintendent

Public Meeting
Monday, October 19, 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:	Present
Barbara Townsend:	Present

Present: 7.

1. **CALL TO ORDER**:
The meeting was called to order at 5:00 pm. by President, Courtney Gore

2. **CONVENE IN CLOSED SESSION**
The board convened into closed 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. Superintendent Annual Evaluation

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.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
Meeting reconvened in open session at 6:00 pm.

4. **INVOCATION**
Led by Board Trustee, Dr. Calvin Lawrence

5. **PLEDGES** - U.S. Flag & Texas Flag
Presented by Acton Middle School & Principal, Jennifer Pennington

6. **ACHIEVEMENT SPOTLIGHT**

6.a. Purple Star School Recognition – Presented by: Deputy Superintendent, Tammy Clark

6.b. Shottenkirk of Granbury Senior of the Month – Presented to James Zelenak

DRAFT

6.c. Community Donations – Presented by: CFO, LaTisha Griffin
Donations from various community members / organizations for the month of October totaling: $34,337.00 Total for the year: $46,122.57

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.

There were no public comments.

8. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
Moved to the end of the meeting. After Open meeting agenda items are complete, the board will adjourn to closed session to finish executive session business then reconvene to open meeting.

9. SUPERINTENDENT'S REPORT – Presented by: Dr. Courtney Morawski
October is National Principal's Month
Visitors from other districts came today to visit STARS/BTC to see how they modeled their Capturing Kids Hearts program. We are excited to host when other districts want to learn from Granbury.
Roger Williams is going to come visit Wednesday to see our CTE Program. This is the 2nd year in a row as a District of Distinction for CTAT (Career and Technical Association of Texas).
Wednesday is our Homecoming parade, please come participate.
Friday at 7:00 is the game
6:30 is the Hall of Fame
Auxiliary job fair is new this year, it is this Thursday from 3pm-6pm. If anyone is interested in working for us in the capacity of student nutrition, transportation, or custodial please come and talk to the leaders that will be here during that time.

10. DISTRICT REPORTS

10.a. Future Planning Committee Recommendation Report
Presented by student Renee Sermarini, parent Kanyon Payne, teacher Lesha Coker, and community member Devon Hash. Members of the committee shared what they learned. The goal is to share the work done and offer recommendations for the board's consideration. The committee was made up of people with diverse viewpoints. They centered on 3 broad areas: financial state of the district, facility condition, and operational needs. The areas considered were budget, funding, bond capacity, facility maintenance and safety, enrollment trends, transportation, staffing, and student programs. Through discussions the central challenge facing the district was identified. Maintaining facilities, addressing deferred maintenance, protecting taxpayers' investments and funding the work in a way the community will support. No single/solution will solve all the issues. After examining the challenges and discussing potential approaches, 6 recommendations were developed. The committee recommends the work on the recommendations could occur over the next one to three years and that the board of trustees of Granbury ISD and administration will determine the appropriate timing, feasibility and next steps for implementation. First recommendation is to study transportation options. 2nd (B)- develop long range financial plan in partnership with the board and administration. 3rd(C) -continue analyzing programs and personnel in relation to enrollment costs and outcomes. 4th (D)- district owned assets could be a responsible way to generate resources or reduce ongoing costs taking into consideration future needs. 5th (E) –

recommendation to explore donations and community support that do not have an identified funding source. 6th (F) - explore a streamlined bond with multiple propositions. It is asked that the board consider these recommendations. President Courtney Gore thanked the committee for their time and commitment. Trustee Stuart Neal also commented and wanting to hear from a community member, or anyone and asked what the top priority would be. Jessica Wark spoke and said the top priority would be to have a committee to meet with the Board of Trustees and the GISD Administration and come up with a financial plan. Start there and the other 5 could follow that. Kanyon Payne said the order they put the recommendations in was to be good stewards and prioritize and start with the strategies that we can do right now and efficiently then move to the next. President, Courtney Gore summarized, the recommendations are to look at all the other options, seeing what we can do, tightening our belts, and then re-evaluating where we are. Then maybe we can see what we have accomplished before we even move on to a bond issue. Devon Hash spoke about the concern of the past failed bond issues and the community perception. That there is a concerted effort to look at every option available. There needs to be transparency and a direct correlation between the community and the board. President Courtney Gore appreciated the commentary and effort the committee made. Secretary Barbara Townsend commented on how much she appreciated all the effort and work everyone from facilities to finance did getting all the information together to present. Dr. Calvin Lawrence charged the committee and asked for their help. They will be needed in the future. Seconded by Tim Bolton.

10.b. Acton Middle School Report – Presented by: Principal, Jennifer Pennington.
(Joined by: John Defoe, Angie Payne, and Nuvia Velazquez)
Presented the AMS Campus Improvement Plan and their areas of focus.

10.c. Human Resources Department Update – Presented by: Dr. Timothy Rocka
We have about 1400 personnel in our system including tutors, substitutes, teachers, and staff. He spoke about the systems in place, the duties, responsibilities, and different areas the department covers. A job fair was just completed, and it was one of the best ones yet. We had substitute training during the summer which has not been done like this in the past. Through a Prep Residency/Mentorship Grant with Tarleton State University, we have 9 Tarleton resident student teachers, and 50 teachers trained as mentors. Maggie Walton is heading up this program. We are a HUB for Region 11 for area training. We have an initiative called Texas Teacher Evaluation System that is also led by Maggie Walton. This will help us keep our evaluation system consistent across all levels. Our next steps are to retain good teachers and staff.

10.d. Annual Financial Integrity Rating System of Texas *(FIRST)* Public Hearing
Presented by: CFO, LaTisha Griffin
It is an important measure of our district's financial health, accountability, and responsible stewardship of taxpayer dollars. This is how the state evaluates our financial performance, highlights the district's results and explains one indicator that has significantly impacted our score. The explanation was given on the points looked at and how they are evaluated. The information the state is looking at is from 24-25 and this is the 11th year in a row Granbury ISD has earned an A for financial integrity. President, Courtney Gore praised LaTisha Griffin for a well-done presentation that is instructional and easy to follow. All the board agreed. Tim Bolton asked a question about a marker that we were graded down on. LaTisha Griffin confirmed what Mr. Bolton had asked about the increased liability caused by the state.

Barbara Townsend asked how we can help prevent this in future and LaTisha Griffin said we are working with the state to have a clear understanding on how it happened, the implications on our district based on these types of errors, and how it wasn't just Granbury that this affected. Tim Bolton asked if there is a time frame where in the future we could give money back without penalty. LaTisha Griffin and Dr. Morawski are working with the state to give more current and actual information before the revenue is given.

10.e. Monthly Financial Report, including cash flow and investments – Presented by: CFO, LaTisha Griffin reported on the financial statements for the period Sept. 1, 2026 – Sept. 30, 2026. No questions were asked.

10.f. Special Education Annual Report – Presented by: Special Programs Director, Tamara Hudson reported on number of staff and students in the different programs and their breakdown. She spoke about the continued training staff must complete according to their specialty and the audits the department goes through. She spoke about the focus on instructional walks and identifying behavioral interventions and supports with admin. The number of students needing behavioral support has increased. There are 18 indicators the state looks at for accountability. There are 4 we home in on. The dept. will be increasing clarity internally about expectations and processes. Highlights - GEF granted the SPED students to go to YMCA during the year to learn different activities in the community. Every spring we go to Cast for Kids. They take the students and families to go fishing. Also, each year we have unified robotics teams through Special Olympics of Texas. GT students are paired with special education students and they build robots. They get to compete in Austin, and it is a great experience for our students. Barbara Townsend asked how many evaluations GISD has had to do for initial referral this year. 180 initial referrals, only 10-12 coming from outside the district.

11. **CONSENT AGENDA ITEMS**

Move to accept the consent agenda as presented. This motion, made by Tim Bolton and seconded by Dr. Calvin Lawrence, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Stuart Neal: Yea, Barbara Townsend: Yea
Yea: 7, Nay: 0

11.a. Approve previous Board Meeting minutes

11.b. Approve Policy Update DGBA, FNG, GF - Local

11.c. Approve 2026-27 Campus Improvement Plans

11.d. Approve October Budget Amendment

11.e. Approve Bilingual / ESL Waiver and the ESL Program Evaluation

11.f. Approve Annual Review of Investment Policy and Strategy

11.g. Approve Salary Table Update

12. **DISCUSSION/ACTION**

12.a. Discuss and Take Action: District of Innovation Plan Renewal
Presented by: Executive HR Director, Timothy Rocka

This is the second year for renewal. The legislature allows certain exemptions for Districts of Innovation. The plan renewal has been modified with an attorney to come into alignment with the new state laws. He explained the changes made. President. Courtney Gore asked if our policy for the library books follows the letter of the law with the changes that just came out. Dr. Rocka confirmed it does.

Move to approve the proposed renewal of the District of Innovation Plan as presented. This motion, made by Nancy Alana and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Stuart Neal: Yea, Barbara Townsend: Yea
Yea: 7, Nay: 0

12.b. Discuss: 2026-27 District Improvement Plan
Presented by: Director of Strategic Initiatives, Maggie Walton
Discussion only tonight.

The District Improvement Plan is very similar to our Campus Improvement Plans. It starts with comprehensive needs assessments and what we need to focus on. How we ensure our Campus Improvement Plans are followed through with fidelity and that the campuses are following through with the initiatives the district set forth. We are holding quarterly leadership reviews where they share their 2 highest leverage priorities. In October we will be meeting them on their campus to show the initiatives in action. We are having targeted campus support with a few campuses. Plan for learning will be coming up in November. Weekly instructional monitoring has been added to reflect on the information the monitoring and instructional walks from the last week are bringing in. They visit 2-3 campuses each week. The feedback has been really great and intentional. The District Improvement Plan starts with a comprehensive needs assessment. We are looking over areas that need additional refinement. We are looking at 7 goals: academic growth, CCMR, student safety / instruction and support, increasing opportunities for students, and recruiting / retaining the right staff, partnering with families / community, and stewarding the resources.
President, Courtney Gore thanked the team for all the hard work and the presentation. Dr. Lawrence commended Maggie on her performance. Tim Bolton mentioned Maggie has been instrumental in many of the things presented tonight.

12.c. Discuss: First Student Transportation (Service Delivery Model)
Presented by: CFO, LaTisha Griffin
Discuss only.

One of the suggestions by the Future Planning Committee was to look at our transportation process from a route study to look for efficiencies, how we transport students safely to and from school, and the resources as a whole. Rhiannon Castillo from First Student was invited to give insight on an evaluation process and what it would look like if we partnered with First Student. They would incorporate drivers. They could possibly purchase current resources/buses owned by the district or purchase new current buses depending on best financial outcomes. They do provide maintenance on the buses. They will work with current technology. Routing programs and efficiencies will be supported. Recruiting and compliance is also provided/supported. They handle all payroll, insurance, hiring bus drivers, risk and liability. Stuart Neal asked who the other districts are, comparable to Granbury, that use them. She replied: Joshua ISD, Ponder ISD, and Plain View ISD. Barbara Townsend asked who

provides a sub bus driver. First Student does. They use historical data to plan to have enough drivers. Would we get a First Rider coordinator, location manager? It depends on how GISD wants to handle it. If an employee wants to stay on TRS, GISD would need to pay it. Discipline would be handled in collaboration with the school district. There is behavior management software on the driver tablet. The training and guidelines will be aligned to the district's wants and needs. Tim Bolton asked if we have spoken with any of the schools. LaTisha Griffin responded with some feedback she received. Dr. Courtney Morawski wanted everyone to know this is just an educational process. Since it was a suggestion from the Future Planning Committee. President, Courtney Gore thanked Rhiannon for her time and presentation.

13. **RECESS TO CLOSED SESSION**

Superintendent Annual Evaluation

At 8:22 pm, the Board President announced that the Board would recess the open session and reconvene in closed executive session under Texas Government Code § 551.074 to continue and finalize the evaluation of the Superintendent.

14. **RECONVENE IN OPEN SESSION**

Consider and Take Action on the Superintendent Annual Evaluation

At 9:03 pm board reconvened in open session to consider action items from closed session.

Move to accept the superintendent evaluation as presented in closed session. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Stuart Neal: Yea, Barbara Townsend: Yea

Yea: 7, Nay: 0

15**. ADJOURN**

Board adjourns at 9:04 pm.

_____ _____

Board President Board Secretary

DRAFT

Board Work Session
Monday, October 26, 2026 5:00 PM Central

GISD Training Rooms
217 N Jones St
Granbury, TX 76048

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

Present: 6.

1. **CALL TO ORDER**
Board Vice President, Nancy Alana, called the meeting to order.
Secretary, Barbara Townsend called the roll and noted that President, Courtney Gore was absent.

2. **INVOCATION & PLEDGES**
None (Training Session)

3. **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.

There were no public comments.

4. **WORKSHOP- EISO Training**
ESC Region 11 representative, Carey Carter was on site to lead the board of trustees in the annual required training: Evaluating and Improving Student Outcomes — 3 hr. credit.

5. **ADJOURN**
The training was concluded, and the meeting was adjourned at 8:00 pm.

_____
Board President

_____
Board Secretary

DRAFT

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:				
Expenditure:	$2,000.00			

Agenda Item Title:
GISD Senate Bill 13: Texas Education Code § 33.021, and 33.026. Policy EFB (LEGAL) and EFB (LOCAL) Library Book Approval

Background Information:

In accordance with district procedures and Senate Bill 13 regarding library materials selection, I am submitting the September 2026 library book order for review and approval by the Board of Trustees.

This order includes titles selected by campus librarians to support curriculum needs, promote student literacy, and ensure balanced, age-appropriate collections across all grade levels. All titles have been reviewed using the District's Library Materials Selection Criteria and Collection Development Guidelines and comply with state requirements under House Bill 900/ Reader Act.

Upon Board approval, these materials will be processed and distributed to campus libraries for student access.

Supporting Document(s) Included:
https://docs.google.com/spreadsheets/d/1_bhF9WzWUJxmjfOCE3f_88iK7_m2pKl8AXdMVkvMKkg/edit?usp=sharing

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:
It is recommended that the Board of Trustees approve the November 2026 library book order as presented.

Submitted by:	Approved by:
Leah Dawson	Dr. Courtney Morawski Superintendent

TITLE	AUTHOR	CAMPUS	TITLE ALREADY IN DISTRICT, THIS IS A DIFFERENT ISBN
Boundless	Chaunte Lowe	GMS	No
The Doomfire Secret	Annaliese Avery	GMS	No
All in a Drop: how Antony van Leeuwenhoek discovered an invisible world	Alexander, Lori	GMS	No
African Icons: Ten People who shaped history	Baptiste, Tracey	GMS	No
Because Claudette	Baptiste, Tracey	GMS	No
Clarence's Big Secret	MacGregor Cation, Christine	GMS	No
Feed your mind : a story of August Wilson	Bryant, Jennifer	GMS	No
Girl with a Camera: Margaret Bourke-White, photographer : a novel		GMS	No
1-2-3 peas	Baker, Keith	Acton Elementary School	No
Absolutely Nat	Scrivan, Maria	Acton Elementary School	No
The Academy	Layton, T. Z	Acton Elementary School	No
The Academy	Layton, T. Z	Acton Elementary School	No
Agents of S.U.I.T. Sew much trouble	Green, John Patrick	Acton Elementary School	No
All is Nat lost	Scrivan, Maria	Acton Elementary School	No
America's Deadliest Tornado --The Tri-State Tornado, 1925	Tarshis, Lauren	Acton Elementary School	No
The American Revolution	Messner, Kate	Acton Elementary School	No
Ancient Egypt	Messner, Kate	Acton Elementary School	No
Bad Kitty goes to the beach	Bruel, Nick	Acton Elementary School	No
Bear hair	Mack, Jeff	Acton Elementary School	No
Christmas at Hogwarts	Rowling, J. K	Acton Elementary School	No
Christopher Columbus and the Taino people	Messner, Kate	Acton Elementary School	No
Cozy	Brett, Jan	Acton Elementary School	No
Cup of Nations	Layton, T. Z	Acton Elementary School	No
Dasher	Tavares, Matt	Acton Elementary School	No
Dasher can't wait for Christmas	Tavares, Matt	Acton Elementary School	No
The day the crayons made friends	Daywalt, Drew	Acton Elementary School	No
Disasters by the numbers : a book of infographics	Jenkins, Steve	Acton Elementary School	No
Discover dinosaurs	Long, John	Acton Elementary School	No
Dr. Seuss's How the grinch stole Christmas...according to Max!	Heim, Alastair	Acton Elementary School	No
Earth Day and the environment	Messner, Kate	Acton Elementary School	No
Eleven	Rogers, Tom	Acton Elementary School	No
Enemy pie	Munson, Derek	Acton Elementary School	No
FGTeeV blasts off!		Acton Elementary School	No
Fgteev The Big Shrink!		Acton Elementary School	No
Forget me Nat	Scrivan, Maria	Acton Elementary School	No
The Great puptective. Book 3,The big mousetake	Tysoe, Alina	Acton Elementary School	No
Hot mess	Kinney, Jeff	Acton Elementary School	No
How does Santa go down the chimney?	Barnett, Mac	Acton Elementary School	No
I am Cindy-Lou Who	Rabe, Tish	Acton Elementary School	No
I am every good thing	Barnes, Derrick	Acton Elementary School	No
I am Max	Holm, Astrid	Acton Elementary School	No
I knew you could! : a book for all the stops in your life	Dorfman, Craig	Acton Elementary School	No
I, rock : a geology tale	Slivensky, Katie	Acton Elementary School	No
Interrupting chicken saves the Nutcracker	Stein, David Ezra	Acton Elementary School	No

Into the Overworld	Pat + Jen	Acton Elementary School	No
InvestiGators. All tide up	Green, John Patrick	Acton Elementary School	No
InvestiGators. Case files	Green, John Patrick	Acton Elementary School	No
InvestiGators. Class action	Green, John Patrick	Acton Elementary School	No
InvestiGators. Weather or not	Green, John Patrick	Acton Elementary School	No
The itchy book!	Pham, LeUyen	Acton Elementary School	No
Jamie Smart's Bunny vs. Monkey and the human invasion!	Smart, Jamie	Acton Elementary School	No
The journey continues	Layton, T. Z	Acton Elementary School	No
The last mapmaker	Soontornvat, Christina	Acton Elementary School	No
Little Blue Truck lost and found	Schertle, Alice	Acton Elementary School	No
The littlest elephant : a one and only Ruby story	Applegate, Katherine	Acton Elementary School	No
Love from the Little engine that could	Howarth, Jill	Acton Elementary School	No
The Mayflower	Messner, Kate	Acton Elementary School	No
My octopus arms	Baker, Keith	Acton Elementary School	No
Nat a chance	Scrivan, Maria	Acton Elementary School	No
Nat again	Scrivan, Maria	Acton Elementary School	No
Nat enough	Scrivan, Maria	Acton Elementary School	No
Nat for nothing	Scrivan, Maria	Acton Elementary School	No
The one and only family	Applegate, Katherine	Acton Elementary School	No
The one and only Ruby	Applegate, Katherine	Acton Elementary School	No
Partypooper	Kinney, Jeff	Acton Elementary School	No
Pearl Harbor	Messner, Kate	Acton Elementary School	No
The pigeon will ride the roller coaster!	Willems, Mo	Acton Elementary School	No
Plagues and pandemics	Messner, Kate	Acton Elementary School	No
Rise of the scorpions	Layton, T. Z	Acton Elementary School	No
Robots : explore the world of robotics and AI	Admoni, Henny	Acton Elementary School	No
Rowley Jefferson's awesome friendly spooky stories. 2	Kinney, Jeff	Acton Elementary School	No
School-tripped	Holm, Jennifer L	Acton Elementary School	No
The Space Race	Messner, Kate	Acton Elementary School	No
Spy camp, the graphic novel	Gibbs, Stuart	Acton Elementary School	No
Spy school blackout	Gibbs, Stuart	Acton Elementary School	No
Spy ski school, the graphic novel	Gibbs, Stuart	Acton Elementary School	No
Star Wars, the Mandalorian. Where are the Mandalorian & Grogu? :search the galaxy.		Acton Elementary School	No
Stuntboy, in the meantime	Reynolds, Jason	Acton Elementary School	No
Superfudge	Blume, Judy	Acton Elementary School	No
The tale of Mr. Tod	Potter, Beatrix	Acton Elementary School	No
The tale of the Flopsy Bunnies	Potter, Beatrix	Acton Elementary School	No
Tales from a not-so-best friend forever	Russell, Rachel Renee	Acton Elementary School	No
Tales from a not-so-bratty little sister	Russell, Rachel Renee	Acton Elementary School	No
Tales from a not-so-fabulous life	Russell, Rachel Renee	Acton Elementary School	No
The technology tail : a digital footprint story	Cook, Julia	Acton Elementary School	No
That's what dinosaurs do	John, Jory	Acton Elementary School	No
Three little engines	McKinnon, Bob	Acton Elementary School	No
The thrifty guide to the American Revolution : a handbook for time travelers	Stokes, Jonathan W	Acton Elementary School	No
Title fight	Layton, T. Z	Acton Elementary School	No

Tournament of Champions	Layton, T. Z	Acton Elementary School	No
Troubling tonsils!	Reynolds, Aaron	Acton Elementary School	No
The turtle of Michigan : a novel	Nye, Naomi Shihab	Acton Elementary School	No
The Underground Railroad	Messner, Kate	Acton Elementary School	No
The underwearwolf	Sterer, Gideon	Acton Elementary School	No
Unsettling salad!	Reynolds, Aaron	Acton Elementary School	No
Warriors graphic novel. The prophecies begin.1	Riess, Natalie	Acton Elementary School	No
Warriors graphic novel. The prophecies begin.3	Riess, Natalie	Acton Elementary School	No
Warriors. The new prophecy, graphic novel.4	Twist, Gibson	Acton Elementary School	No
The wild robot on the island	Brown, Peter	Acton Elementary School	No
Wombat waiting	Applegate, Katherine	Acton Elementary School	No
Women's right to vote	Messner, Kate	Acton Elementary School	No
Words	Martin, Bill	Acton Elementary School	No
Yarn is everything!	Reynolds, Aaron	Acton Elementary School	No
You're finally here!	Watt, Melanie	Acton Elementary School	No
Zenguin	Smith, Danna	Acton Elementary School	No

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	M. Walton			
Expenditure:	$0			

Agenda Item Title:

2026-27 District Improvement Plan

Background Information:
The 2026–27 District Improvement Plan was developed through a collaborative process involving district directors and department leaders. Guided by the Comprehensive Needs Assessment, district performance data, and Granbury ISD's strategic priorities, directors contributed goals, strategies, and action steps aligned with their respective areas of responsibility. The plan reflects a coordinated approach to improving student outcomes, strengthening district systems, and monitoring progress toward established goals.

The Board reviewed and discussed the 2026–27 District Improvement Plan at its October meeting. The plan is now included on the November consent agenda for Board consideration and approval.

Supporting Document(s) Included:

- District Improvement Plan Board Presentation
- 2026-27 District Improvement Plan

Alignment to Strategic Plan and Board Goal(s):
Prepare every student for college, career, and/or military success (#1 Student Achievement)

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

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

2026 - 2027

DISTRICT IMPROVEMENT PLAN

CHARACTER. EXCELLENCE. OPPORTUNITY.

CAMPUS IMPROVEMENT PLAN MONITORING

Ensuring Fidelity on Every Campus.

A consistent system to monitor implementation, provide support, and drive continuous improvement.

QUARTERLY LEADERSHIP REVIEWS

Structured campus progress reviews with district leadership four times each year.

AUG – SEP	Cabinet Review
OCT – NOV	Campus Visit
JAN – FEB	Cabinet Review
APR – MAY	Campus Visit

TARGETED CAMPUS SUPPORT

Ongoing, focused support to monitor implementation with fidelity and address needs in real time.

- Biweekly check-ins with targeted campuses led by the Director of Strategic Initiatives.
- Biweekly check-ins with Deputy Superintendent Tammy Clark.

PLAN4LEARNING FORMATIVE REVIEWS

Document implementation progress, evaluate strategy effectiveness, and make adjustments based on evidence.

- NOVEMBER
- FEBRUARY
- APRIL
- JUNE

WEEKLY INSTRUCTIONAL MONITORING

Regular review of district data and on-campus monitoring of instructional practices to ensure high-quality implementation.

- District instructional team reviews district data every Tuesday morning.
- Instructional Framework walks on campuses every Tuesday.

ALIGN | ACT | MONITOR | ADJUST

OUR DISTRICT FRAMEWORK

What Our Data Told Us

Our comprehensive needs assessment identified key strengths and opportunities that inform our District Improvement Plan.

ACADEMIC ACHIEVEMENT

2026 STAAR MEETS GRADE LEVEL OR ABOVE

60% Reading/ Language Arts

44% Mathematics

STUDENT-GROUP ACHIEVEMENT GAPS

PERCENT AT MEETS GRADE LEVEL OR ABOVE (2026)

Student Group	RLA	Math
All Students	60%	44%
Economically Disadvantaged	48%	34%
Emergent Bilingual (Current)	29%	25%
Special Education (Current)	24%	21%

ACADEMIC GROWTH

2026 ACADEMIC GROWTH SCALED SCORE (OUT OF 100)

75

Academic Growth measures how many students at a school grew academically by at least one school year. It also includes students that successfully accelerated their learning from the previous school year.

COLLEGE, CAREER & MILITARY READINESS

88 CCMR Component Score (2025 Graduates)

Reflects graduates meeting college, career, or military readiness criteria.

96.6% Four-Year Graduation Rate (Class of 2025)

Percentage of students who graduated in four years with a regular high school diploma.

ADDITIONAL AREAS OF FOCUS IDENTIFIED IN OUR NEEDS ASSESSMENT

INSTRUCTION & SUPPORT

Strengthen Tier 1 instruction, PLC practices, and strategic use of data.

STUDENT ATTENDANCE

94.5% District Attendance Rate (2025-26)

Goal: 96% Strengthen attendance and reduce chronic absenteeism.

CAMPUS ACCOUNTABILITY SUPPORT

Ongoing progress monitoring and targeted support for GMS, Baccus, and Brawner Elementary.

STAFFING & RETENTION

Focus on recruitment, retention, and high-quality professional learning.

Our data guides our focus. Together, we create a stronger Granbury ISD.

GOAL 1

Academic Achievement & Growth

Strong Instruction. Intentional Systems. Student Growth.

Ensure high levels of learning for every student through evidence-based instruction, collaborative systems, and data-driven support.

INSTRUCTIONAL FRAMEWORK

Granbury ISD Instructional Framework

Learning Essentials for High-Quality Instruction

1 LEARNING ESSENTIALS

- 1. Standards-Aligned
- 2. Rigorous Tasks
- 3. Evidence of Learning
- 4. Relationships are the Foundation

2 THREE LEADERSHIP QUESTIONS

1. Is the learning aligned to the intended standard?
2. Does the task require the level of thinking demanded?
3. What evidence demonstrates student learning?

3 ESSENTIAL LOOK-FORS

- Standards-Aligned Learning
- Rigorous Student Tasks
- Evidence of Learning

4 GROUNDED IN RESEARCH AND BEST PRACTICES

PROFESSIONAL LEARNING COMMUNITIES

FOCUS AREAS IN OUR PLC WORK

Student-by-student growth
Disaggregate data to monitor growth and inform next steps.

Close the gaps
Track progress by subpopulation and adjust instruction to ensure equitable outcomes.

Lesson internalization and rehearsal
Build shared understanding and practice high-quality lessons.

Targeted intervention and acceleration
Provide timely, intentional support based on student needs.

CAMPUS ACADEMIC ACHIEVEMENT PLANS

Campus goals and strategies aligned to district priorities.

BACCUS ELEMENTARY SCHOOL

Campus Academic Achievement Plan 2026-2027

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

Campus Profile

Campus Name: Nettie Baccus Elementary
Principal: Dr. Lacey Padgett
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
- 3rd Grade: 69%
- 4th Grade: 74%
- 5th Grade: 86%

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

Science Meets or Exceeds
- 5th Grade: 72%

CADENCE OF ACCOUNTABILITY

Regular progress monitoring, leadership check-ins, and data-driven adjustments.

- Monitor progress
- Review data
- Adjust strategies

DIFFERENTIATED CAMPUS SUPPORT

Granbury Middle School
Targeted Improvement Plan (TIP)

Baccus Elementary
Local Improvement Plan (LIP)

Brawner Elementary
Local Improvement Plan (LIP)

Aligned expectations. Focused action. Measurable growth.

GOAL 2

College, Career, and Military Readiness

Multiple Pathways. Real-World Opportunities. **Brighter Futures.**

Prepare every student for success in college, career, and/or military through expanded opportunities and strong partnerships.



INDIVIDUALIZED READINESS

Help every student plan and reach their postsecondary goals.

1. Expand CCMR programming and support.
2. Increase access to dual credit, AP, IB, and early college options.

EXPANDED OPPORTUNITIES

Provide authentic, hands-on learning that connects to real-world success.

3. Strengthen CTE, industry certifications, internships, apprenticeships, and job shadowing.
4. Provide personalized guidance and support.
5. Build and maintain strong partnerships with local businesses, higher education institutions, and military organizations.

PK–12 PATHWAYS & EXPLORATION

Create clear pathways from early exploration to a successful transition.

6. Implement PK–12 career exploration and pathway development.



Prepared students. Stronger pathways. Brighter futures.

Support Every Student. Create Connection.

Creating safe, supportive schools and meaningful opportunities for every student.

GOAL 3

SAFE • SUPPORTED • CONNECTED

Building safe schools, strong relationships, and responsive student supports.

MTSS + BRANCHING MINDS
Academic, behavioral, and student supports.

CAPTURING KIDS' HEARTS
Relationships and connected campus cultures.

COMMUNITIES IN SCHOOLS (CIS)
Removing barriers to student success.

TEXAS CHILD HEALTH ACCESS THROUGH TELEMEDICINE (T-CHATT)
Mental health and counseling support.

ATTENDANCE, ENGAGEMENT + RAWEE
Early intervention and family support.

SCHOOL SAFETY + EMERGENCY PREPAREDNESS
Safe and secure learning environments.



GOAL 4

ENGAGED • INVOLVED • BELONGING

Expanding opportunities for students to discover interests, lead, and belong.

CTSOs + LEADERSHIP
Leadership, competitions, and career-focused learning.

CLUBS + EXTRACURRICULAR OPPORTUNITIES
Activities and experiences that build connection across campuses.

FINE ARTS + ATHLETICS
Access to visual arts, music, theater, dance, athletics, and performance opportunities.







Safe schools. Connected students. Stronger opportunities.

GOAL 5

Invest in People. Grow Leaders.

Recruit, develop, and retain a high-quality, high-performing team through support, learning, and leadership opportunities.







PEOPLE • GROWTH • EXCELLENCE

Build and retain a high-quality, high-performing team.

RECRUITMENT & RETENTION	Strategic hiring and competitive compensation.
PREP RESIDENCY & MENTORSHIP	Residency program, mentor stipends, and TMT training.
PROFESSIONAL LEARNING & COACHING	PLCs, instructional coaching, and T-TESS calibration.
LEADERSHIP DEVELOPMENT	Pathways to Excellence, LEAP Academy, and principal pipeline.
SUPPORT & WELL-BEING	Campus support systems and staff recognition.

Great people create great possibilities for our students.

Stronger Together. Greater Opportunities.

Goal 6 focuses on meaningful partnerships, family and community engagement, and clear, consistent communication to support every student's success.

GOAL 6

FAMILIES
Strengthen relationships and open communication to support every student.

DISTRICT COMMUNICATION
Consistent, transparent newsletters and clear communication through ParentSquare.

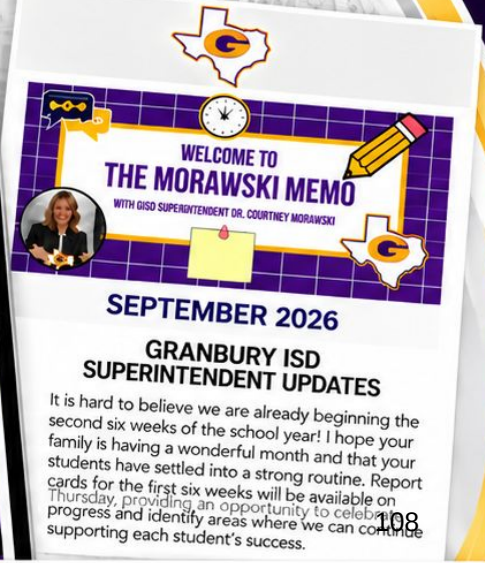
STUDENT + FAMILY VOICE
Gather and use family input to inform district decisions.

FAMILY ENGAGEMENT
Create opportunities for families to participate in learning, school activities, and district initiatives.

TITLE I FAMILY PARTNERSHIPS
Review and strengthen Parent and Family Engagement policies for greater accessibility.

COMMUNITY PARTNERSHIPS
Collaborate with local organizations and businesses to expand student opportunities.







ParentSquare.
CLEAR COMMUNICATION. STRONGER CONNECTIONS.

Shottenkirk
GRANBURY

Engaged families. Informed communities. Brighter futures for every Pirate.

Stewarding Resources for a Stronger Tomorrow.

Through responsible, transparent planning and budgeting to ensure long-term sustainability and the best use of resources for our students and community.

GOAL 7

LONG-RANGE FACILITY PLANNING
Plan for current and future facility needs through the Capital Improvement Plan.

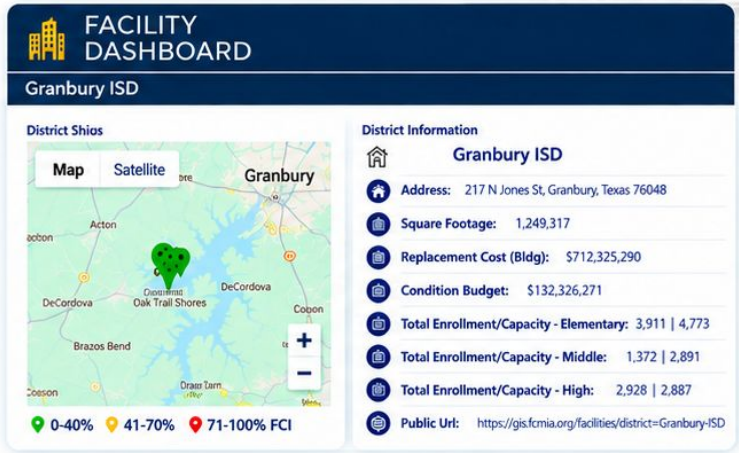
EFFICIENT OPERATIONS
Use Facilitron for work-order management and reduce average resolution time to 8 days or less.

SUSTAINABLE PRACTICES
Implement strategies to reduce electricity usage by 5% and promote environmentally responsible operations.

FINANCIAL STEWARDSHIP
Maintain transparent, responsible budgeting and maximize the use of district resources.

CYBERSECURITY
Strengthen systems, safeguards, and training to protect district data and ensure compliance.

STRATEGIC PARTNERSHIPS
Pursue competitive bidding, maximize grants, and partner with city, county, and community organizations to expand opportunities for students.











Responsible planning. Strategic investments. Brighter futures for every Pirate.

From Plan to Practice. A Stronger Tomorrow.

Our strategic plan turns shared priorities into real progress for **every student, every day.**

ALIGN



ACT



MONITOR



ADJUST





Every student. Every campus. One TeamGISD.

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

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

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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),

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

November	February	April	June

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

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

November	February	April	June

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

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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

November	February	April	June

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

November	February	April	June

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

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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

November	February	April	June

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

November	February	April	June

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

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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

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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

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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:	November 16, 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:
Pay Table Update

Background Information:
The administration has adjusted some positions within the Administrative/Professional 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

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 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:	10% of additional state aid			

Agenda Item Title
Consider Approval of an Agreement with Linebarger Goggan Blair & Sampson, LLP, for Property Value Study Appeal Services

Background Information: **Supporting Document(s) Included:**
The Texas Comptroller conducts an annual School District Property Value Study (SDPVS) to determine property values used in calculating state funding and recapture obligations.

The proposed agreement authorizes Linebarger Goggan Blair & Sampson, LLP, to review, audit, and appeal property value study findings to ensure accurate valuations and protect the District's financial interests.

The agreement establishes a contingent fee of 10% of additional state aid resulting from successful appeals or audits. The firm assumes all associated costs, including consultants and appraisers.

Supporting Document(s) Included:

- **Agreement 111-901SDPVS**

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 that the Board of Trustees approve the agreement with Linebarger Goggan Blair & Sampson, LLP, for administrative appeal, audit, and any necessary judicial appeal services related to the School District Property Value Study, as presented.

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

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	M. Walton, B. Sherley, D. Mendel			
Expenditure:	$0			

Agenda Item Title:
2026–27 Granbury Middle School Targeted Improvement Plan

Background Information:
Granbury Middle School is required to develop and implement a Targeted Improvement Plan (TIP) following its 2026 state accountability rating of D. In accordance with Texas Education Code §39A.055 and applicable Texas Education Agency (TEA) school improvement requirements, the plan must receive Board approval prior to submission to TEA by November 20, 2026.

The 2026–27 Targeted Improvement Plan was developed collaboratively by campus and district leadership through a review of accountability data, a comprehensive needs assessment, and a root cause analysis. Aligned with the Effective Schools Framework (ESF), the plan identifies targeted improvement strategies, instructional priorities, professional development needs, and measurable action steps designed to strengthen campus systems and improve student outcomes.

The Board will review the plan at its November 16 meeting as part of the required approval process. Following approval, the district will submit the plan to TEA and continue monitoring implementation and progress throughout the school year.

Supporting Document(s) Included:

- Granbury Middle School 2026–27 Targeted Improvement Plan
- GMS Targeted Improvement Plan Board Presentation
- GMS ESF Diagnostic Report

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

Recommendation:
Approve the 2026–27 Granbury Middle School Targeted Improvement Plan as presented, authorizing its submission to the Texas Education Agency by the November 20, 2026 deadline.

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

Granbury Independent School District

Granbury Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 11, Carnegie Learning, Curriculum Associates LLC

How many district staff members will be responsible for capacity building with this campus?

12

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Outside-Contract Math Internalization - Title 2 ($25 hour)
Saturday School Intervention - Title 1 ($25 hour)
Before/After School Intervention - Title 1 ($25 hour)
Associate Principal of Instruction - Title 1 ($ 95,000)
Instructional Specialist - Title 1 ($75,000)
Math and Reading Interventionist - State Comp. Ed ($145,000)
Class-size Reducing Positions - 199 ($187,500)
2 permanent substitute positions - source and amount ($45,000)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

N/A

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has strategically redistributed talent and resources to provide additional support based on identified campus needs. This includes the addition of an Associate Principal, two full-time interventionists, and additional teaching positions to reduce class sizes in identified content areas of need. District leadership prioritized and redistributed available funding sources to support these positions, directing resources where they are expected to have the greatest impact on student achievement and campus improvement efforts.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

255

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

255

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

167

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Diagnostic Assessment	District	BOY/MOY/ EOY	i-Ready Diagnostic results are used to identify student strengths, skill gaps, and instructional needs. The campus analyzes results by grade level and student group to identify areas requiring targeted intervention, adjust instruction, and monitor student growth. The Diagnostic allows us to track individual student growth across assessment windows and determine whether students are making expected academic progress. i-Ready results are also used as one data source for STAAR performance projections and are triangulated with STAAR and local assessment data to identify instructional priorities and guide campus improvement efforts.
Curriculum Based Assessment		Campus	Bi-Monthly	The purpose of the curriculum-based assessments is to monitor the effectiveness of Tier 1 instruction in the four core content areas and determine whether students are mastering the standards being taught. The assessments provide timely data to identify student learning gaps early, allowing teachers to adjust instruction and provide targeted intervention, reteaching, and additional support before gaps become more significant. This process allows the campus to respond to student needs early and often while ensuring that Tier 1 instruction is meeting the needs of all students.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Semester	The purpose of the annual district benchmark assessment is to measure students' mastery of the TEKS taught across the district using a STAAR-like assessment format. The results provide an additional measure of student performance and STAAR readiness, while allowing the campus and district to identify instructional strengths and gaps. Data from the benchmark is used to guide instructional planning, prioritize reteaching and intervention, and target areas of need as we prepare students for the STAAR assessment.
Curriculum Based Assessment		District	Quarterly	District curriculum-based assessments are administered in the core content areas on a monthly to quarterly basis, depending on the content area and instructional calendar. When a district assessment is available, the campus uses the district assessment in place of the campus-developed curriculum-based assessment to avoid over-testing students. These assessments serve the same primary purpose of monitoring the effectiveness of Tier 1 instruction, checking alignment and mastery of the TEKS across the district, and identifying student learning needs. Results are used at the district and campus levels to adjust instruction, identify areas for reteaching and intervention, and guide future instructional planning. This process provides consistent monitoring of student progress while ensuring that assessment practices are purposeful and do not unnecessarily increase the assessment burden on students.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus utilizes a comprehensive assessment and progress-monitoring system to track student growth throughout the year. Diagnostic assessments are administered at the beginning, middle, and end of the year, with district assessments and campus common formative assessments administered throughout the year. Campus CBAs are typically administered every 2–3 weeks to provide frequent measures of student progress. Additional measures include district reading assessments, math module assessments, science and social studies unit assessments, TEKS Ready pre- and post-assessments for science and social studies, and released STAAR benchmarks.

Assessment data is analyzed through the PLC process using a common data-disaggregation protocol that allows teachers to identify student understanding at the standard and individual-student level. Electronic data trackers are used to monitor performance and growth by student, standard, and student group/subpopulation. Teachers also receive training and support in Aware to strengthen their ability to disaggregate and analyze data. PLC teams use these multiple data points to identify areas of need, determine appropriate instructional responses and interventions, and monitor whether students are demonstrating expected growth over time.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus provides multiple layers of intervention and support based on student needs and performance data. Students identified as below grade level are provided targeted reading and math intervention courses, along with small-group intervention and reteach opportunities during advisory.

Within Tier 1 instruction, teachers use ongoing assessment data to identify students needing reteach and respond through whole-group or small-group instruction. In mathematics, spiraled warm-ups reinforce previously taught skills, and Individualized Learning Days are intentionally used for reteaching, intervention, and spiraling. In social studies, the district is strengthening vertical alignment between 7th and 8th grade, particularly around content introduced in 7th grade and assessed on the 8th-grade STAAR, with an additional focus on vocabulary development. In science, the district science coordinator provides a weekly question focused on commonly missed readiness TEKS, including rationales and STAAR-taking strategies. Advisory time is also used to strengthen science vocabulary.

For emergent bilingual students, the campus has implemented an ELDA class for newcomers focused on language acquisition, reading fluency, and foundational skills. Students also receive individualized TELPAS practice during advisory.

For students receiving special education services, the campus provides resource reading and resource math classes while continuing to prioritize the least restrictive environment and opportunities for students to receive inclusion support in the general education setting.

Resource instruction remains aligned to the district scope and sequence, with appropriate scaffolds and modifications based on individual student needs. The campus is working closely with the district Special Programs Coordinator and resource teachers to strengthen alignment, maintain high expectations and appropriate rigor, and ensure students receive the individualized support necessary to access grade-level content. The campus also strategically reassigned a teacher with previous 8th-grade math teaching experience to serve as a math inclusion teacher, providing additional content expertise and targeted support to students within the general education classroom.

Across all areas, the campus is strengthening the connection between assessment, Tier 1 instruction, targeted reteach, intervention, and progress monitoring to ensure supports are responsive to individual student needs.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area (e.g. 6th grade RLA is a PLC).

How frequently will PLCs occur?

PLCs occur every other week. However, teachers collaborate weekly on scope and sequence and instructional strategies.

Who will facilitate PLCs?

Associate Principal of Instruction and the Instructional Specialist facilitate each PLC meeting.

Who is required to attend PLCs?

Teachers that teach that particular grade level and subject attend each PLC meeting with the Associate Principal of Instruction and the Instructional Specialist. Occasionally, district coordinators attend PLCs to offer support and guidance on scope and sequence and instructional strategies.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The campus utilizes a structured, data-driven PLC process focused on student learning, instructional response, and continuous improvement. PLC teams regularly review common formative assessment and district assessment data using a data-disaggregation protocol to analyze performance by standard, individual student, and student group. Teachers identify areas of mastery and unfinished learning, determine which students require reteach or additional intervention, and plan the appropriate instructional response.

PLC conversations move beyond overall assessment scores to examine student understanding at a granular level. Teams determine whether identified needs should be addressed through whole-group reteach, targeted small-group instruction, intervention, or individualized support. Teachers then use subsequent assessment data to monitor the effectiveness of those instructional responses and determine next steps. Electronic data trackers and Aware support this process by allowing teams to monitor performance and growth over time by student, standard, and subpopulation.

Campus administrators and instructional support staff participate in PLCs to support data analysis, instructional planning, and follow-through on identified action steps. District coordinators from the Teaching & Learning Department also participate in targeted PLCs to strengthen alignment across the district and provide content-specific support. This includes supporting teams with alignment to the district scope and sequence, the use of a backward-design approach to instructional planning, and the implementation of targeted strategies to support emergent bilingual students and other identified student groups.

This collaborative structure helps ensure PLC conversations result in clear instructional actions that are aligned, responsive to student data, and consistently implemented.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Reading intervention teachers received training on the Read180 product that the district has purchased for use in the reading intervention classes.	Read 180	Middle School Reading Intervention Teachers
Teacher	Secondary math teachers are being trained by Carnegie Learning on products that compliment Bluebonnet and are state and district approved to enhance Tier 1 instruction.	Carnegie Learning	Secondary Math Teachers
Teacher	Middle school science teachers trained on the use of the Kessler Science resource they have available to them and then given time to plan for implementation.	Rene Jackson (Coordinator), 2 Middle School Science Teachers	6-8 Science Teachers
Teacher	Teachers will learn about the resources they further have available to them from the district as well as work across campuses and grade levels for horizontal and vertical alignment.	Stacy Roeming (Curriculum Coordinator)	Middle School RLA Teachers
Teacher	Social Studies teachers will receive training on the Newsela resource and how to implement in class. They will also receive further training on what other resources the district provides and work across grade level teams to plan for implementation.	Newsela and Lauren McNeal (Curriculum Coordinator)	6-8 Social Studies Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Review the district behavior MTSS steps and discuss behavior interventions.	Angie Molinari (Curriculum Coordinator)	Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	Capturing Kids' Hearts (CKH) Training 1: CKH is a research-based, relational driven professional development program and process for educators designed to transform school culture by fostering trusting, meaningful relationships between teachers and students. It focuses on social-emotional learning and building "self-managing" classrooms to improve school performance, increase attendance, and decrease discipline referrals. CKH is a Granbury ISD essential, and all new employees are expected to attend and be trained in this district initiative.	Capturing Kids' Hearts	New teachers, paraprofessionals, and administrators
Teacher	Teachers will have the opportunity to go through rotations of sessions. Some will be required and then the others they may choose based upon individual needs. Everyone will be required to attend a content session focused on scopes, YAGs, and instructional resources for session 1. For sessions 2-5, all participants are required to attend the ParentSquare and Skyward sessions at some point during the day. All remaining sessions are optional; however, participants must select one session for each of the five rotations.	District Level Staff	New to district teachers
Teacher	Teachers will be made aware of and trained on a new science resource, Newsela STEM. After time learning about the resource they will then spend time planning to implement.	Newsela STEM, Rene Jackson (Curriculum Coordinator)	6-8 Science Teachers
Teacher	Teachers will learn how to enhance the implementation of Bluebonnet with student engagement strategies and then how to extend the learning for students that are ready for enrichment activities.	Ali Shue (Curriculum Coordinator)	6-9 Math Bluebonnet Teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	6-12 RLA teachers will be led through data disaggregation of district assessments and then spend the afternoon learning about updates to the Newsela RLA product.	Stacy Roeming (Curriculum Coordinator)	6-12 RLA Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	The district admin retreat was held to give information and training to all campus administraton on district expectations for curriculum, instruction, PLCs, attendance, PEIMS, and other programming throughout the district.	Various district personnel	Campus Administration
Other Campus Admin (Assistant Principals, Instructional Coaches)	Monthly instructional specialists meetings that focus on information from data to tools to best instructional practices. This is also a time to align across the district.	Asst. Direct of Teaching and Learning and Coordinators	Instructional Specialists

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training and support are differentiated based on teacher experience, observation evidence, and student performance data. Inexperienced teachers, teachers new to the campus, and teachers identified as needing additional support receive Get Better Faster observation and feedback coaching, providing frequent, targeted feedback and actionable next steps for instructional improvement.

For teachers requiring more intensive support, campus leaders and instructional specialists will increase the frequency of coaching cycles based on identified needs. These cycles will include specific, measurable action steps, opportunities for modeling and instructional practice, documented progress toward action-step mastery, and follow-up observations to monitor implementation and growth. Observation evidence and student performance data will be used to evaluate progress and adjust the intensity of support as needed.

Additionally, beginning teachers with two or fewer years of experience participate in the district's PREP Mentorship Program, where they are paired with an experienced teacher who provides ongoing coaching, mentoring, and support throughout the year.

Campus and district leaders will regularly review coaching and observation data to ensure professional learning and individualized supports are responsive to teacher needs and result in measurable improvements in instructional practice.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation of training and professional learning will be evaluated through multiple observation and coaching tools, including the District Instructional Walk Jot Form, Get Better Faster observation and feedback coaching sessions, and T-TESS walkthroughs and formal observations. These tools provide multiple opportunities to monitor whether professional learning is translating into classroom practice.

Look-fors will be aligned to the specific focus of the training and identified teacher needs and may include implementation of district curriculum and instructional expectations, alignment to grade-level standards and rigor, student engagement, checks for understanding, effective questioning, differentiation and scaffolding, targeted support for identified student groups, and evidence that teachers are responding to student data through reteach and intervention. Observation evidence will be used to provide feedback, identify next steps, and determine whether additional coaching or professional learning is needed.

For teachers identified as requiring additional support, observation frequency and coaching intensity will be adjusted based on demonstrated needs. Follow-up observations will specifically monitor implementation of identified action steps, with coaching documentation and student performance evidence used to determine progress and next steps.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators receive ongoing support from campus and district instructional staff, including the Special Programs Coordinator and Teaching & Learning coordinators, to strengthen instruction for students in special populations. Support includes targeted professional learning, PLC participation, coaching, and collaborative planning focused on differentiation, scaffolding, accommodations and modifications, maintaining grade-level rigor and high expectations, and providing access to the least restrictive environment.

Additional support is provided around emergent bilingual strategies, TELPAS preparation, data analysis by student group, and using student performance data to plan targeted intervention and reteach. District and campus staff also work directly with resource and inclusion teachers to strengthen alignment to the district scope and sequence while ensuring instruction is responsive to individual student needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Every grade-level and content PLC meets every two weeks using the common data-disaggregation protocol. Each CFA's results are disaggregated for the four accountability groups (All, Hispanic, White, High Focus), and each disaggregation produces a reteach plan. RLA PLCs track White student Meets performance, since moving it from 51% to 59% is a Domain III Academic Achievement target.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Associate Principal of Instruction, Instructional Specialist, PLC teams, district T&L coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and minutes; data trackers showing results by the four accountability groups; reteach plans with follow-up data

Support Needed – What training, coaching, resources, or tools are required?

Aware training, district coordinators attending PLCs, protocol templates

Milestone 2

Description – What specific action or deliverable will be completed?

All Bluebonnet math teachers complete internalization before teaching each module and lesson. This milestone targets the root issue: Math Meets fell from 31% to 26%, and math growth is 43% against a 67% target.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Math teachers, Instructional Specialist, Associate Principal of Instruction, district Math Coordinator

Evidence of Completion – What artifact, data, or observable action will verify completion?

Internalization timesheets (Title II); walkthrough data showing at least 85% of math classrooms implementing Bluebonnet with fidelity; math benchmark at 30% Meets or higher, on track toward the 36% EOY goal

Support Needed – What training, coaching, resources, or tools are required?

Title II funds, Internalization sessions and expectations, coordinator support

Milestone 3

Description – What specific action or deliverable will be completed?

The campus builds and launches a tiered intervention system. Its aim is to reach every currently enrolled student who scored Did Not Meet on 2026 STAAR math or RLA. In 2026, about 400 math tests and 230 RLA tests were at Did Not Meet. All of these students are identified and placed on a priority list. The campus then serves as many as staffing allows through four avenues: reading and math intervention courses (including Read180), advisory small groups, before/after-school tutoring, and Saturday School. Students who did not meet in both subjects, and students in the High Focus group, are placed first. Coverage expands as staffing and funding allow.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Math and Reading Interventionists, intervention teachers, Associate Principal of Instruction, counselors, Performance Manager, instructional specialist, campus teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

A master intervention tracker listing 100% of identified students, with each student's placement or "not yet served" status; the coverage rate reported at each checkpoint, showing an increase from December to May; attendance logs for tutoring and Saturday School (Title I); progress-monitoring data reviewed in PLCs

Support Needed – What training, coaching, resources, or tools are required?

Read180 training, Math intervention resources/training, Title I funds for tutoring and Saturday School, scheduling support for intervention courses and advisory groups, couselors working on schedules, district support with brainstorming/filling staffing gaps

Milestone 4

Description – What specific action or deliverable will be completed?

Benchmark results are disaggregated by TEKS and accountability group. Each content team writes a spring action plan. RLA plans focus on the growth targets that are within reach: Hispanic (55% to 59%) and High Focus (55% to 58%). Math plans name priority readiness standards for spiraled warm-ups and Individualized Learning Days.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

PLC teams, Instructional Specialist, Associate Principal of Instruction, Performance Manager, Curriculm Coordinators, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Benchmark reports by accountability group, written spring action plans, updated warm-up and Individualized Learning Day plans, updated intervention and small group plans

Support Needed – What training, coaching, resources, or tools are required?

District T&L coordinators, Aware reports

Milestone 5

Description – What specific action or deliverable will be completed?

MOY i-Ready results are compared with BOY and used to regroup interventions for after school tutoring and Saturday Schools. Saturday School targets students who are not on track. Math accelerated learning is a specific focus: in 2026, only 47 of 289 students who had not met in math showed accelerated learning.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Interventionists, PLC teams, Associate Principal of Instruction, Performance Manager, Instructional Specialist

Evidence of Completion – What artifact, data, or observable action will verify completion?

A BOY-to-MOY report showing at least 63% of students on track for typical growth in reading and at least 55% in math; revised tutorings rosters; Saturday School attendance (Title I)

Support Needed – What training, coaching, resources, or tools are required?

Curriculum Associates support for data training, Title I funds, Teaching and Learning team

Milestone 6

Description – What specific action or deliverable will be completed?

Every emergent bilingual student completes individualized TELPAS practice in advisory before the TELPAS window. Newcomers in ELDA are progress-monitored on fluency and foundational skills. The goal is to raise the TELPAS progress rate from 26% to 30% (about 37 of 122 students). It was 38% in 2025.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

ELDA teacher, advisory teachers, ESL coordinator, Assistant Principal over EB, Instructional Specialist, EB Paraprofessional

Evidence of Completion – What artifact, data, or observable action will verify completion?

TELPAS practice completion logs for 100% of EB students; fluency progress data; walkthrough data on EB strategies

Support Needed – What training, coaching, resources, or tools are required?

District EB strategy training, TELPAS practice resources continued training, Title III funds to support educating families

Milestone 7

Description – What specific action or deliverable will be completed?

Resource and inclusion teachers co-plan at least monthly with general education PLCs, aligned to the district scope and sequence. Every inclusion classroom documents accommodations and scaffolds on grade-level content. Goals for currently served SPED students: Math Approaches from 26% to 35%, and RLA Approaches from 38% to 45%.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Special Programs Coordinator; resource and inclusion teachers, including the math inclusion teacher; Assistant Principal over SPED, Instructional Specialist, Associate Principal of Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

Co-planning agendas; walkthrough data on accommodations and access to the least restrictive environment; SPED results on CFAs and the spring benchmark

Support Needed – What training, coaching, resources, or tools are required?

Coaching from the Special Programs Coordinator, PD on scaffolding while keeping grade-level rigor

Milestone 8

Description – What specific action or deliverable will be completed?

EOY i-Ready and 2027 STAAR results are measured against the TIP goals: RLA 79/54/27, Math 64/36/14, and Overall 70/44/21. Domain III results are measured against Academic Achievement 12/32, Growth 12/32, and the 30% ELP target. The needs assessment is then updated, and the 2027–28 master schedule, staffing, intervention structure, and PD calendar (including summer Bluebonnet internalization) are finalized.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Performance Manager, Principal's Direct Manager, DCSI, campus leadership team, Associate Principal of Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

A goal-by-goal EOY data summary presented at the district progress-monitoring meeting; the updated needs assessment; the 2027–28 master schedule and PD calendar

Support Needed – What training, coaching, resources, or tools are required?

District data support, Region 11, budget planning with district leadership, district master schedule planning support

Milestone 9

Description – What specific action or deliverable will be completed?

Every core content teacher is onboarded in the Instructional Insights App. Each receives a documented observation with actionable feedback every two weeks, with math and RLA classrooms observed first. New, inexperienced, and identified teachers also receive Get Better Faster coaching, and beginning teachers are paired with PREP mentors. By May, every teacher in Get Better Faster or PREP has mastered their action steps, and at least 80% of classrooms meet the walkthrough look-fors for checks for understanding and data-driven reteach.

Teachers identified through observation evidence or student performance data as requiring additional support will receive intensified coaching cycles, including documented action steps, practice opportunities, and follow-up observations until instructional improvement is demonstrated.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Associate Principal of Instruction, Assistant Principals, Instructional Specialist, PREP mentors

Evidence of Completion – What artifact, data, or observable action will verify completion?

December: app reports showing at least 90% of biweekly observation-and-feedback cycles completed, plus notes from leadership calibration walks with the DCSI. May: Get Better Faster action-step trackers, District Instructional Walk Jot Form trend data, and T-TESS observations.

Support Needed – What training, coaching, resources, or tools are required?

Instructional Insights App training, Get Better Faster coaching training, calibration walks with the DCSI, protected coaching time, PREP Mentorship Program

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the Targeted Improvement Plan through ongoing progress monitoring, collaboration, and direct support. The Teaching & Learning Department and Special Education Department will continue to actively participate in and facilitate PLCs and professional learning alongside campus leaders and teachers, helping bridge the gap between identified student needs, instructional planning, and classroom implementation. These teams will support the analysis of student performance data, alignment to grade-level standards, implementation of high-quality instructional materials, and the development of targeted instructional and intervention strategies, with particular attention to identified student groups.

In addition, the Principal's Direct Manager, Maggie Walton, and District Coordinator for School Improvement (DCSI), Tammy Clark, will continue to meet bi-weekly with campus leadership to assess progress toward identified goals and performance measures, review evidence of implementation and student outcomes, identify barriers, and provide targeted assistance and resources as needed. These ongoing district and campus monitoring structures will ensure that implementation remains aligned to the plan, adjustments are made in response to data, and campus leaders receive consistent support and accountability throughout the improvement process.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Progress toward the identified milestones will be reviewed collaboratively by Campus Principal Dr. Ben Sherley, Performance Manager Dr. Denisa Mendel, Principal's Direct Manager Maggie Walton, and District Coordinator for School Improvement (DCSI) Tammy Clark. GMS assistant principals and instructional specialists will also play an integral role in supporting implementation and monitoring progress at the campus level through regular participation in PLCs, review of student performance data, classroom observations, and ongoing support of teachers.

Together, campus and district leaders will review evidence of implementation and student outcomes, monitor progress toward established milestones, identify barriers or areas requiring additional support, and make timely adjustments based on data. This shared monitoring structure will provide consistent support, clear accountability, and alignment between daily campus practices and the goals of the Targeted Improvement Plan.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources to provide a comprehensive view of both implementation and student outcomes. Campus and district leaders will use PLC documentation, common formative and summative assessment data, Bluebonnet Learning assessments, STAAR interim and benchmark data, intervention and progress-monitoring data, classroom walkthroughs and observations, and student performance data disaggregated by student group to monitor progress toward identified milestones.

GMS administrators and instructional specialists will work with teachers during PLCs to regularly review data by standard, student, and student group, document instructional responses, and monitor the effectiveness of reteach and intervention efforts. The Teaching & Learning and Special Education Departments will support this process through continued participation in PLCs, professional learning, and review of instructional and student performance data. Collected evidence will be reviewed during campus leadership meetings and bi-weekly district progress-monitoring meetings to determine whether milestones are being met, identify barriers, and make timely adjustments to instruction, intervention, professional learning, or other supports as needed.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through bi-weekly progress-monitoring meetings involving campus and district leaders, including the Principal's Direct Manager and District Coordinator for School Improvement (DCSI). During these meetings, the team will review progress toward established milestones, student performance data, evidence of implementation, successes, identified barriers, and areas requiring additional district support.

At the campus level, progress will be communicated with GMS administrators, instructional specialists, teachers, and support staff through leadership meetings, PLCs, and professional learning so that staff remain informed and can make timely instructional adjustments. The Teaching & Learning and Special Education Departments will remain actively involved in reviewing and responding to progress data through their continued participation in PLCs and campus support.

Progress will also be communicated to other relevant stakeholders through established district and campus structures, including district leadership updates, campus and district improvement processes, and required school improvement reporting. This ongoing communication will ensure transparency, shared ownership, and alignment between campus implementation and district support throughout the improvement process.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	79
Meets Grade Level	54
Masters Grade Level	27

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	64
Meets Grade Level	36
Masters Grade Level	14

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	44
Masters Grade Level	21

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

37.5

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

37.5

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

49

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

GRANBURY MIDDLE SCHOOL TARGETED IMPROVEMENT PLAN

Dr. Ben Sherley | GMS Principal
Dr. Denisa Mendel | GMS Associate Principal
Maggie Walton | Director of Strategic Initiatives

TARGETED IMPROVEMENT PLAN • 2026-2027

Purpose & Requirements

Granbury Middle School

State requirement

Texas requires a Targeted Improvement Plan when a campus does not meet federal accountability targets.

Closing the Gaps

GMS' plan is driven by the Closing the Gaps domain — performance for identified student groups.

Monitored

Nine milestones, named evidence and three fixed checkpoints, reviewed with the district every two weeks.

Strategy: Intensive Curriculum & Instruction Improvements **Board approval of this plan:** November 16, 2026

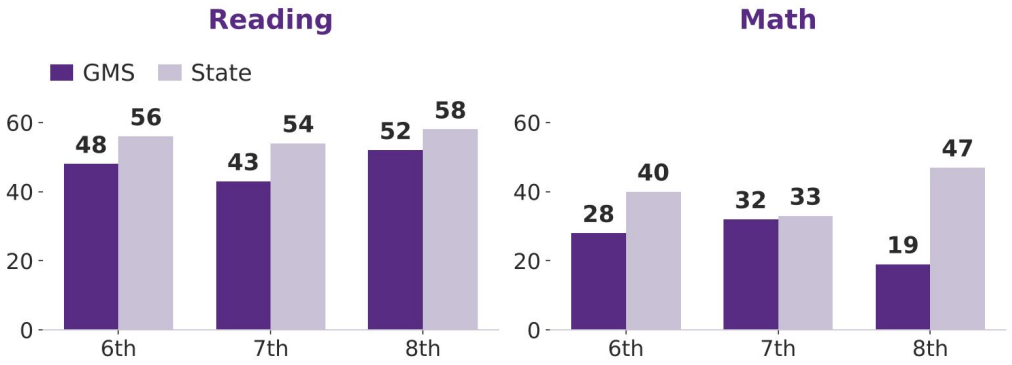
2025-26 ACCOUNTABILITY RATINGS

Where we missed the mark

DOMAIN 1	DOMAIN 2A	DOMAIN 2B	DOMAIN 3
C 70/100	**F** 58/100	**D** 66/100	**F** 49/100
Student Achievement	Academic Growth	Relative Performance	Closing the Gaps

Overall rating: D, 64 of 100. *Academic Growth and Closing the Gaps both fell to F this year. Closing the Gaps is the federal trigger; Academic Growth shows students are not gaining a year of learning in a year.*

% MEETS GRADE LEVEL — GMS VS. STATE



DOMAIN 3 — 2026 ACADEMIC GROWTH

	RLA	MATH
High Focus	55 / 58	40 / 62
Hispanic	55 / 59	43 / 64
White	66 / 69	42 / 72

2026 growth score / 2026 target. Growth is half the Closing the Gaps score; GMS earned 1 of 32 points.

CNA & ESF DIAGNOSTIC

Understanding our needs

COMPREHENSIVE NEEDS ASSESSMENT

1. **Tier 1 consistency**
   Campuswide systems for standards-aligned, rigorous Tier 1 instruction and timely instructional response are not implemented consistently.

2. **Student group gaps**
   Routines for analyzing student-group performance, targeting intervention and monitoring response are not consistent across content areas.

3. **Economic disadvantage**
   Economically disadvantaged students lag their peers at every grade level and content area. They are ~65% of our enrollment.

4. **Attendance**
   94.07% against a 95% goal, with 22.9% chronic absenteeism. Missed instruction compounds every other gap.

ESF DIAGNOSTIC — KEY TAKEAWAYS

1. **All six levers rated Developing**
   Not one of the six Essential Action levers came back Established. The gap the diagnostic measured is consistency, not absence.

2. **Tier 1 instruction carries the most weight**
   Lever 4, the academic experience, is the largest lever in the framework. Alignment to grade-level standards was the recurring finding.

3. **Observation and feedback is not yet routine**
   Coaching happens, but not at the frequency the framework expects, and not consistently documented.

4. **Support is placed, not yet monitored**
   Students are identified and placed into intervention. Whether that support moved them is not tracked.

Systems are written down. The gap is how consistently they reach classrooms — which is what this plan targets.

SCHOOL IMPROVEMENT STRATEGY

Our strategy for improvement

Intensive Curriculum & Instruction Improvements

the strategy GMS has selected

1

Strengthen Tier 1

Bluebonnet Learning Math 6-8 and 255 instructional minutes a week in both math and RLA. Teachers internalize every module before they teach it.

2

Data-driven PLCs

Grade-level and content PLCs meet every two weeks on a common disaggregation protocol, and every assessment is read for all four accountability groups.

3

Targeted interventions

A tiered system for academic, behavioral and attendance needs. Students are named, matched to a support, and re-checked to record whether it moved them.

4

Instructional coaching

The Instructional Insights App as the campus observation and feedback system, with a documented cycle every two weeks and Get Better Faster coaching.

Each focus area is tied to a specific finding in the needs assessment or the diagnostic.

WHAT WE HAVE DONE THIS FALL

Our work in action

Campus-wide checkpoint tracking

Every core course now has a checkpoint tracker carrying campus, teacher, class-period and student-group results against published STAAR cut scores.

Math 6-8 with honors and Algebra I; RLA 6-8; science

A common data-dig protocol

A two-page Checkpoint Data Dig & Action Plan takes teams from item analysis to a named reteach, spiral and extension plan with a reassessment date.

Now includes a student-group comparison step

Observation and feedback coaching

Teachers are coached on the Get Better Faster model, with scripted See It / Name It / Do It meetings and one action step at a time.

Directly answers ESF 5.2.5, rated Not Established

Curriculum support for teachers

Module-by-module Bluebonnet resources for 6th and 7th math — TEKS checklists, STAAR-style warm-ups and lesson guides, with i-Ready crosswalks.

Modules 1 and 2 complete; SpEd resource math moves to Lowman 3 Nov

Leadership capacity added

An Associate Principal of Instruction was added for 2026-27 to facilitate PLCs alongside the Instructional Specialist.

Named owner for the PLC and data routines the ESF flagged

Early signals we are watching

Checkpoint trackers have already surfaced scoring inconsistencies and standards that fell between checkpoints — inside a two-week cycle.

Problems visible in weeks, not in June

CAMPUS ASSESSMENTS — 2026-27 COMPARED WITH 2025-26

Math is moving in every grade

6th Grade

Module 1, Topic 3 · Decimals

+6.0

points at Meets

Ordering rational numbers up 15.1. Every performance level higher than last year.

7th Grade

Module 2 · Applying Proportionality

+1.5

points at Meets

Every performance level up, and the gap to last year has narrowed across three checks.

8th Grade

Module 1, Topic 3 · Line and Angle

+9.1

points at Meets

Percent score up 6.2. Both standards grew, 8.8.D by 10.0.

Algebra I

Module 2 · Exploring Constant Change

+2.7

points at Meets

Writing linear equations up 26.8, with 60 more students than last year.

Every grade is up at Meets and at Masters on its most recent Bluebonnet assessment. Masters gains: 6th +2.1, 7th +1.9, 8th +7.6, Algebra I +9.3.

8TH GRADE SOCIAL STUDIES — DISTRICT CHECKPOINTS, 2026-27 VS 2025-26

Social studies is closing the gap

American Revolution

GMS · 287 students

57.2% → **63.6%**

+6.4 points

Meets was GMS's largest jump on this checkpoint, up 7.5 points.

Constitution

GMS · 272 students

51.0% → **63.4%**

+12.3 points

Meets up 22.7 points, and six of the nine TEKS tested both years improved.

On the Constitution checkpoint GMS gained more than the district as a whole, 12.3 points against 9.4, and narrowed the gap with the other middle school from 10.9 points to 5.0.

CHECKPOINT ONE — DECEMBER 2026

What we commit to by December

1 Every PLC on the common protocol

Grade-level and content PLCs meet every two weeks. Each assessment is disaggregated for all four accountability groups, and each disaggregation produces a reteach plan.

EVIDENCE OF COMPLETION

PLC agendas and minutes; data trackers showing results by the high-focus groups; reteach plans with follow-up data

2 Bluebonnet math internalization

Every Bluebonnet math teacher completes internalization before teaching each module and lesson — aimed straight at the math decline.

EVIDENCE OF COMPLETION

Internalization documentation; 100% of math classrooms implementing with fidelity; benchmark at 30% Meets or higher

3 A tiered intervention system

Every currently enrolled student who did not meet on math or RLA is identified and placed — intervention courses, advisory small groups, tutoring and Saturday School.

EVIDENCE OF COMPLETION

A master tracker listing 100% of identified students, each with a placement or a "not yet served" status

The scale of the intervention task: roughly 400 math tests and 230 RLA tests came back Did Not Meet. Students who did not meet in both subjects, and students in the High Focus group, are placed first.

CHECKPOINT TWO — MAY 2027

What we commit to by May

4 Spring action plans

Benchmark results are disaggregated by TEKS and accountability group, and every content team writes a spring action plan.

RLA growth targets in reach: Hispanic 55% → 59%, High Focus 55% → 58%

5 Regrouped interventions

MOY i-Ready is compared with BOY and used to regroup tutoring and Saturday School around the students who are not on track.

63% on track for typical growth in reading, 55% in math

6 Emergent bilingual progress

Every emergent bilingual student completes individualized TELPAS practice in advisory; newcomers in ELDA are progress-monitored.

TELPAS progress rate 26% → 30% — about 37 of 122 students

7 Co-planning for SPED

Resource and inclusion teachers co-plan at least monthly with general education PLCs, aligned to the district scope and sequence.

SPED Approaches: math 26% → 35%, RLA 38% → 45%

8 A documented coaching cycle

Every teacher that is new to campus is coached and others identified will receiving coaching as well with the priority focus on core content staff.

80% of classrooms meeting the walkthrough look-fors by May

MILESTONE 9 • AUGUST 2027

Checkpoint three

End-of-year results are measured goal by goal, the needs assessment is updated, and the 2027-28 schedule, staffing, intervention structure and PD calendar are set.

STUDENT OUTCOME GOALS, SY 26-27

What success looks like in 2027

STAAR PERFORMANCE: 2026 ACTUAL → 2027 GOAL (%)

Performance level	RLA	Math	Overall
Approaches Grade Level	74 → **79**	53 → **64**	62 → **71**
Meets Grade Level	48 → **54**	26 → **36**	36 → **46**
Masters Grade Level	23 → **27**	8 → **14**	16 → **24**

The lift: math Meets must rise 10 points in one year, reading 6, and math Masters nearly double. These are the goals filed in the plan.

STUDENT GROUP TARGETS

RLA Meets — White
51% → **59%**

RLA growth — Hispanic
55% → **59%**

RLA growth — High Focus
55% → **58%**

Math Approaches — SPED
26% → **35%**

RLA Approaches — SPED
38% → **45%**

TELPAS progress rate
26% → **30%**

THE CAMPUS AND DISTRICT CYCLE

How we monitor progress

1 — Teach
Grade-level Tier 1 from the adopted materials

2 — Check
Biweekly checkpoint, tracked by student group

3 — Analyze
PLC works the data-dig protocol

4 — Respond
Documented reteach, spiral and intervention

5 — Verify
Reassess, and record whether students moved

WHO REVIEWS PROGRESS, EVERY TWO WEEKS

- **Dr. Ben Sherley** Campus Principal
- **Dr. Denisa Mendel** Performance Manager
- **Maggie Walton** Principal's Direct Manager
- **Tammy Clark** District Coordinator for School Improvement

The campus is committed to running this cycle consistently. The ESF's finding was consistency — that is what we intend to be judged on.

WHAT GETS REVIEWED

PLC documentation
Agendas, protocols and reteach plans, completed every cycle

Checkpoint and benchmark data
By campus, teacher, class period and accountability group

Observation and walkthrough data
Cycle completion against the biweekly target, and delivery scores

Intervention response
Coverage rate and whether students who were served moved



Effective School Framework Diagnostic Report

Granbury Middle School
Granbury Independent School District

School Year 2026–2027

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Diagnostic Key Practices

EFFECTIVE SCHOOL FRAMEWORK

The Effective School Framework (ESF) Diagnostic will evaluate Campus systems across 18 Key Practices. There are two types of rubrics:

SYSTEM DESIGN: Evaluates whether a campus has intentionally built the structures, expectations, and tools needed to support effective practice across classrooms.

SYSTEM IMPLEMENTATION: Evaluates how consistently and effectively a school district's designed systems are being used in practice across classrooms. It focuses on execution, not just intent or documentation.

The rubrics have four rating levels: Not Established, Developing, Proficient, and Exemplary:

Not Established: The district does not yet have defined systems, structures, or expectations in place for this Key Practice.

Developing: The district has begun to put systems and structures in place.

Proficient: The district has well-defined systems and structures in place.

Exemplary: The district has fully established systems that go beyond proficiency — leadership is using data to continuously evaluate, refine, and improve practices over time.

Note: *All key practices will have a system design rubric, but not all will include a system implementation rubric. System implementation rubrics will be limited to those key practices which can be objectively evaluated for: 1) How consistently campuses are implementing the system 2) Whether staff are fully trained or using the system well and 3) the impact on student outcomes*

Key Practice	System Design	System Imple-mentation
1.2.2 Goals	●	
1.4.4 Performance Management Routines	●	
2.1.3 Staffing for Greatest Impact	●	
2.3.1 Appraisal	●	
2.3.2 Advancement and Retention	●	
3.1.1 Student Support Teams	●	
3.2.2 Routines for a Productive Learning Environment	●	●
4.1.2 Tier 1 Instructional Strategies and Supports for All Learners	●	●
4.1.3 Coherent Extended Time, Tutoring, Interventions Approach	●	●
4.2.1 Quality Tier 1 Materials Access and Use	●	●
4.2.2 Implementation Monitoring	●	
4.3.3 Advising	●	
5.2.1 Culture and Routine Systems Training	●	
5.2.2 Curriculum-based Professional Learning	●	
5.2.4 Instructional Planning Supports	●	●
5.2.5 Observation and Feedback	●	●
6.1.1 School Year Calendar (If applicable)	●	
6.1.2 School Day Master Schedule	●	

How strong is our student experience?



Lever Ratings

LEVER 3 **Integrated Student Support Systems**	Developing
LEVER 4 **Academic Experience: High Quality Instructional Materials**	Developing

Integrated Student Support Systems

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 3. Evidence demonstrates stronger implementation of **Key Practice 3.2.2 – Routines for a Productive Learning Environment** than **Key Practice 3.1.1 – Student Support Teams**. The campus has established processes for student identification, intervention planning, progress monitoring, and behavior support. Observations indicate behavioral expectations and reinforcement routines are evident across many classrooms and common areas. Evidence reflects more consistent implementation of productive learning environment practices than systems used to evaluate intervention effectiveness and student outcomes.

Strengths

The campus has established intervention-planning and progress-monitoring processes, supported by documented student-support structures. Branching Minds and intervention documentation provide evidence of systems used to identify and monitor student needs. Schoolwide expectations, staff training, and walkthrough processes support the implementation of productive learning environments across the campus.

Opportunities

The primary opportunity is to strengthen evidence of a comprehensive student-support system that consistently connects identified needs, interventions, progress-monitoring data, and student outcomes. While Branching Minds and intervention documentation support student identification and monitoring efforts, evidence does not yet demonstrate the use of a centralized case-management system to evaluate intervention effectiveness and student outcomes over time. Additional evidence demonstrating systematic evaluation of intervention effectiveness and increased consistency of routines across settings would strengthen alignment to the rubric.

Academic Experience: High Quality Instructional Materials

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 4. Evidence demonstrates established systems for instructional frameworks, interventions, monitoring of instructional-material implementation, and advising. Observations confirmed intervention delivery in all observed intervention settings and use of district-adopted materials in most observed classrooms; however, 0% of observed math and RLA classrooms met the rubric benchmark of scoring an average of 3 or higher on instructional delivery indicators, indicating that implementation of **Key Practice 4.1.2 – Tier 1 Instructional Strategies and Supports for All Learners** was not consistently demonstrated at the level defined by the rubric. Across the Lever, evidence reflects stronger system design than classroom implementation.

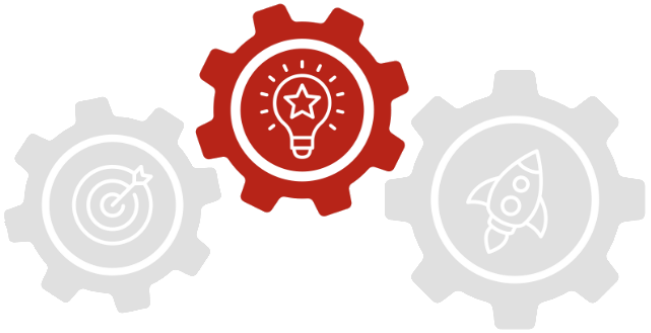
Strengths

The campus has established instructional frameworks supported by professional learning, coaching, PLCs, and implementation-monitoring routines. Intervention structures, including accelerated instruction planning and progress-monitoring processes, are documented. Evidence also reflects consistent monitoring of the implementation of instructional materials through campus leadership systems. 217

Opportunities

The primary opportunity is to strengthen the consistent implementation of Tier 1 instructional practices across classrooms. Additional evidence demonstrating rigorous grade-level instruction, consistent use of intervention resources and progress-monitoring tools, stronger alignment between instructional materials and classroom implementation, and expanded advising experiences would strengthen alignment to rubric expectations. Local Classroom Review findings identified concerns regarding alignment to district-adopted materials and grade-level rigor in RLA, while observation evidence reflected performance below the instructional-delivery benchmark.

How strong are our critical enabling systems?



Lever Ratings

LEVER 2 **Talent Retention and Strategic Staffing**	Developing
LEVER 5 **Instructional Leadership and Capacity Building**	Developing
LEVER 6 **Campus Finance and Operations**	Developing

Talent Retention and Strategic Staffing

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 2. Evidence demonstrates the existence of documented systems for staffing, appraisal, onboarding, retention, and advancement. Campus leaders report considering educator effectiveness when making staffing decisions; appraisal processes and calibration routines are established, and onboarding and retention supports are documented. Across the Lever, evidence more consistently demonstrates the existence of systems than their implementation and monitoring. Staffing practices demonstrate consideration of educator effectiveness; however, evidence does not consistently demonstrate the use of data on student, teacher, and campus needs to identify high-need classrooms and strategically place highly effective educators. Appraisal was rated **Not Established** because evidence did not consistently verify inclusion of all required role-specific competencies and student growth measures or demonstrate ongoing analysis of appraisal outcomes. Documentation also does not consistently demonstrate systematic use of retention and advancement data to inform continuous improvement.

Strengths

Evidence reflects established structures for staffing, appraisal, onboarding, and retention. Appraisal calendars, calibration processes, tracking tools, and district guidance are in place to support educator evaluation. Documented onboarding and retention supports provide a framework for developing and supporting staff throughout the school year.

Opportunities

The primary opportunity is to strengthen the systematic use of data to drive staffing, appraisal, advancement, and retention decisions, particularly within appraisal systems and retention monitoring processes. Additional evidence demonstrating the strategic placement of effective educators, the analysis of appraisal outcomes, differentiated retention supports, and the use of retention data to refine practices would strengthen alignment with rubric expectations. Clearly communicate pathways for teachers to develop leadership capacity while remaining in

instructional roles. Verification of staff-return data and evidence of completed stay interviews and their use in refining retention strategies are needed before conclusions can be drawn regarding retention trends or the effectiveness of retention supports.

Instructional Leadership and Capacity Building

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 5. Evidence demonstrates the existence of established systems for professional learning, onboarding, curriculum-based training, instructional planning supports, PLC structures, observation processes, and coaching. Across the Lever, documented systems are more evident than implementation outcomes. Observed PLCs utilized district-approved agendas; however, evidence did not consistently demonstrate lesson internalization, lesson rehearsal, student work analysis, or implementation of observation and coaching systems at levels aligned to rubric expectations.

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Strengths

Professional learning, onboarding, curriculum-based training, PLC structures, observation tools, calibration systems, and coaching frameworks are established. Evidence reflects district-aligned planning resources and recurring opportunities for educator development. Observed PLCs consistently utilized district-approved PLC agendas to guide collaboration.

Opportunities

The primary opportunity is to strengthen implementation of **Key Practice 5.2.4 – Instructional Planning Supports** and **Key Practice 5.2.5 – Observation and Feedback**, both of which received **Not Established** implementation ratings. Additional evidence demonstrating lesson internalization, lesson rehearsal, analysis of student work, participation of special populations staff, implementation of observation-frequency expectations, and monitoring of coaching outcomes would strengthen alignment to the rubric. Observation data indicated that 0% of campus leaders met district observation-frequency targets.

Campus Finance and Operations

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 6. Evidence demonstrates foundational systems for **Key Practice 6.1.1 – School Year Calendar** and **Key Practice 6.1.2 – School Day Master Schedule**. The campus calendar includes required instructional days and professional development opportunities, while the master schedule protects core instructional time and includes intervention, acceleration, and enrichment opportunities. Evidence reflects established operational structures; however, documentation does not consistently demonstrate the broader planning, monitoring, and adjustment processes described in the rubric.

Strengths

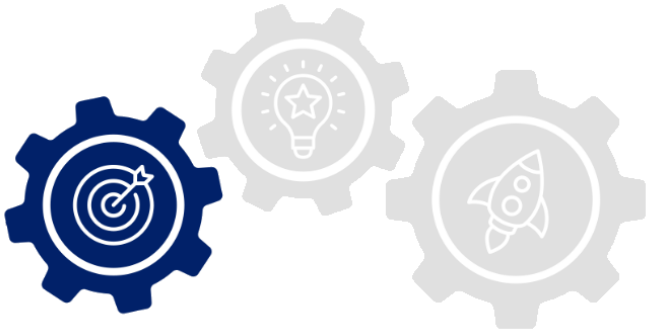
The school year calendar and master schedule provide structures that support instructional time, intervention opportunities, and professional learning. Scheduling systems reflect attention to core instructional priorities and provide dedicated time for student support and academic programming.

Opportunities

220

The primary opportunity is to strengthen evidence demonstrating how calendar and scheduling decisions are informed by multiple data sources, reviewed for effectiveness, and adjusted to support campus priorities. Additional evidence related to collaborative planning opportunities, expanded learning experiences, assessment planning, and ongoing schedule evaluation would strengthen alignment to rubric expectations.

How strong are our planning and performance management systems?



Lever Ratings

LEVER 1

Planning and Performance Management through Strong Leadership — **Developing**

Planning and Performance Management through Strong Leadership

Lever Summary

Granbury Middle School earned an overall **Developing** rating for Lever 1. Evidence demonstrates established structures for **Key Practice 1.2.2 – Goals** and **Key Practice 1.4.4 – Performance Management Routines**, including a Campus Improvement Plan informed by multiple data sources, identified root causes, aligned professional learning, monitoring timelines, and assigned responsibilities. Campus leaders and teacher teams participate in recurring data-review processes designed to review performance data and discuss instructional responses. Evidence indicates foundational planning and performance-management systems are in place; however, documentation does not consistently demonstrate longitudinal trend analysis, comprehensive data disaggregation, measurable interim benchmarks, or performance-management routines that routinely monitor implementation and progress toward outcomes.

Strengths

The Campus Improvement Plan includes multiple data sources, identified root causes, aligned professional learning, monitoring timelines, assigned responsibilities, and resources connected to improvement priorities. Leadership and PLC structures provide recurring opportunities to review student performance data, identify instructional needs, and discuss campus improvement efforts. Evidence reflects foundational systems to support campus planning and monitoring of priorities.

Opportunities

The primary opportunity is to strengthen the use of disaggregated and longitudinal data to inform goal setting and progress monitoring. Additional evidence demonstrating measurable interim benchmarks, documented action plans, implementation monitoring, routine evaluation of progress

toward campus goals, and explicit alignment between campus goals and district priorities would strengthen alignment to Proficient-level expectations.

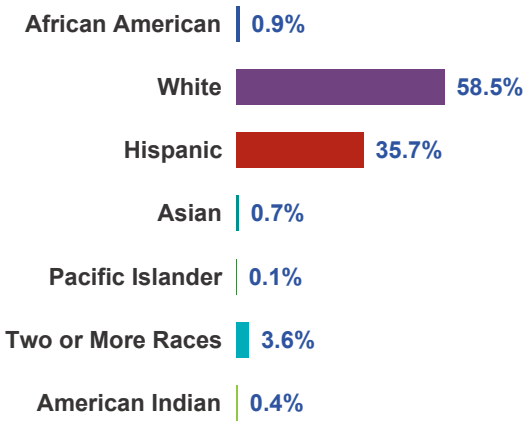
222

Campus Overview

EFFECTIVE SCHOOL FRAMEWORK

ENROLLMENT DEMOGRAPHICS

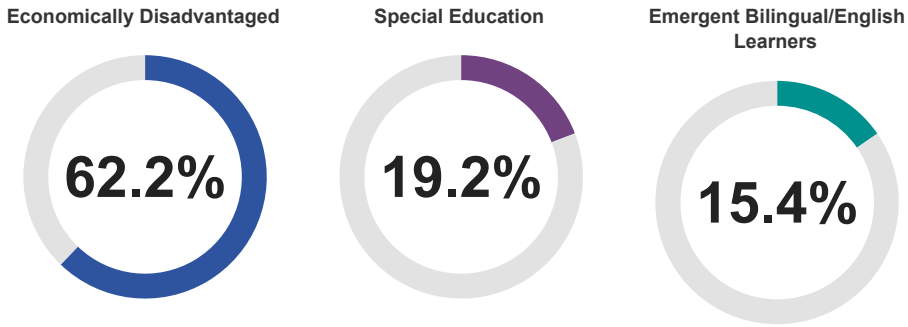
Student Enrollment by Race/Ethnicity



Total Student Enrollment

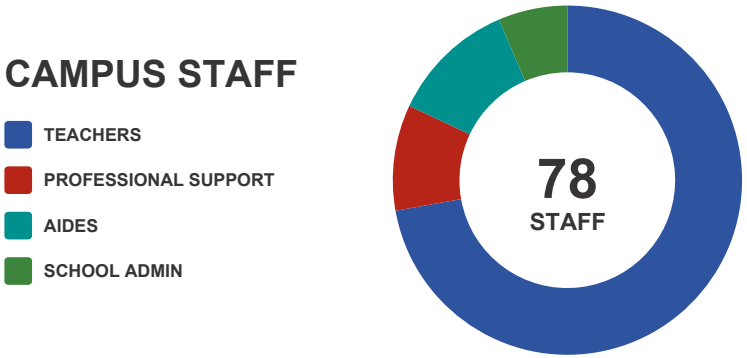
890

Student Enrollment By Type



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CAMPUS STAFF



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Accountability Overview

EFFECTIVE SCHOOL FRAMEWORK

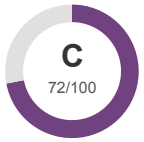
How are students and schools performing?

Accountability Domains

The Student Achievement Domain measures whether students meet State of Texas Assessments of Academic Readiness (STAAR) expectations, graduation rates, and readiness for success after high school.

The School Progress Domain includes Academic Growth and Relative Performance. Academic Growth measures whether students grew at least one academic year or accelerated learning from the previous year. Relative Performance compares a school's results to those of similar schools with comparable economically disadvantaged populations.

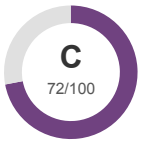
The Closing the Gaps Domain measures how well a district ensures success for all student groups.



Domain 1 — Student Achievement



Domain 2A — Academic Growth



Domain 2B — Relative Performance



Domain 3 — Closing the Gaps

Reading Meets by Grade (6-8)

		6th	7th	8th
CAMPUS	2023	41	45	62
	2024	54	45	52
	2025	**48**	**43**	**52**
DISTRICT	2023	53	54	69
	2024	60	55	62
	2025	**56**	**50**	**63**
REGION	2023	54	56	57
	2024	57	55	57
	2025	**58**	**54**	**59**
STATE	2023	52	55	58
	2024	—	54	56
	2025	**56**	**54**	**58**

Math Meets by Grade (6-8)

		6th	7th	8th
CAMPUS	2023	26	41	42
	2024	26	31	20
	2025	**28**	**32**	**19**
DISTRICT	2023	39	49	46
	2024	38	39	26
	2025	**42**	**43**	**24**
REGION	2023	42	38	46
	2024	40	33	42
	2025	**41**	**34**	**46**
STATE	2023	40	37	46
	2024	—	34	43
	2025	**40**	**33**	**47**

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Accountability Overview

EFFECTIVE SCHOOL FRAMEWORK

End of Course (EOC) Meets by Subject		
		Algebra I
CAMPUS	2023	81
	2024	100
	2025	**86**
DISTRICT	2023	52
	2024	50
	2025	**54**
REGION	2023	43
	2024	41
	2025	**43**
STATE	2023	43
	2024	43
	2025	**45**

Campus Rating Over the Years

22-23	23-24	24-25	25-26
C / 79	C / 70	C / 70	-/-

The TAPR data for the 2025-2026 school year will be available in December 2026 following the release of final accountability ratings. Once released, the data will be reflected and accessible within the report and the facilitator artifact drawer.

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Lever 1: Planning and Performance Management through Strong Leadership

EFFECTIVE SCHOOL FRAMEWORK

Lever Summary

Granbury Middle School has established foundational structures for **Key Practice 1.2.2 – Goals** and **Key Practice 1.4.4 – Performance Management Routines** , supporting the overall **Developing** rating. The Campus Improvement Plan (CIP) identifies improvement priorities informed by multiple data sources and includes strategies, responsible staff, monitoring checkpoints, aligned professional learning, and resources connected to campus priorities. Campus leaders and teacher teams engage in recurring data-review routines through leadership meetings and PLC structures to analyze student performance, identify needs, and discuss instructional responses.

Across the Lever, evidence reflects an emerging system for campus planning and performance management; however, several Proficient-level criteria are not consistently evident. While the CIP includes goals, strategies, and monitoring structures, evidence does not consistently demonstrate the use of disaggregated data by student group, grade level, and content area; longitudinal trend analysis; explicit alignment between campus goals and district priorities; or measurable interim benchmarks aligned with student outcomes. Similarly, performance-management structures support collaborative review of student data, but evidence does not consistently demonstrate the use of baseline data, target benchmarks, data dashboards, time-bound action steps with identified owners, or systematic monitoring of initiative effectiveness. The primary opportunity within the Lever is to strengthen the monitoring of goals through documented performance-management routines that evaluate implementation, track progress toward outcomes, and inform adjustments over time.

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Lever Overview

Key Practice	Performance Rating
1.2.2 Goals	
System Design	1
1.4.4 Performance Management Routines	
System Design	1

Scoring Scale
0 Not Established
1-3 Developing
4-5 Proficient
6 Exemplary

Lever 1
Total Points
2/6

Lever Rating

Developing



TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

- Develop the campus improvement plan using disaggregated data by student group, subject, and grade level, and analyze data trends over time.
- Implement a campus performance management routine with clear visuals, identified data sources, and baseline data for setting target benchmarks.
- Establish clearly defined, time-bound action steps with designated owners to ensure accountability.
- Utilize a campus dashboard or data management platform to provide data disaggregation across campus initiatives at the campus, teacher, and student levels.
- Ensure student data is available at grade level and content area, including student subgroups, to inform decision-making.

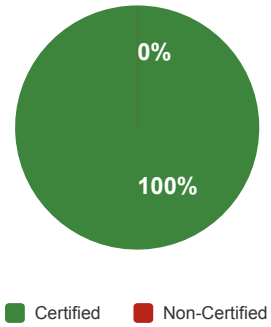
227

Lever 2: Talent Retention and Strategic Staffing

EFFECTIVE SCHOOL FRAMEWORK

Certification

% of New Teachers Holding Valid Teaching Certificate in Content Area

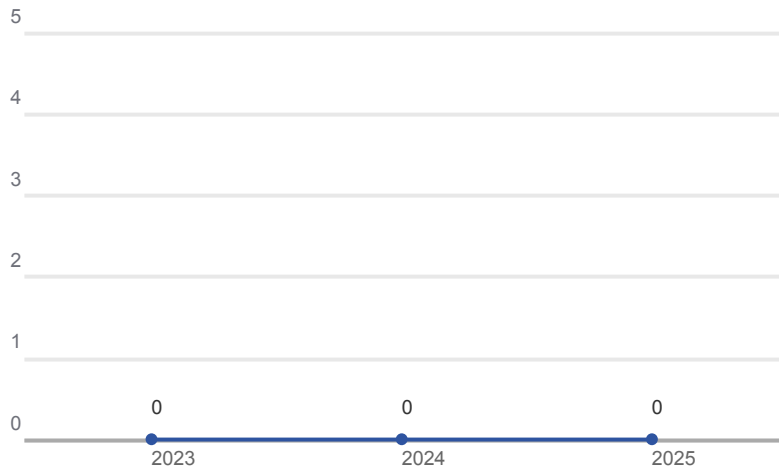


Certified New Teachers Over Time

2023	2024	2025
—	—	—

Certified teachers are more likely to stay in the profession—investing in certification leads to stronger educators and fewer long-term vacancies.

First-Year Teachers



Compensation

of Teacher Incentive Allotment (TIA) Awarded Teachers

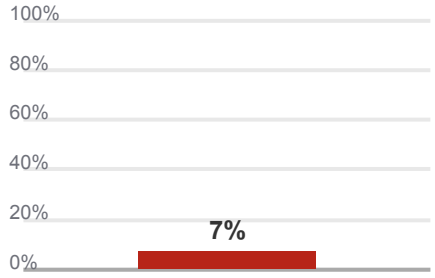
	2025
RECOGNIZED	—
EXEMPLARY	1
MASTERS	—

Through the Teacher Incentive Allotment (TIA) and new investments in the teaching profession, such as the Teacher Retention Allotment, skilled and effective Texas teachers have more opportunities to earn more, so they can stay in the classroom longer.

Retention

% of Teacher Incentive Allotment (TIA) Designated Teachers Serving in High Needs Classrooms

228



Teacher Retention Ratio

Total Staff 2025	Returned
0	0

TEA Texas Education Agency

Lever Summary

Granbury Middle School has established foundational structures for **Key Practice 2.1.3 – Staffing for Greatest Impact**, **Key Practice 2.3.1 – Appraisal**, and **Key Practice 2.3.2 – Advancement and Retention**, supporting the overall **Developing** rating. Evidence includes administrator-reported consideration of teacher credentials and prior effectiveness in staffing decisions, district appraisal tools and calibration processes, onboarding supports, retention planning, and documented advancement pathways. These structures provide an initial framework for staffing, evaluating, and supporting educators.

Across the Lever, evidence reflects the existence of documented processes more consistently than evidence of implementation and monitoring. Staffing practices demonstrate consideration of educator effectiveness; however, evidence does not consistently show the use of data on student performance, teacher performance, and campus needs to identify high-need classrooms and strategically place highly effective educators. Appraisal structures include calendars, tracking systems, and calibration routines, but evidence does not consistently verify inclusion of all required role-specific competencies and student growth measures or demonstrate ongoing analysis of appraisal completion and outcomes. Advancement and retention systems include onboarding and retention plans, but evidence is limited regarding mentorship structures, targeted retention strategies for effective educators, leadership pathways, and the use of retention data or stay-interview results to refine supports. The primary opportunity within the Lever is to strengthen the systematic use of data to drive staffing, appraisal, advancement, and retention decisions aligned to campus instructional priorities.

Lever 2: Talent Retention and Strategic Staffing

EFFECTIVE SCHOOL FRAMEWORK

Lever Overview

Key Practice	Performance Rating
2.1.3 Staffing for Greatest Impact	
System Design	1
2.3.1 Appraisal	
System Design	0
2.3.2 Advancement and Retention	
System Design	1

Scoring Scale
0 Not Established
1-5 Developing
6-7 Proficient
8-9 Exemplary

Lever 2
Total Points
2/9

Lever Rating

Developing



230

TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

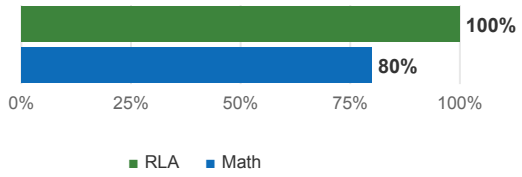
- Use student, campus, and teacher performance data to identify high-need classrooms and content areas, and strategically place highly rated teachers in these areas.
- Ensure the appraisal system includes multiple measures and role-specific competencies, such as planning, instruction, learning environment, professional practices, responsibilities, and student growth.
- Develop and communicate a written retention plan with strategies for onboarding, mentorship, and support for new and substitute teachers, as well as recognition and professional learning for effective teachers.
- Create and communicate a written advancement plan with mentorship and leadership opportunities, clearly defined roles, and advancement pathways for teachers to grow professionally while remaining in the classroom.
- Provide pathways for teacher advancement that allow them to take on roles such as mentor teacher or new-teacher coach without leaving the classroom.

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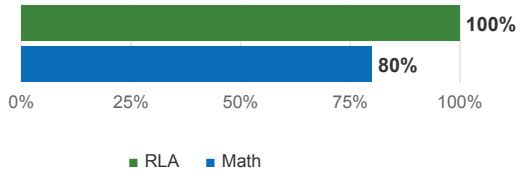
Lever 3: Integrated Student Support Systems

EFFECTIVE SCHOOL FRAMEWORK

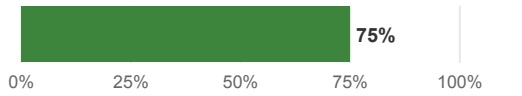
Classrooms Demonstrate Clear Behavioral Expectations, Routines and Procedures



Teachers Communicating, Modeling and Reinforcing Behavioral Expectations

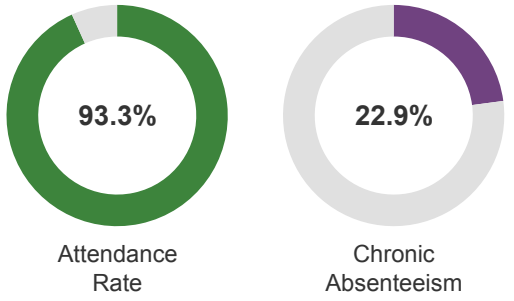


Students Follow School-Wide Expectations in Common Areas



School culture routines are intentional, repeated actions that shape daily experiences for students and staff. When engaging in classroom walkthroughs, the student experience was observed by looking specifically at school-wide culture and routines and the classroom environment.

Campus Attendance Rates



Consistent attendance supports academic success by maximizing students' access to instruction, learning opportunities, and integrated supports.

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TEA Texas Education Agency

Lever Summary

Granbury Middle School has established foundational structures for **Key Practice 3.1.1 – Student Support Teams** and more developed structures for **Key Practice 3.2.2 – Routines for a Productive Learning Environment**, supporting the overall **Developing** rating. Evidence includes documented intervention plans, progress-monitoring records, meeting documentation, Branching Minds tracking tools, district behavior expectations, staff training, and campus walkthrough processes. Although Branching Minds is used to document interventions and monitor student supports, evidence does not yet demonstrate the centralized case management and outcome monitoring functions described in the rubric. Observations found classroom behavioral expectations and teacher reinforcement evident in 100% of observed RLA classrooms, 80% of observed math classrooms, and schoolwide expectations evident in 75% of common-area observations.

Across the Lever, evidence indicates stronger implementation of routines for a productive learning environment than development of integrated student support systems. Student Support Teams have established processes for student identification, intervention planning, and progress monitoring; however, evidence does not consistently demonstrate a centralized case-management system that connects student needs, interventions, progress-monitoring data, and outcomes over time. Productive learning environment routines are evident in many classrooms and common areas, though implementation is not yet consistent across all settings. The primary opportunity within the Lever is to strengthen the use of student support data, attendance data, and intervention outcomes to evaluate effectiveness while using walkthrough evidence to promote greater consistency of behavioral expectations and routines across the campus.

Lever 3: Integrated Student Support Systems

EFFECTIVE SCHOOL FRAMEWORK

Lever Overview

Key Practice	Performance Rating
3.1.1 Student Support Teams	
System Design	1
3.2.2 Routines for a Productive Learning Environment	
System Design	2
System Implementation	2

Scoring Scale
0 Not Established
1-5 Developing
6-7 Proficient
8-9 Exemplary

Lever 3
Total Points
5/9

Lever Rating

Developing



234

TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

- Utilize a dashboard as a centralized case management system for accurate, complete, and timely documentation and data monitoring.
- Ensure campus leadership teams conduct weekly meetings to review walkthrough data on campus routines.
- Provide differentiated support for teachers and staff through coaching, action steps, and targeted feedback based on walkthrough data.

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Lever 4: Academic Experience: High Quality Instructional Materials

EFFECTIVE SCHOOL FRAMEWORK

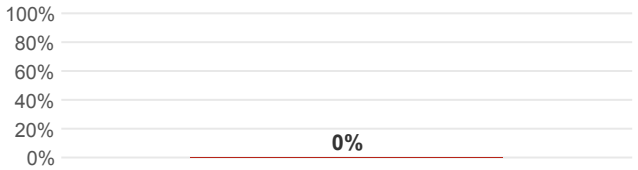
Local Classroom Review (LCR) Summary

MATH	Alignment to District Adopted Materials	Yes
	Meet Expectations For Grade-Level Rigor	Yes
RLA	Alignment to District Adopted Materials	No
	Meet Expectations For Grade-Level Rigor	No

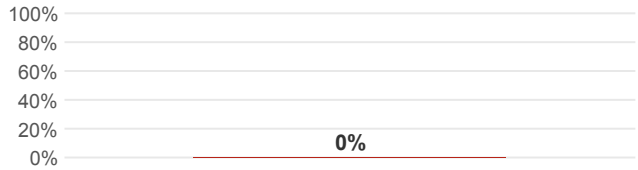
Local Classroom Review process checks how closely classroom materials align with what the district or campus has officially adopted. It also helps ensure that the materials being used match the level of rigor outlined in the Texas Essential Knowledge and Skills (TEKS) for that grade level, so students are consistently getting access to grade-appropriate instruction.

LCR Final Report

Math Classroom Walkthroughs: Classrooms Scoring an Average of 3 or Higher on TEA Observation Tool



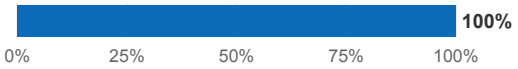
Reading Language Arts (RLA) Classroom Walkthroughs: Classrooms Scoring an Average of 3 or Higher on TEA Observation Tool



236

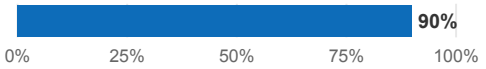
Consistent, high-quality instruction ensures students engage in rigorous learning every day, driving deeper understanding and stronger outcomes. The Instructional Delivery component measures key elements—pacing, explicit modeling, academic language, questioning, and meaningful student practice—that shape the student experience in every classroom.

Classrooms Engaging in Interventions During Allotted Time



Targeted intervention time provides students with additional, focused support to address learning gaps and strengthen key skills. When implemented consistently and effectively, interventions help ensure all students can access grade-level content, stay on track, and achieve stronger academic outcomes.

Classrooms Using District-Adopted Instructional Materials



Local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education. (Texas Education Code, §31.1011)

TEA Texas Education Agency

Lever Summary

Granbury Middle School has established structures that support **Key Practice 4.1.2 – Tier 1 Instructional Strategies and Supports for All Learners; 4.1.3 – Coherent Extended Time, Tutoring, Interventions Approach; 4.2.1 – Quality Tier 1 Materials Access and Use; 4.2.2 – Implementation Monitoring;** and **4.3.3 – Advising**, thereby supporting the overall **Developing** rating. Evidence includes a district-aligned instructional framework, professional learning, coaching supports, PLC structures, an Accelerated Education Plan, district-adopted instructional materials, curriculum implementation monitoring routines, and student advising resources. Observations confirmed delivery of interventions in all observed intervention settings and the use of district-adopted materials in most observed classrooms.

Across the Lever, evidence reflects stronger system design than classroom implementation. The campus has established structures to support implementation of Tier 1 instructional practices, interventions, instructional materials, and implementation monitoring; however, classroom observations found that 0% of observed math and RLA classrooms met the benchmark of scoring an average of 3 or higher on instructional delivery indicators aligned to **Key Practice 4.1.2**. Intervention structures are documented through the Accelerated Education Plan, but observed implementation of district-provided materials and progress-[237] monitoring tools was less consistent than participation in intervention time. Evidence for **Key Practice 4.2.1** indicates the observed use of instructional materials; however, the Local Classroom Review identified concerns regarding alignment and grade-level rigor, particularly in RLA. The strongest evidence within the Lever is associated with **Key Practice 4.2.2 – Implementation Monitoring**, where recurring walkthroughs, monitoring calendars, and leadership review structures demonstrate established oversight of curriculum implementation. The primary opportunity within the Lever is to strengthen the consistent implementation of Tier 1 instructional practices, intervention systems, instructional materials alignment, and advising experiences, and to use implementation data to guide support and adjustments.

Lever 4: Academic Experience: High Quality Instructional Materials

EFFECTIVE SCHOOL FRAMEWORK

Lever Overview

Key Practice	Performance Rating
4.1.2 Tier 1 Instructional Strategies and Supports for All Learners	
System Design	1
System Implementation	0
4.1.3 Coherent Extended Time, Tutoring, Interventions Approach	
System Design	2
System Implementation	1
4.2.1 Quality Tier 1 Materials Access and Use	
System Design	1
System Implementation	2
4.2.2 Implementation Monitoring	
System Design	2
4.3.3 Advising	
System Design	1

Scoring Scale
0 Not Established
1-15 Developing
16-21 Proficient
22-24 Exemplary

Lever 4
Total Points
10/24

Lever Rating

Developing



238

TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

- Campus leadership should establish a process for soliciting feedback from instructional staff on the district's instructional framework and engage in regular reflection routines to analyze data on extended time, tutoring, and intervention implementation.
- Conduct an annual review process to provide targeted coaching, feedback, and aligned action steps for instructional staff.
- Ensure instructional materials align with grade-level rigor for math and reading language arts, and use a dashboard or data tracking tool to monitor implementation and usage data across digital products.
- Engage in monthly data reviews to evaluate and increase individual teacher use of instructional materials, internalization protocols, alignment to scope and sequence, and aligned assessments.
- School counseling staff should participate in professional development related to college visits, financial aid, high-demand occupations, and CTE programming, and share student resources and advising curriculum with parents and caregivers.

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Lever 5: Instructional Leadership and Capacity Building

EFFECTIVE SCHOOL FRAMEWORK

Observation Frequency Targets

% of campus leaders meet the observation frequency targets set by the district	**0%**

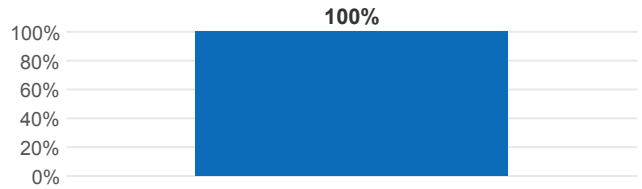
Districts sets expectations for ongoing, job-embedded training and calibration for instructional leaders and coaches to strengthen observation and feedback practices aligned to high-quality instructional materials and effective instruction. Continuous training builds leaders' capacity to provide clear, actionable coaching, improving teacher practice and supporting stronger student outcomes.

of Professional Development (PD) Days Indicated in Campus Calendar



Dedicated professional development days support continuous learning and capacity building, providing educators with structured opportunities to refine instructional practices, deepen content knowledge, and better meet student needs.

% of Observed Professional Learning Communities (PLCs) Use District-Approved PLC Agendas



Dedicated PLC time and consistent use of the approved PLC agenda create the conditions for focused collaboration, data-driven decision-making, and continuous improvement in instructional practice.

240

TEA Texas Education Agency

Lever Summary

Granbury Middle School has established structures that support Key Practice 5.2.1 – Culture and Routine Systems Training, 5.2.2 – Curriculum-Based Professional Learning, 5.2.4 – Instructional Planning Supports, and 5.2.5 – Observation and Feedback, thereby supporting the overall **Developing** rating. Evidence includes professional development calendars, onboarding processes, curriculum-specific training, PLC structures, district-approved planning tools and agendas, curriculum internalization resources, observation protocols, calibration processes, and coaching frameworks. All observed PLCs used district-approved PLC agendas, and the campus calendar includes five professional development days.

Across the Lever, evidence reflects a consistent pattern of documented systems with less evidence of implementation aligned to rubric expectations. Professional learning structures support the development of culture routines and curriculum implementation; however, evidence does not consistently demonstrate connections between professional learning participation, classroom implementation, and student outcomes. For **Key Practice 5.2.4 – Instructional Planning Supports**, PLC structures and planning resources are established, yet observations did not consistently demonstrate lesson internalization, lesson rehearsal, student work analysis, or inclusion of special populations staff. For **Key Practice 5.2.5 – Observation and Feedback**, observation tools, calibration processes, and coaching structures are documented; however, 0% of campus leaders met district observation-frequency targets, and implementation evidence did not demonstrate observation-feedback practices at levels aligned to the rubric. Although observation and coaching structures are documented, implementation evidence resulted in a Not Established rating due to limited evidence that observation-frequency expectations and coaching-action-step systems were being implemented consistently.

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The primary opportunity within the Lever is to strengthen implementation and monitoring of PLC, observation, feedback, and coaching systems to ensure established structures translate into instructional improvement and measurable outcomes.

Lever 5: Instructional Leadership and Capacity Building

EFFECTIVE SCHOOL FRAMEWORK

Lever Overview

Key Practice	Performance Rating
5.2.1 Culture and Routine Systems Training	
System Design	2
5.2.2 Curriculum-based Professional Learning	
System Design	2
5.2.4 Instructional Planning Supports	
System Design	1
System Implementation	0
5.2.5 Observation and Feedback	
System Design	2
System Implementation	0

Scoring Scale
0 Not Established
1-11 Developing
12-16 Proficient
17-18 Exemplary

Lever 5
Total Points
7/18

Lever Rating

Developing



242

TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

- Conduct annual reviews of culture, behavior, and curriculum-based training effectiveness to inform future training calendars.
- Strengthen leaders' abilities to observe instruction, provide curriculum-specific feedback, and support lesson internalization through curriculum-based professional learning.
- Ensure all content areas conduct PLCs twice weekly to facilitate collective reflection and adjustment of training based on classroom patterns.
- Regularly review observation and feedback data to identify professional learning needs and intensify support for higher-need coaches or teachers.
- Support instructional coaches in analyzing data to track changes, differentiate support, and provide individualized training.

243

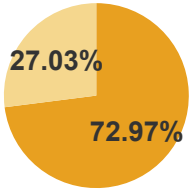
Lever 6: Campus Finance and Operations

EFFECTIVE SCHOOL FRAMEWORK

Funding

Instructional vs. Non-Instructional Expenditures

72.97%
Instructional
$6,423
per student



27.03%
Non-Instructional
$2,379
per student

Total Pupil Expenditure
$8,802

Finance and Operations focuses on how district resources are strategically aligned to support the envisioned student experience. This work centers on maximizing the impact of teacher and student time through purposeful scheduling and calendar design, ensuring instructional minutes and professional development are used effectively. Additionally, this work prioritizes transparent and strategic budgeting practices that reflect district priorities, enabling equitable resource distribution and long-term sustainability. Together, these efforts create a cohesive operational foundation that enables and sustains high-quality teaching and learning across the district.

244

Instruction

Instructional Days

Number of Instructional Days	167

Instructional Minutes

RLA 6-8	51
Math 6-8	51

Campus master schedules are aligned to district-adopted instructional materials, ensuring students receive the instructional minutes necessary to fully engage with the TEKS-aligned learning experiences

TEA Texas Education Agency

Lever Summary

Granbury Middle School has established foundational scheduling structures through **Key Practice 6.1.1 – School Year Calendar** and **Key Practice 6.1.2 – School Day Master Schedule**, supporting the overall **Developing** rating. Evidence includes a board-approved calendar with 167 instructional days and five professional development days, stakeholder input during calendar development, protected instructional time for core content areas, and scheduled opportunities for intervention, accelerated instruction, and enrichment.

Across the Lever, evidence reflects the presence of foundational operational structures but limited evidence of the higher-level systems described in the rubric. The school-year calendar establishes dedicated instructional and professional learning time; however, evidence does not consistently demonstrate how assessment windows, expanded learning opportunities, professional learning priorities, and multiple sources of evidence are used to inform calendar planning. The master schedule includes required instructional minutes and student support opportunities; however, evidence does not consistently demonstrate that common planning time or PLC opportunities occur as often as the rubric expects, or that scheduling decisions are routinely reviewed and adjusted based on implementation data and student needs. The primary opportunity within the Lever is to strengthen documentation of how calendar and scheduling decisions are evaluated, refined, and aligned to campus priorities and student outcomes.

Lever 6: Campus Finance and Operations

EFFECTIVE SCHOOL FRAMEWORK

Lever Overview

Key Practice	Performance Rating
6.1.1 School Year Calendar (If applicable)	
System Design	1
6.1.2 School Day Master Schedule	
System Design	1

Scoring Scale
0 Not Established
1-3 Developing
4-5 Proficient
6 Exemplary

Lever 6
Total Points
2/6

Lever Rating

Developing



246

TEA Texas Education Agency

Key Considerations

Based on the Diagnostic Findings, consider:

- Ensure the campus calendar includes at least 180 instructional days, with additional days for non-instructional activities and weather makeup.
- Allocate at least 5 days for teacher professional learning aligned with district priorities and curriculum implementation.
- Clearly define assessment windows in the campus calendar, including district assessments and universal screening.
- Develop the campus calendar using multiple evidence sources to maximize student learning opportunities.
- Incorporate common planning time (PLCs) in the master schedule at least twice per week.

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Appendix

1. Effective District Framework (EDF)—The Effective District Framework describes the highest leverage district practices that can be implemented to enhance student experience and improve student outcomes.

2. Effective School Framework (ESF)—The Effective School Framework is a guide developed by the Texas Education Agency (TEA) to establish a clear vision for districts and schools across the state.

3. House Bill 3 (HB-3)—House Bill 3, a sweeping and historic school finance bill, was passed by the 86th Texas Legislature in 2019 and signed by Gov. Greg Abbott. The bill provides more money for Texas classrooms, increases teacher compensation, reduces recapture and cuts local property taxes for Texas taxpayers. HB 3 is one of the most transformative Texas education bills in recent history.

4. Local Classroom Reviews (LCR)—Local Classroom Reviews will evaluate the degree to which instructional materials in classrooms correspond with the instructional materials adopted by the school district or district campus. Additionally, this process ensures the instructional materials meet the level of rigor outlined in the Texas Essential Knowledge and Skills (TEKS) adopted for the grade level in which it is being used, per TEC §28.002.

5. Outcomes Bonus Funding (OBF)—The Texas Education Agency (TEA) annually awards districts College and Career Readiness (CCMR) OBF funding. The purpose of the CCMR OBF funding is to reward school systems for not only preparing students for college, a career, and the military, but for students taking the next step in their career planning by enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military, as defined in Texas Education Code, §48.110 and Title 19 of Texas Administrative Code, §74.1007.

6. TEA Annual Report—The Annual Report details statewide education progress, challenges, and strategic initiatives.

7. Teacher Incentive Allotment (TIA)—The Teacher Incentive Allotment elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain their best teachers, and incentivize teachers to work in high-needs schools and difficult to staff positions.

8. Texas Education Agency (2025). Texas School Report Cards. https://txschool.gov/

9. Texas Education Agency (n.d.). Aligned Frameworks. Tea.Texas.gov. https://tea.texas.gov/texas-educators/aligned-frameworks

10. Texas Education Agency (n.d.). College, Career, Military Prep. Tea.Texas.gov. https://tea.texas.gov/academics/college-career-and-military-prep

11. Texas Education Agency (n.d.). Instructional Material Terminology. Tea.Texas.gov. https://tea.texas.gov/academics/instructional-materials/instructional-materials-terminology

12. Texas Education Agency (n.d.). Materials Internalization and Alignment. Texas Instructional Leadership. https://texasil.org/MIA/Home

13. Texas Education Agency (n.d.). Rewarding Teacher Excellence. Teacher Incentive Allotment. https://tiatexas.org/

14. Texas Education Agency (n.d.). Schoolwide Culture Routines. Texas Instructional Leadership. https://texasil.org/SchoolwideCultureRoutine/Home

15. Texas Education Agency (n.d.). Teacher Vacancy Task Force Overview. Tea.Texas.gov. https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview

16. Texas Education Agency (n.d.). Texas Teacher Evaluation and Support System (T-TESS). T-TESS. https://teachfortexas.org/

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Tammy Clark			
Expenditure:	$N/A			

Agenda Item Title:
Discuss EIC(LOCAL) Update - STARS Highest Ranking Graduate

Background Information:

This comes as a recommendation from our policy committee and you can see deletions in red, which are for prior years of the GPA system that is phasing out, and additions in blue for the proposed change.

Mrs. Rodriquez, principal from STARS Accelerated High School, has proposed the addition of recognition of the highest ranking graduate for that high school campus. The student that meets the local eligibility criteria set forth through this EIC (LOCAL) revision will also receive the honor graduate certificate and tuition waiver from the state of Texas for the top student of each public high school senior class.

The proposed criteria to be eligible for this honor and recognition is to be enrolled for two consecutive semesters, have earned a minimum of 8 credits at STARS, and have completed the foundation graduation program with at least one endorsement.

Supporting Document(s) Included:

- EIC(L)-X-111901 Revision

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

Recommendation:
This month is simply for discussion, to be brought back next month for action.

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

PROPOSED REVISIONS

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in a local credit course; the Family and Community Services course; or through credit by examination, with or without prior instruction.

Beginning with the graduating class of 2028, the calculation shall also exclude grades earned in any Tier 1 course that is a level 4 or 5 fine arts or athletics course taken in the student's junior or senior year.

Weighted Grade System

Categories

For students in the graduating class~~es~~ of ~~2025, 2026, and~~ 2027, the District shall categorize courses as Advanced and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

Eligible Advanced Placement (AP) courses, locally designated honors courses, dual credit courses, and practicum/internship-level career and technical education (CTE) courses shall be categorized as Advanced courses.

Advanced courses shall receive advanced credit based on the number of academic credits in accordance with administrative regulations and shall be noted on the student's academic achievement record or transcript.

Regular

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Grade Point Average

The District shall convert semester grades earned in all eligible courses to grade points in accordance with the following chart and shall calculate an unweighted GPA:

Grade	Grade Points
100	5.0

Grade	Grade Points
99	4.9
98	4.8
97	4.7
96	4.6
95	4.5
94	4.4
93	4.3
92	4.2
91	4.1
90	4.0
89	3.9
88	3.8
87	3.7
86	3.6
85	3.5
84	3.4
83	3.3
82	3.2
81	3.1
80	3.0
79	2.9
78	2.8
77	2.7
76	2.6
75	2.5
74	2.4
73	2.3
72	2.2
71	2.1
70	2.0
Below 70	0

The District shall not calculate a weighted GPA for students until completion of the first semester of grade 10. When a student has

earned the required number of advanced academic credits (AAC), the District shall calculate a weighted GPA using a 1.25 multiplier in accordance with the following chart. A student who has not completed the required number of AAC by the end of each semester shall have his or her GPA reverted to unweighted status.

Grade Level	Semester	Advanced Academic Credits Required
10	1	6
10	2	6
11	1	6
11	2	10
12	1	13
12	2	16

Fidelity Points

Each student who participates in and completes four years of an eligible course and related extracurricular activity, as applicable, during high school shall be awarded a fidelity point. A student may substitute a fidelity point for up to two Advanced courses. The list of eligible courses shall be designated in administrative regulations.

Weighted Grade System

Beginning with the graduating class of 2028, the District shall categorize and weight eligible courses as Tier 4, Tier 3, Tier 2, and Tier 1 in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Tier 4

Eligible Advanced Placement (AP) courses and dual credit courses shall be categorized and weighted as Tier 4 courses.

Tier 3

Eligible dual enrollment courses and career and technical education (CTE) practicum courses shall be categorized and weighted as Tier 3 courses.

Tier 2

Eligible courses locally designated as honors shall be categorized and weighted as Tier 2 courses.

Tier 1

All other eligible courses shall be categorized and weighted as Tier 1 courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Tier 4	Tier 3	Tier 2	Tier 1
100	5.00	4.66	4.33	4.00
99	4.95	4.61	4.28	3.95

Grade	Tier 4	Tier 3	Tier 2	Tier 1
98	4.90	4.56	4.23	3.90
97	4.85	4.51	4.18	3.85
96	4.80	4.46	4.13	3.80
95	4.75	4.41	4.08	3.75
94	4.70	4.36	4.03	3.70
93	4.65	4.31	3.98	3.65
92	4.60	4.26	3.93	3.60
91	4.55	4.21	3.88	3.55
90	4.50	4.16	3.83	3.50
89	4.45	4.11	3.78	3.45
88	4.40	4.06	3.73	3.40
87	4.35	4.01	3.68	3.35
86	4.30	3.96	3.63	3.30
85	4.25	3.91	3.58	3.25
84	4.20	3.86	3.53	3.20
83	4.15	3.81	3.48	3.15
82	4.10	3.76	3.43	3.10
81	4.05	3.71	3.38	3.05
80	4.00	3.66	3.33	3.00
79	3.95	3.61	3.28	2.95
78	3.90	3.56	3.23	2.90
77	3.85	3.51	3.18	2.85
76	3.80	3.46	3.13	2.80
75	3.75	3.41	3.08	2.75
74	3.70	3.36	3.03	2.70
73	3.65	3.31	2.98	2.65
72	3.60	3.26	2.93	2.60
71	3.55	3.21	2.88	2.55
70	3.50	3.16	2.83	2.50
Below 70	0	0	0	0

Transferred Grades For students in the graduating class~~es~~ of ~~2025, 2026, and~~ 2027, when a student transfers semester grades for courses that would

be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive weight in accordance with the AAC chart above, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same course is offered to the same class of students in the District and the student has earned the required number of AAC to determine a weighted GPA.

A transfer student shall be eligible to earn fidelity points for properly documented courses and participation in eligible activities in accordance with the provisions above and administrative regulations.

Beginning with students in the graduating class of 2028, when a student transfers semester grades for courses that would be eligible under the Tier 1 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or an equivalent course is offered to the same class of students in the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two full school years immediately preceding graduation;

2. Have completed the foundation program with the distinguished level of achievement; and

3. Be graduating after exactly eight semesters of enrollment in high school.~~; and~~

Breaking Ties

For students in the graduating class~~es~~ of ~~2025, 2026, and~~ 2027, in case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Calculate a weighted GPA using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
2. Count the number of AAC earned by each student involved in the tie.
3. Calculate an unweighted GPA using only eligible grades in Advanced courses taken by each student involved in the tie.

If the tie is not broken after applying this method, the District shall recognize all students involved in the tie as sharing the honor and title.

Beginning with the class of 2028, in case of a tie in weighted GPAs after calculation to the fifth decimal place, the District shall calculation a weighted GPA using only eligible Tier 4 courses taken by each student involved in the tie.

STARS Accelerated High School

To be eligible for recognition as the highest ranking graduate at the STARS Accelerated High School, a student must:

1. Have been continuously enrolled in this campus for the two consecutive semesters immediately preceding graduation;
2. Have earned a minimum of eight credits while enrolled at this campus; and
3. Have completed the foundation program with at least one endorsement.

Highest Ranking Graduate

For students in the graduating class~~es~~ of ~~2025, 2026, and~~ 2027, the local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest ranking graduate for purposes of receiving the honor graduate scholarship certificate from the state of Texas.

The District shall award the honor graduate scholarship certificate to the highest ranking student attending a state university or college.

	Beginning with the class of 2028, the student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.
STARS Accelerated High School	The student meeting the local eligibility criteria for recognition as the highest-ranking graduate at the STAR Accelerated High School shall receive the honor graduate certificate from the state of Texas.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 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:
October Monthly Financial Report

Background Information:

Attached are the financial statements for the General Operating Fund for the period ending October 31, 2026.

These statements reflect all financial transactions recorded between October 1, 2026, and October 31, 2026. Revenue through October 31, 2026 represents 18.84% of the annual budget, compared to 20.55% collected during the same period in fiscal year 2025–2026.

Expenditures through October 31, 2026, represent 16.84% of the annual budget, compared to 16.07% expended during the same period in fiscal year 2025–2026.

Attached is the investment report for the period ending October 31, 2026. The report reflects investment interest from September 1 - October 31, 2026. For the month of October the district earned $231,519.27 in interest revenue, for a grand total of $451,107.76 year-to-date.

Supporting Document(s) Included:

- October 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 - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2026

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	75,820,308	146,433	75,673,875	0.19%	0.46%
	INVESTMENT INCOME	1,900,000	393,898	1,506,102	20.73%	15.16%
	OTHER LOCAL INCOME	740,000	136,042	603,958	18.38%	29.96%
5800	STATE					
	STATE FUNDING	19,359,895	17,985,951	1,373,944	92.90%	103.68%
5900	FEDERAL					
	FEDERAL PROJECTS	1,460,432	46,418	1,414,014	3.18%	8.50%
	TOTAL REVENUES	**99,280,635**	**18,708,742**	**80,571,893**	**18.84%**	**20.55%**
EXPENDITURES						
11	INSTRUCTION	58,291,388	9,952,924	48,338,464	17.07%	16.97%
12	INSTRUCTIONAL RESOURCES & MEDIA	852,946	167,484	685,462	19.64%	15.37%
13	CURRICULUM & STAFF DEVELOPMENT	929,590	215,716	713,874	23.21%	16.28%
21	INSTRUCTIONAL LEADERSHIP	1,050,856	177,671	873,185	16.91%	14.80%
23	SCHOOL LEADERSHIP	5,086,567	839,998	4,246,569	16.51%	17.38%
31	GUIDANCE/COUNSELING	2,440,395	484,199	1,956,196	19.84%	15.54%
32	SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33	HEALTH SERVICES	611,071	90,714	520,357	14.85%	15.08%
34	TRANSPORTATION	5,542,456	804,158	4,738,298	14.51%	14.07%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	2,212,502	371,397	1,841,105	16.79%	17.54%
41	GENERAL ADMINISTRATION	3,525,294	666,462	2,858,832	18.91%	17.28%
51	PLANT MAINTENANCE	10,397,013	2,235,006	8,162,007	21.50%	20.56%
52	SECURITY & MONITORING SERVICES	1,698,378	302,455	1,395,923	17.81%	17.77%
53	DATA PROCESSING	1,695,162	360,774	1,334,388	21.28%	22.27%
61	COMMUNITY EDUCATION	54,395	10,542	43,853	19.38%	14.97%
71	DEBT SERVICE	186,990	67,688	119,302	36.20%	36.69%
81	FACILITIES CONSTRUCTION & ACQUISITION	1,500,000	0	1,500,000	0.00%	0.30%
91	CONTR INSTRUCTIONAL SERVICES	3,952,632	0	3,952,632	0.00%	0.00%
93	PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99	OTHER INTER GOV CHARGES	1,753,000	388,808	1,364,192	22.18%	0.18%
	TOTAL EXPENDITURES	**101,780,635**	**17,135,996**	**84,644,639**	**16.84%**	**16.07%**
		0				
	OTHER SOURCES (USES)	0	0	0		0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(2,500,000)**	**1,572,746**	**(4,072,746)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM OCTOBER 1, 2026 TO OCTOBER 31, 2026

FOR BOARD MEETING NOVEMBER 16, 2026

	FIRST FINANCIAL BANK								POOL INVESTMENTS				First Financial Investment Bank Account		
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS RANGE	FFB		TOTAL
BEGINNING BALANCE-OCTOBER 1, 2026	$ 9,391,339	$ 112,746	$ 27,600	$ 5,970,600	$ 1,267,618	$ 1,294,060	$ 86,389	$ 2,519,144	$ 4,900	$ 51,778,667	$ 34	$ 295	$ 3,270,824	$ -	$ 75,724,215
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 11,005,548.13		$ -	$ -				$ 646,771							$ 11,652,319
															$ -
TAX COLLECTIONS	$ -	$ -								$ 373,105					$ 373,105
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION	$ 372,028							$ 372,028							$ 744,056
FOUNDATION / Settle up	$ -														$ -
TITLE FUNDS	$ 127,680														$ 127,680
AVAILABLE SCHOOL FUND	$ 410,275														$ 410,275
IDEA-B FUNDS	$ 167,631														$ 167,631
ESSER	$ -														$ -
PERKINS	$ -														$ -
SAFETY GRANT	$ 24,829														
IMA	$ 194,323							$ -							$ 194,323
MAC/SHARS	$ 26,169														$ 26,169
MJROTC	$ -														
TRANSFERS IN	$ 10,945,912	$ -	$ -	$ 13,125,165	$ 5,513,118	$ 128,672	$ 35,057	$ -	$ -	$ -	$ -			$ -	$ 29,747,924
TRANSFERS IN SWEEP ACCOUNT	$ 1,201,120			$ 6,468,450	$ 2,181,896	$ 37,774	$ 17,478	$ 345,531							$ 10,252,249
BOND PAYMENT		$ -													$ -
OPERATING EXPENSES	$ (10,946,571)		$ -		$ (5,513,118)	$ (128,672)	$ (35,057)	$ (846,497)	$ -	$ -			$ -	$ -	$ (17,469,915)
PAYROLL	$ (7,388,808)		$ -	$ (13,125,165)				$ (172,301)							$ (20,686,274)
TEA RECAPTURE REFUND	$ -				$ -										$ -
TRANSFERS OUT	$ (4,939,016)	$ -	$ -			$ -		$ -	$ -	$ -	$ -	$ -	$ -		$ (4,939,016)
TRANSFERS OUT SWEEP ACCOUNT	$ (8,439,750)			$ (6,474,512)	$ (2,366,731)	$ (90,898)	$ (17,579)	$ (335,772)							
MARKET APPRECIATION / (DEPRECIATION)													$ -	$ -	$ -
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 15,710	$ 325	$ 79	$ 11,192	$ 4,402	$ 3,539	$ 214	$ 7,493	$ 17	$ 178,089	$ -	$ 1	$ 10,458	-	$ 231,519
ACCRUED INTEREST PAID															$ -
ENDING BALANCE - OCTOBER 31, 2025	$ 2,168,418	$ 113,071	$ 27,679	$ 5,975,730	$ 1,087,185	$ 1,244,474	$ 86,501	$ 2,536,396	$ 4,916	$ 52,329,861	$ 34	$ 296	$ 3,281,283	$ -	$ 68,855,846
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	43 Days	42 Days	42 Days	1 Days			
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.385%	3.385%	3.385%	3.385%	3.385%	3.385%	3.385%	3.385%	4.005%	4.029%	3.760%	3.870%	4.252%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	3.244%	4.242%	4.265%	4.142%	4.150%	3.667%		

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).

LaTisha Griffin, MBA	Courtney Morawski	Kathy Butler
Chief Financial Officer	Superintendent	Business Manager

2026-27 INTEREST				
ACCRUED (as of 10/31/26)				
Sep-26	$ 219,588.49		Mar-27	
Oct-26	$ 231,519.27		Apr-27	
Nov-26			May-27	
Dec-26			Jun-27	
Jan-27			Jul-27	
Feb-27			Aug-27	
			TOTAL	$ 451,107.76

OCTOBER INTEREST ACCRUED	$ -
OCTOBER INTEREST EARNED & PD	$ 231,519.27
OCTOBER TOTAL INTEREST	$ 231,519.27

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	11/16/2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Hailey Veron/ Houcine Chraibi			
Expenditure:	$123,000			

Agenda Item Title:
EMA Engineering & Consulting Professional Services for Summer 2027 HVAC Renovations

Background Information:
Aging HVAC equipment across the district requires a phased replacement approach. It is recommended that the district engage with EMA Engineering & Consulting, Inc. to develop and support the Summer 2027 project, establishing a coordinated scope that addresses priority equipment needs and supports future replacement phases. Services include mechanical design, electrical interface and controls documents, bidding/procurement support, construction administration, commissioning, and coordinated testing, adjusting, and balancing (TAB). Commissioning includes functional testing of replacement equipment and controls, deficiency tracking, correction verification, and closeout review.

Legal and Policy Basis:
The proposed services total $123,000: a fixed fee of $75,000 for design, bidding/procurement support, and construction administration; $18,000 for commissioning ($9,000 each for Acton Middle School and Granbury Middle School); and a $30,000 testing, adjusting, and balancing (TAB) allowance. TAB services exceeding the allowance require prior written authorization from the District.

Board Policy CH(LOCAL): Any single, budgeted purchase of goods or services costing $50,000 or more requires Board approval before a transaction may take place. The design, commissioning, and TAB services are one engagement for one project and are presented to the Board as a single item.

Texas Government Code 2254.003 and 2254.004 (Professional Services Procurement Act): Professional engineering services are selected on the basis of demonstrated competence and qualifications and for a fair and reasonable price, and may not be procured through competitive bidding. Contracts for engineering services are excluded from the competitive purchasing requirements of Texas Education Code 44.031 under Section 44.031(f).

Supporting Document(s) Included:

- **EMA- Proposal1, AMS Commissioning, and GMS Commissioning**

Alignment to Strategic Plan and Board Goal(s):
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I move that the Board of Trustees approve the proposed professional services with EMA Engineering & Consulting, Inc.

Submitted by:	Approved by:
Houcine Chraibi, RTSBA Assistant Director of Finance	Dr. Courtney Morawski Superintendent

EMA Engineering
& Consulting, Inc.



PROFESSIONAL SERVICES FEE PROPOSAL

Granbury Independent School District
Acton Middle School and Granbury Middle School HVAC Renovation

EMA
DESIGN SOLVE ENHANCE

October 14,2026

Dr. Hailey Veron
Director of Maintenance & Facilities
Granbury Independent School District
217 N. Jones St.
Granbury, TX 76048

RE: Professional Services Agreement Between EMA Engineering & Consulting and Granbury Independent School District

EMA Engineering & Consulting, Inc. hereby submits the following proposal for professional services to Granbury Independent School District for **Acton Middle School and Granbury Middle School HVAC Renovation** project.

EMA's services for this project will include: The phased replacement of approximately twenty-eight (28) existing water source/geothermal heat pumps (WSHPs), totaling approximately 110 tons, between Acton Middle School and Granbury Middle School. The current planning basis is approximately fourteen (14) WSHPs at each campus, with final equipment quantities, capacities, and limits of work to be confirmed through field verification and design.

The Summer 2027 work will focus on grouped replacement areas that provide logical phase boundaries and allow the remaining WSHP replacements to continue efficiently in future summer projects. At Granbury Middle School, the initial scope is anticipated to include Room 206 area and surrounding WSHPs, with a similar grouped replacement area developed at Acton Middle School.

The design will include coordinated mechanical, electrical interface, and building automation system (BAS) construction documents for the selected replacement areas. New equipment will integrate with Granbury ISD's existing Niagara-based controls system and include appropriate temperature and humidity control requirements. EMA will also assist Granbury ISD with development of the base proposal and alternates, as appropriate, to coordinate the final awarded scope within the available project budget.

Commissioning services will include commissioning planning, coordination, pre-functional checklists, functional performance testing of the replacement HVAC equipment and controls, issue tracking, correction verification, closeout review, and preparation of the final commissioning record. The attached campus-specific commissioning proposals provide additional detail regarding these services.

Testing, Adjusting, and Balancing services will also be coordinated through EMA. Since final equipment counts and balancing requirements will be established during design, a $30,000 TAB allowance is included at this time and will be reconciled with the final TAB scope and proposal.

Our fixed fee for design, bidding/procurement support, and construction administration is $75,000. Commissioning services are $18,000 total, based on $9,000 per campus. Including the $30,000 TAB allowance, the total professional services budget for this project is $123,000.

The design and commissioning fees are fixed for the scope described above. The TAB amount is an allowance and will be reconciled once the final equipment counts and balancing requirements are established. EMA will not proceed with TAB services exceeding the allowance without prior authorization from Granbury Independent School District.

This fee includes professional liability insurance, travel expenses, site observations, submittal review, RFI consultation, Revit/CAD drafting, and digital submission of all construction documents.

EMA Engineering & Consulting, Inc. 1.800.933.0538
EMAengineer.com

All services will be performed with a standard of care customary for our profession and region. Both parties agree to resolve any disputes through mediation before pursuing other legal remedies.

Note: This proposal also excludes permitting fees, hazardous materials consulting, and unrelated building renovations.

EMA Engineering & Consulting, Inc. will invoice on the following schedule:

Scope Verification/Design Development	20% of Fee
75% Construction Documents	25% of Fee
100% Construction Documents	25% of Fee
Bidding & Negotiation	5% of Fee
Construction Administration	25% of Fee

Commissioning services will be invoiced in accordance with the attached commissioning proposals:

Commissioning Plan	30% of Commissioning Fee
Commissioning Coordination Meeting	30% of Commissioning Fee
Functional Testing / Preliminary Commissioning Report	30% of Commissioning Fee
Final Commissioning Record	10% of Commissioning Fee

If additional work or services are requested, our hourly rates are as follows:

Professional Engineer	$250/hour
Principal	$200/hour
Project Manager/Designer	$165/hour
Construction Admin/Commissioning	$145/hour
CADD Draftsmen	$100/hour
Administration	$80/hour

If the above is acceptable, please provide the appropriate signature to authorize us to begin work. We certainly appreciate the opportunity to provide this agreement. If you have any questions, please call me.

Sincerely,



Malek Bekka, P.E.
Principal

_____ (Signature)

_____ (Date)

_____ (Typed Name)

EMA Engineering & Consulting, Inc. 1.800.933.0538
EMAengineer.com
TEAMWORK • TOTAL CLIENT FOCUS • INTEGRITY

EMA Engineering
& Consulting, Inc.



COMMISSIONING SERVICES PROPOSAL

Granbury Independent School District
Acton Middle School

EMA
DESIGN SOLVE ENHANCE

October 14, 2026

Hailey Veron
Director of Facilities and Maintenance
Granbury ISD
217 N Jones Street
Granbury, TX 76048

Subject:
Commissioning Services Agreement between EMA Engineering & Consulting, Inc. and Granbury ISD

Dear Ms. Veron:

EMA Engineering & Consulting, Inc. hereby submits the following proposal for professional commissioning services for the ***Acton Middle School*** project for ***Granbury ISD*** (referred to hereafter as the Owner). Commissioning services proposed shall be for the commissioning services detailed in Table 01. When approved by the Owner, the commissioning provider will serve as the Owner's representative in all phases of the project where commissioning provider contractual agreement applies.

Table 01 – Commissioning Scope, Deliverables, and Proposed Fee
Table 02 – List of Commissioned Systems, Equipment Types and Sampling Strategies

EMA Engineering & Consulting, Inc. will report directly to the Owner and will comply with the formal and informal protocols for communication as directed by the Owner. The Owner will agree to inform their design and construction consultants that the commissioning provider is contracted directly with the Owner and represents the Owner and the Owner's best interest.

EMA Engineering & Consulting, Inc. further proposes to make all necessary visits to the project site, obtain required details regarding the installation of selected systems, and report to the Owner any identified variances to the OPR or contract documents.

The Owner agrees to provide all needed information regarding Owner's objectives and criteria, standard specification preferences, performance criteria and budgetary limitations. In addition, EMA Engineering & Consulting, Inc. shall operate under the assumption that the design team and the contractors will receive instructions from the Owner, that EMA Engineering & Consulting, Inc. represents the Owner's interests and that comments and/or advice will be strongly considered. However, it is also assumed that there will be communication by the Owner to all parties that final decisions and directions will come only from the Owner.

Table 01 - Commissioning Scope, Deliverables, and Proposed Fee
DESIGN PHASE
Cx Plan • Review project details, scope and budget and develop and maintain the project commissioning plan.
CONSTRUCTION PHASE
Commissioning Coordination Meeting • Conduct a construction phase commissioning coordination meeting with the Owner, A/E, GC, TAB contractor and appropriate sub-contractors.
Pre-functional Checklists • Issue and review pre-functional checklists for major commissioned equipment/systems.
Functional Performance Testing • Develop functional testing records and perform / lead functional performance testing.   ○ *HVAC and controls*
Commissioning Issue Log • Develop the commissioning issues log and verify all items are corrected prior to Owner acceptance.
OCCUPANCY & TURNOVER
O & M • Review O&M and closeout documents for completeness for systems commissioned.
Offseason Testing • Perform / Lead offseason functional performance testing efforts as needed.
Final Commissioning Record • Develop and provide final commissioning record detailing services performed.
Fee: $9,000

Table 02 – List of Commissioned Systems, Equipment Types and Sampling Strategies		
	Quantity	Sampling Strategy
MECHANICAL EQUIPMENT (INCLUDING DDC CONTROLS)		
Water Source Heat Pumps	TBD	100%

Items not covered in this proposal include:

- Replacing the contractor's quality control activities during construction.
- Attend all project meetings.
- Guarantee that the final project will be issue free. Systems that fail to operate after testing, due to equipment or system component (actuator, pumps, VFD circuit boards, etc.) failure, shall be documented and tracked through resolution by the commissioning provider.
- IAQ air testing and lab services.

EMA Engineering & Consulting, Inc. will invoice on the following schedule:

Commissioning Plan	30% of Fixed Fee
Commissioning Coordination Meeting	30% of Fixed fee
Preliminary Cx Report/Functional Testing	30% of Fixed Fee
Final Commissioning Record	10% of Fixed fee

Mediation will be the first method of dispute resolution. Services provided by the engineer will be performed in the same manner consistent with that degree of care and skill ordinarily exercised by a member of the same profession currently practicing under similar circumstances in the same local area.

If additional work or services is requested, our hourly rates are as follows:

Professional Engineer	$250/hour
Principal	$200/hour
Project Manager/Designer	$165/hour
Construction Admin/Commissioning	$145/hour
CADD Draftsmen	$100/hour
Administration	$80/hour

This fee remains valid for 60 days. If the above terms are acceptable to you, please provide your signature to authorize us to commence work. We appreciate the opportunity to present this agreement and are available to address any questions you may have.

Sincerely,



Malek Bekka, Principal

Accepted by: _____ Signature: _____ Date:_____

EMA Engineering
& Consulting, Inc.



COMMISSIONING SERVICES PROPOSAL

Granbury Independent School District
Granbury Middle School

EMA
DESIGN SOLVE ENHANCE

October 14, 2026

Hailey Veron
Director of Facilities and Maintenance
Granbury ISD
217 N Jones Street
Granbury, TX 76048

Subject:
Commissioning Services Agreement between EMA Engineering & Consulting, Inc. and Granbury ISD

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The Owner agrees to provide all needed information regarding Owner's objectives and criteria, standard specification preferences, performance criteria and budgetary limitations. In addition, EMA Engineering & Consulting, Inc. shall operate under the assumption that the design team and the contractors will receive instructions from the Owner, that EMA Engineering & Consulting, Inc. represents the Owner's interests and that comments and/or advice will be strongly considered. However, it is also assumed that there will be communication by the Owner to all parties that final decisions and directions will come only from the Owner.

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If additional work or services is requested, our hourly rates are as follows:

Professional Engineer	$250/hour
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CADD Draftsmen	$100/hour
Administration	$80/hour

This fee remains valid for 60 days. If the above terms are acceptable to you, please provide your signature to authorize us to commence work. We appreciate the opportunity to present this agreement and are available to address any questions you may have.

Sincerely,



Malek Bekka, Principal

Accepted by: _____ Signature: _____ Date:_____

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	November 16, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☑ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	$815,460.00			

Agenda Item Title:
Purchase of Five 77-Passenger Buses

Background Information:
The Purchasing Department issued a Request for Quotes through IonWave for five (5) 77-passenger diesel school buses built to the District's specifications. Three dealers responded, and all three hold BuyBoard Contract #722-23, School Buses, Options and Parts. Thomas Bus submitted three options. The quotes received are summarized below, from lowest to highest total price:

Vendor	Bus Offered	Capacity	Unit Price	Total (5 Buses)	Est. Delivery
Longhorn Bus Sales (Houston, TX)	**2027 IC CE Series (C3411), diesel**	**77**	**$163,092.00**	**$815,460.00**	**2–7 months after PO**
Rush Bus Centers (Arlington, TX)	2028 Blue Bird Vision (BBCV3310S), diesel	77	$166,537.00	$832,685.00	120–180 days after PO
Thomas Bus – Option C	2027 Thomas Saf-T-Liner C2 (stock), diesel	78	$167,000.00	$835,000.00	Not stated
Thomas Bus – Option A	2028 Thomas Saf-T-Liner C2 (341TS), diesel	77	$176,000.00	$880,000.00	Not stated
Thomas Bus – Option B	2028 Thomas Saf-T-Liner C2 (341TS), gasoline	77	$183,000.00	$915,000.00	Not stated

Longhorn Bus Sales submitted the lowest price for a 77-passenger diesel bus, $3,445.00 per bus ($17,225.00 for five buses) below the next lowest quote, from Rush Bus Centers. After reviewing the quotes received, the administration recommends awarding the purchase to Longhorn Bus Sales.

Expected delivery from Longhorn Bus Sales is 2–7 months after receipt of the purchase order.

Procurement Method: Texas Education Code §44.031(a) requires the District to purchase goods valued at $100,000 or more in the aggregate for each 12-month period using the method that provides the best value to the District. Under Texas Local Government Code §271.102(c), a purchase made through a cooperative purchasing program satisfies any state law requiring the District to seek competitive bids. BuyBoard Contract #722-23 was competitively procured and expires November 30, 2026; the purchase order must be issued on or before that date.

Board Approval: Board Policy CH(LOCAL) states: “The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in policy.” The $50,000 Board-approval threshold is a local policy requirement and is separate from the $100,000 state procurement threshold. **Exception:** CH(LOCAL) accepts certain purchases made through interlocal, cooperative, or state contracts from this requirement; however, given the amount of this one-time capital purchase, the administration is presenting it for Board approval.

Supporting Document(s) Included:

- Longhorn Bus Sales Quote (BuyBoard Contract #722-23)
- Rush Bus Centers Quote (BuyBoard Contract #722-23)
- Thomas Bus Quote (Options A, B and C)

Alignment to Strategic Plan and Board Goal(s):

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial Stewardship)

Recommendation:

The Director of Transportation, Brian Caruthers, recommends that the Board approve the purchase of five (5) 77-passenger diesel school buses from Longhorn Bus Sales through BuyBoard Contract #722-23, in a total amount not to exceed $816,260.00, and authorize the Superintendent or designee to issue the purchase order. The total is broken down as follows:

- Five (5) 77-passenger diesel buses at $163,092.00 each: $815,460.00
- BuyBoard fee (one per purchase order): $800.00

Submitted by:	**Approved by:**
Houcine Chraibi, RTSBA Assistant Director of Finance	Dr. Courtney Morawski Superintendent

Price good for 30 days from date of proposal.
Contingent upon product availability.

LONGHORN BUS SALES
A HOLT TRUCK CENTERS COMPANY

GRANBURY I.S.D.

Body Manufacturer: IC Corp
Chassis Manufacturer: IC Corp
Capacity: 77 Passengers

Model: C3411 CE SCHOOL BUS
Model: PB110 (2027)
Number of units: 5

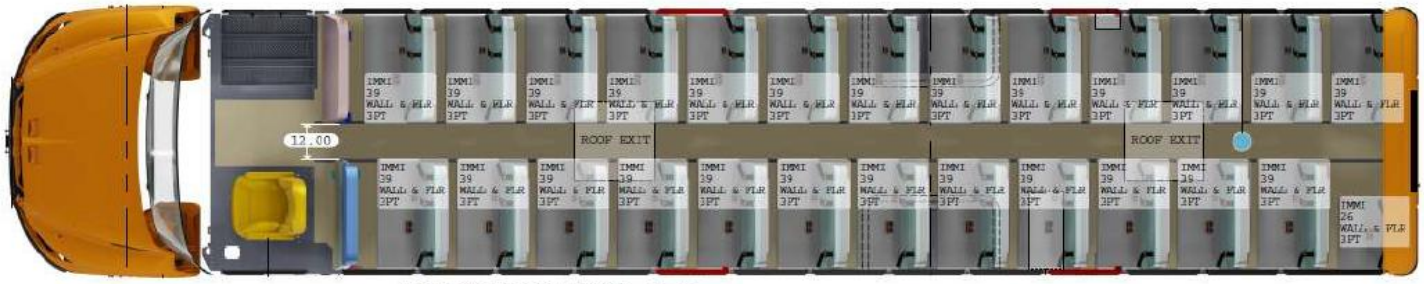
Price/Unit: $ 163,092.00 **TOTAL: $ 815,460.00**

Standard Body Specifications

78” headroom standard
13 rows of 3pt seats with gray upholstery
National air suspension driver seat w/cloth insert, gray
Modesty panel under barrier behind driver
First aid kit, body fluid clean-up kit, safety triangles,
5lb fire extinguisher & belt cutter
16 ga. steel exterior body side panels
Skirt mounted battery box w/slide out tray
Full insulation (roof & sides)
Full length acoustical ceiling panels
Body undercoating, fire resistant
3-piece bonded windshield w/tint & L/R assist handles
Windshield wipers, w/automatic headlamp activation
Stepwell; preformed NaviFlex coated pebble tread
Black rubber flooring w/ aluminum aisle strips
School bus yellow paint w/ black rub rails & bumpers
White interior paint
Rear view mirror inside (6 x 30) w/ visor
Rosco mini Hawk-Eye cross over mirrors
Rosco rearview mirrors (Openview black, remote, htd)
Warning lights, 8-lamp, LED strobing; black background
Flasher system; red lights active w/ entry door open
Pre-trip exterior light check
LED Interior passenger dome lights w/dimmer switch
LED Driver dome on separate switch
LED Stepwell light
Monitor, post-trip inspection “Child Reminder”
State spec LED exterior light package
Tail pipe, exits left side through bumper
Backing alarm 107dB

Chassis Specifications

Engine:	Cummins ISB 6.7
Horsepower:	240
Torque:	600 lb.-ft
Wheelbase:	276”
Transmission:	Allison 2500 6sp, 6th gen.
Shift control:	Stalk shifter, column-mounted
Alternator:	325 amp
Battery system:	(3) 12 volt 1980 CCA
Battery Disconnect:	Cole-Hersee 300 amp
Brakes:	Full air; 4” front, 7” rear
Air dryer:	Bendix AD-9SI w/heater
Front axle:	10,000#, lubricated
Rear axle:	21,000#, lubricated
Rear Suspension:	23,000#, Air Ride
Tires:	11R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-handhole
Fuel tank:	100 gallons between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (4 PGM)
Power source:	USB A & C in driver storage bin
Communication module:	OnCommand Connection w/5yr data plan & International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Base 3” display
Air cleaner rest. Gauge:	Mounted on an air cleaner
Cruise control	
Warning buzzers	
Auto slack adjusters	



HIP-TO-KNEE SPACING (INCHES) +/-0.5"

SEATS	1	2	3	4	5	6	7	8	9	10	11	12	13
RIGHT	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65
LEFT	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

Price good for 30 days from date of proposal.
Contingent upon product availability.

Body Options Included
LED Illuminated “SCHOOL BUS” signs, front & rear
Dash air conditioner w/integral heater/defroster/automotive-style driver controls and a dedicated compressor (in addition to dual compressors used when body air conditioning is added - total 3 compressors possible)
Drivers’ overhead storage compartment
Public Address system with 8 speakers mounted in the light bar
Handrails; single level SS each side of entry
Entry door; Electric, outward opening; full-length laminated panels
Vandal lock entry door. Rear door lock with starter interlock
White roof
Reflective material per state specs
Air stop arms; front and rear
Specialty roof hatches (2) - Four emergency windows, vertical hinge
LED Roof mounted strobe light; clear
Dark tint laminated passenger windows; split sash
Sub floor 5/8” 5-ply plywood sub floor
84,500 BTU rear heater
Rear mud flaps

Principal component warranties:
Cummins Engine 60 months or 100K miles
Allison Transmission 2500 Series 84 months unlimited miles
Bumper to bumper, 24 months unlimited miles
Tow, 24 months unlimited miles ($1,100.00 covered per tow)
IC Bus Limited warranty 60 months or 100,000 miles
Body/Cowl/Hood Paint Delamination 60 months or 100K miles
Air Conditioning 36 months (aftermarket)
Air Conditioning 30 months IC Bus Air (factory)
Additional warranties are available upon request

Chassis Options Included
Bendix 4-channel ABS brakes with electronic stability and automatic traction control
Manual push-pull pneumatic parking brake w/interlock
Black grille
Headlamps, halogen w/daytime running lights & automatic Twilight controlled. Multi-function rotary switch left of the driver
Throttle (electronic hand control)
Warranty towing: 24 months/Unlimited miles; nearest IC Bus Deale

Additional Aftermarkets and Services
PDI
DOT Inspection
Lettering: GRANBURY I.S.D.
Govern speed set at 65mph
Weight Slip
Body A/C: Air conditioning 136K BTU (2 bulkheads, 1 mid-ship)
REI 5 camera system
GPS tracker (hardware only, no GPS service)
2-way radio system

Optional items to consider (not included in unit or total pricing)	
	$ -
	$ -
	$ -
	$ -
	$ -

Both body and chassis specifications meet or exceed the Texas School Bus Specification for 2025.

Authorized Signature:_____ *(SIGNATURE REQUIRED WITH PO)*

Buy Board fee not included. If purchasing through Buy Board, an additional $800.00 must be applied to the purchase order (fee is per purchase order, not per bus). Longhorn Buy Board number 722-23.

Estimated delivery 2-7 months from receipt of the Purchase Order (PO). Quote validity is subject to inventory availability at the time of customer Purchase order (also may be contingent upon production schedules). Longhorn Bus Sales is not liable for delays caused by material shortages, global pandemics, or factors outside the control of the OEM or third-party vendors. Vehicles may be delivered with pending installations for secondary items (e.g., A/C, GPS, radios, cameras). These will be installed immediately upon parts availability, where applicable. Due to market volatility, any applicable surcharges at the time of build are the responsibility of the buyer.

In case of a discrepancy, the unit price will take precedence over the cumulative total price.

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

BOARD OF EDUCATION
AGENDA ITEM REQUEST FORM

Granbury I.S.D. inspires excellence and empowers all students to be future-ready and positive contributors to their community.

THE DEADLINE FOR SUBMITTING ITEMS FOR INCLUSION ON THE AGENDA IS NOON ON FRIDAY, TEN CALENDAR DAYS BEFORE REGULAR MEETINGS AND NOON THE THIRD CALENDAR DAY BEFORE SPECIAL CALLED MEETINGS. *BOARD PRESIDENT RESERVES THE RIGHT TO MOVE THE AGENDA ITEM TO A LATER DATE.

BOARD MEETING DATE: Nov 16, 2026 **BOARD AGENDA ITEM:** Discuss and Consider Changes to Board Procedures and Policy BED (Local)

ADMINISTRATIVE AFFILIATION

☐ ADMINISTRATION ☐ BUSINESS OFFICE & FACILITIES ☐ CURRICULUM & INSTRUCTION ☐ COMMUNICATIONS
☐ HUMAN RESOURCES ☐ TECHNOLOGY ☑ OTHER: Trustees Place 3, 5, and 7

AGENDA LOCATION/TYPE

☐ ADMINISTRATION ☐ BUSINESS OFFICE & FACILITIES CURRICULUM & INSTRUCTION COMMUNICATIONS
☐ HUMAN RESOURCES TECHNOLOGY OTHER: Discussion and Action

STRATEGIC PLANNING GOALS: CHECK THE GOAL(S) YOUR AGENDA ITEMS APPLIES TO.

☐ ACHIEVEMENT SPOTLIGHT	☐ SUPERINTENDENTS REPORT	☐ ADMINISTRATIVE SERVICES	☐ HUMAN RESOURCES
☐ CONSENT ITEMS	☐ UNFINISHED BUSINESS	☐ BUSINESS AND OPERATIONS	☐ STUDENT SERVICES
☑ ACTION ITEMS	☐ NEW BUSINESS	☐ CURRICULUM AND INSTRUCTION	☐ SUPERINTENDENT
☑ DISCUSSION		☐ COMMUNICATIONS	☐ OTHER

STRATEGIC PRIORITIES: CHECK THE STRATEGIC PRIORITY YOUR AGENDA ITEM APPLIES TO.

☐	☑	☐	☐
STUDENT ACHIEVEMENT	**GRANBURY CULTURE**	**HUMAN CAPITAL**	**FACILITIES**
Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills by: 1. Strengthening the district-wide system in which all students engage daily at appropriate levels of rigor. 2. Committing to the district-wide system where teachers are provided job-embedded professional development and access to the time and data needed to meet the needs of all students.	Granbury I.S.D. students, staff, families, and community will be connected, supported, respected, and value the educational experience by: 1. Establishing, refining and executing district-wide systems and structures for family and community engagement and intentional partnerships. 2. Coordinate and provide district-wide services, programs, and resources to proactively implement universal supports for all students and staff.	Granbury I.S.D. staff will be highly effective, well supported, and valued both personally and professionally by: 1. Establishing a district-wide human capital strategy and execute aligned performance management practices. 2. Establishing district-wide systems for professional growth and retention.	Granbury I.S.D. facilities will be well maintained, secure, and prepared for future growth by: 1. Developing a district-wide system to meet and communicate facility-related needs to the community. 2. Expanding district-wide systems to ensure well-maintained and secure facilities.

RECOMMENDATION & ATTACHMENTS :
(Please attach appropriate documentation needed for other trustees to have an informed discussion or take appropriate action.)

Suggested changes to both Board Policy Procedures Handbook and Policy BED (Local) in red-line format

IMPLICATIONS AND/OR FINANCIAL IMPACT:

No fiancial impact

REQUESTED BY BOARD MEMBER:

Stuart Neal, Tim Bolton, and Calvin Lawrence
PRINTED NAME

SIGNATURE (signed with permission of Trustee Bolton and Trustee Lawrence)

GRANBURY ISD

SCHOOL BOARD PROCEDURES HANDBOOK

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OPERATING PROTOCOL – TEAM COMMITMENT

We, the members of the Board of Trustees (School Board) of the Granbury Independent School District (GISD or the District), are committed to serving the children, staff, and citizens of this school district. We strive to provide a high quality public education to meet the needs of our students and our community.

We believe the success of the District depends upon a shared vision held by the school board, GISD staff, parents, and community, and we will strive, to the best of our ability, to uphold these aspirations.

Written and agreed upon team procedures provide a common framework and shared understanding, and serve to:

- Clarify expectations;
- Minimize confusion and discord;
- Maximize efficiency and effectiveness;
- Tell the who, what, when, where, and how of various situations and practices;
- Improve working relationships;
- Ease new members' transition;
- Keep agreements clear to all;
- Identify best practices for effective teamwork;
- Share procedures with community and staff; and
- Align Board operations with district policy, and local, state, and national law.

We adopt these operating procedures to guide our actions and assist us in our role as trustees. We further commit to review these operating procedures annually and to update, adopt or reaffirm them, as appropriate, at or near the annual Board reorganization. These procedures are intended to align with the local policies adopted by the Board to govern District operations. In the event of a conflict between these procedures and any legal or local Board policy, the applicable rule of law and/or Board policy shall control.
Policy Ref: BBE (Local)

BOARD GOVERNANCE

The Board of Trustees is the corporate body elected by the voters of the Granbury ISD to govern and oversee the management of the District.

All decisions made by the Board of Trustees shall be guided by:

- Local, state, and national laws;
- Best educational and governance practices; and
- District policy as adopted by the Board;
- District Vision, Beliefs, and Goals;
- Board Operating Procedures;
- Board Continuing Education efforts;
- Active communications with Superintendent and staff;
- Community standards and expectations determined through active community engagement;
- Commitment to Team of Eight concept.

Policy Ref: BA (Local), BBE(Legal), BBE (Local)

BOARD VISION, BELIEFS, AND GOALS

- The Board ensures creation and adoption of a shared vision that promotes enhanced student achievement.
- The Board keeps the district focus on the educational welfare of all children.
- The Board ensures that the vision supports the state's mission, objectives and goals for education established by law.
- The Board ensures that the district vision expresses the present and future needs of the children and community
- The Board demonstrates its commitment to the vision by using the vision to guide all board deliberations, decisions, and action.
- The Board annually reviews and reaffirms or revises the Vision, Mission and Goals.

BOARD MEETINGS

All Board meetings are held for the purpose of conducting the business of the District in public. Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. While meetings are held in public, they are not public forums for the purpose of engaging in interactions with the public. To allow for meaningful public participation in Board meetings, the Board provides a public comment section on the agenda for each regular business meeting. Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed three (3) minutes. When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring

public comment on non agenda items, continuing agenda items to a later meeting providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comment. The Board intends that all meetings shall be conducted in compliance with the Texas Open Meetings Act and all applicable law. *Policy Ref: BE(Legal), BE (Local), BBE(Legal, BBE(Local).*

Developing the Board Agenda

- To ensure that the agenda for each Board meeting includes topics that are necessary for the operations of the District and to assist the Board and Administration in preparing for Board meetings, the district will maintain an annual Board Planning Calendar that includes not only recurring matters the Board may consider, but also matters that are anticipated to come before the Board and other topics that the Board has requested.
- In consultation with the Board President, the Superintendent shall prepare a draft agenda for all Board meetings.
- The draft agenda will include those items reflected on the Board Planning Calendar, any items required by law, routine items and other items necessary for District operations, and any other items requested in accordance with operational procedures. Trustees requesting discussion or action on a topic listed on the Board Planning Calendar will have their request hear during that regular meeting.
- Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the President's approval.
- When ~~two~~ one or more members of the Board of Trustees ~~agree~~request that a subject be included on the agenda, the President shall ensure that any topics the Trustee~~s~~ ha~~ves~~ requested be addressed on that agenda or scheduled for deliberation at an appropriate time in the near future. That request shall be forwarded to the Superintendent and President of the Board as soon as possible and shall identify which Trustee requested the item be placed on the agenda. A Trustee~~s~~ requesting an agenda item will fill out the appropriate form (*See Appendix)* and be responsible for providing all the necessary information for the entire board to have an informed discussion or take appropriate action. The board president will place the item on a future agenda once all information has been submitted.
- The deadline for submitting items for inclusion on the agenda is noon on Friday, ten calendar days before regular meetings and noon the third calendar day before special called meetings. Items submitted for inclusion after the deadline or that require preparation time may, at the discretion of the Board President, be deferred to a later meeting. This decision is based on the time needed to prepare supporting information and to abide by legal posting requirements. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by ~~the~~a Trustee~~s~~ without the ~~two~~ Trustee's~~'~~ specific authorization.
- Use of the consent agenda to present items for a single vote without discussion will conform to the following guidelines:
    - Placement of items on the consent agenda will be at the discretion of the Board President and Superintendent

- Any individual Trustee may ask questions or discuss an item on the consent agenda by identifying it and asking those questions prior to the vote or any Trustee may request for individual consideration before the consent agenda is call for a vote.
- Following action on the consent agenda, the Board President will call for discussion and action on any item(s) that were removed for individual consideration.
- Examples of items routinely included on the consent agenda:
  - Minutes of regular and special Board meetings
  - Budget amendments
  - Regular bid and purchase items
  - Acceptance of financial reports

Policy Ref: BE(Legal); BE(Local); BJA(Legal); BJA(Local)

Notification of Board Meetings

- Trustees will be notified at least 72 hours prior to a regular or special Board meeting and at least two hours prior to an emergency meeting.
- The Texas Open Meetings Act requires the District to post the agenda at least 72 hours in advance of any meeting. In an emergency, a meeting may be posted on two hours' notice.
- The Superintendent or designee shall forward the meeting agenda and any Board Agenda Packet of supporting information by Wednesday prior to the meeting to each Trustee.
- Items appearing on the Agenda should be supported by an Executive Summary containing Background Information about the item and the Superintendent's or Designee's recommendation regarding the agenda item.
- The Board Meeting calendar prepared in July of each year shall serve as notice to Trustees of the dates of regular meetings and work sessions over the course of the upcoming year. The President of the Board shall call special meetings at the President's discretion or on request by three members of the Board.

Policy Ref: BE (Local)

Conducting Board Meetings

- A quorum (four or more members) is required before a Board meeting may be convened.
- The Texas Education Code requires a school board to hold its meetings within the boundaries of the school district except in limited circumstances.
- The Board expects that Trustees will attend every meeting except where unavoidable conflict prevents a member's attendance.
- The Superintendent shall attend all Board meetings unless his/her attendance has been excused in advance by the Board President or presiding officer.
- Parliamentary Procedure

    - The Board President serves as the Presiding Officer at Board Meetings. In the absence of the President, the Vice President will preside. If both are absent, the Secretary/Parliamentarian shall preside.
    - The Board shall be guided by the procedures detailed in *Roberts Rules of Order for Small Assemblies* (or as identified in adopted procedures).
    - The Presiding Officer has the responsibility to keep the discussion to the matter at hand and shall restrain discussion that is not pertinent to the business presently before the Board. The Secretary/Parliamentarian shall assist the presiding officer with restraining discussion that is no pertinent to the business presently before the Board.
- Open and Closed (Executive) Session Format
    - The Open Session of every meeting shall begin at the time designated on the Agenda.
    - The Board may meet in Closed Session to address agenda items as allowed by the Texas Open Meetings Act.
    - Prior to entering a Closed Session, the Presiding Officer shall announce in Open Session that a Closed Session will occur and cite the applicable provisions of the Texas Open Meetings Act that authorize the Closed Session.
    - No action will be taken in closed session.
    - The Superintendent shall attend all Closed Sessions except when the Board is deliberating the Superintendent's performance or as otherwise requested by the Board.
    - The Board has the option to either keep a certified agenda or make a tape recording of the proceedings of each closed meeting, except for private consultation with the District's attorney which cannot be recorded, by law.
    - It is the responsibility of each person who attends a Closed Session to maintain the information discussed in Closed Session in strict confidence.
    - No person other than Trustees, the superintendent and those persons invited by the Board President and Superintendent, grievant and their representatives is entitled to attend or participate in Closed Sessions.
    - The Board may conduct a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer, or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.

- Transacting Business:
    - When an agenda item is presented for consideration, the Board shall deliberate as necessary before a vote is called.
    - The Board should work toward a consensus model of decision-making, which may not always be possible.
    - Once a decision has been made by the majority of the Board, all Trustees should respect the majority vote, recognizing that it carries the full authority of the Board, and respect that decision.
- *Policy Ref: (BE (Local)*

- **<u>Trustee Participation in Board Meetings</u>**

- The Superintendent will supply each Trustee with supporting information required for informed decision-making via the Board Meeting Agenda Packet.
- All participants will be prepared to address items on the Agenda.
    - Trustees will read Agenda Packet materials before each Board meeting and be prepared to ask agenda-related questions and to deliberate the items as needed.
    - Trustees may ask additional questions about agenda items in the meeting. However, the right to question should not serve as an excuse for lack of preparation.
    - Voting shall be by a show of hands, as directed by the President. Any member may abstain from voting and a member's vote or failure to vote shall be recorded.
        - Trustees are encouraged to ask for information from the Superintendent or designee before the board meeting so that the administration is prepared with data-driven information that will address those questions. If the information requested is readily available, the Superintendent or designee will provide it to the requesting members and report it to the board at the meeting. If the requested information cannot be gathered prior to the meeting, the Superintendent or designee will make every attempt to provide the answers or requested information at the meeting
        - If a written report is provided in response to the request, all members will receive a copy.
    - Trustees shall not comment on or disclose personally identifiable information about any student in public session except when announcing student awards or recognition, unless the parent has requested that the discussion be held in public pursuant to the Texas Open Meetings Act.
    - Secretary Officer will keep and maintain a running record of all questions asked at the Board meeting on Google Docs to ensure it doesn't get lost and documents when it was answered.

Exclusion From a Meeting

- Any Trustee that has a legal conflict of interest will be prohibited from participation in a closed meeting (deliberating or voting) but may still attend a closed session regarding the matter. However, it is strongly advised they choose not to attend in order to avoid the appearance of impropriety (Tex Att'y Gen. Op. No. GA-0334 (2005)).
- Any Trustee that has information regarding a complaint and/or has questioned employees, students, community members or engaged in other investigatory activities will be prohibited from participation in a closed meeting (deliberating or voting) and must state their reason for recusal in open session voting. However, it is strongly advised they choose not to attend the closed meeting in order to avoid the appearance of impropriety (Tex Att'y Gen. Op. No. GA-0334 (2005)). (Ref. (LOCAL) policies at BBE, DGBA, FNG, and GF)
- Any Trustee that has made public statements expressing an opinion on pending matters (eg: grievances, employee contracts, personnel matters, complaints, student discipline, appeals and other contested matters) will be prohibited from participation in a closed meeting (deliberating or voting)

and must state their reason for recusal in open session voting. However, it is strongly advised they choose not to attend the closed meeting in order to avoid the appearance of impropriety (Tex Att'y Gen. Op. No. GA-0334 (2005)).

- Any Trustee that has taken a legal position adverse to the school district on the subject of the closed meeting and disclosure of the deliberation would compromise the district's position as to that matter will be excluded from that portion of the meeting (Tex Att'y Gen. Op. No. JM-1004 (1984)). (ref. (LOCAL) policies at BBE, DGBA, FNG, and GF).

Visitor Participation at Board Meetings

- Every meeting of the Board shall be open to the public.
- Public comment opportunity will be included on all Board meeting agendas. A copy of policy BED(LOCAL) will be available for public review at the posted meeting site and on the district's website.
- Persons wishing to address the Board during open public comment will comply with provisions of policy BED(LOCAL) that outline the specific times and procedures applicable to public comments during Board meetings.
- Persons who wish to participate in this portion of the meeting shall sign up on the district website by ~~noon~~4:00 p.m. the day of a called meeting or on a form provided by the District and located at the entrance of the boardroom. No presentation shall exceed 3 minutes unless there are 10 or more persons, the Board President will then set a reasonable limit. The district will ensure there is a computer available at the administration building for the public to use for public comment signups.
- The Board president will have the authority to set reasonable time limits during all open forums.
- ~~Public comment at meetings will only be allowed for items on the agenda. A special meeting will be called at least quarterly to hear non-agenda item topics. BED (LOCAL)~~
- During a special called meeting for public comment ~~on non-agenda items~~, any member of the public who lives within the district will be given priority to speak first. All out of district visitors will speak at the end of each public comment section. The Board President can set reasonable restrictions on the length of a special called meeting to hear public comment ~~on non-agenda items~~. BED (LOCAL)
- Public comment for all agenda items will be before any action is taken by the school board.
- During the public comment section of the meeting, Trustees will listen to comments but, as the designated spokesperson, only the presiding officer may respond if a response to the speaker is required. Those responses are limited to:
    - Correcting misstatements of fact presented by the speaker
    - Referring the speaker to applicable Board policy.
    - Placing the item on a future Board agenda for discussion if not listed on the current board agenda.
    - Ask a question for clarification purposes.

- Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with the notice of the meeting.
- The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter of complaint or concern through resolution channels established by policy. If not, with the approval of the Board, the presiding officer will refer the person to the appropriate policy to seek resolution.
- If a member of the public has been afforded an opportunity to speak and his or her comments reflect a complaint about an individual district staff or Trustee, the presiding officer will refer the speaker to the appropriate formal grievance policy.
- The Board must bear in mind that persons who speak during public comments have First Amendment rights. The Board should seek legal advice before disallowing a person's contribution to public comment based solely on the content of the speaker's comments.
- Audience participation at a Board meeting is limited to the public comment portion of the meeting designated for that purpose and for when a member of the public has requested to speak on an agenda item and has first been recognized by the presiding officer. At all other times during a Board meeting, the audience shall not enter into discussions or debate on matters being considered by the Board, unless requested by the presiding officer. The Secretary/Parliamentarian shall assist the President in ensuring the audience participation is limited.

Policy Ref: BE(Legal); BE(Local); BED(Legal); BED(Local)

Closed Session Record

- The Board will keep a certified agenda of the proceedings of each closed meeting, except for private consultation with the District's attorney, which cannot be recorded.
- Closed meetings may not be recorded by an individual trustee, nor may any Trustee record a closed session by using a personal recording device or cell phone. Policy Ref to TX Penal Code 39.06 - Misuse of Official Information and Chapter 552 Government Code. (Ref. BBE Legal, BBE Local, GBA Legal)

PERSONNEL

Superintendent

- Hiring a Superintendent

  - The Superintendent is the only District employee that the Board directly hires.
  - If a vacancy for the Superintendent occurs or is anticipated, the Board will determine the process it desires to follow to fill the vacancy.
  - The Board will follow all applicable law in the hiring process.
- Evaluating the Superintendent *(Policy Ref: BJCD (Local))*

  - The Board will evaluate the performance of the Superintendent at least annually. Goals shall be reviews/set in September. A formative evaluation shall be conducted in January of each year. The summative evaluation shall be conducted in June. The evaluation shall be discussed during a Closed Meeting using the evaluation instrument that the Board has developed or adopted.
  - The Board, or a subcommittee designated by the Board President, will regularly review the Superintendent's evaluation instrument to ensure it continues to be appropriate.
  - Prior to the annual evaluation in June, each Trustee should complete an approved written instrument to independently evaluate the Superintendent's performance. A Trustee must provide the individual assessment to the Board President (or President's designee) by an agreed-upon date before the scheduled evaluation or provide the data in a closed session in which the evaluation is discussed so the ratings and comments may be consolidated into a single evaluation document to be provided to the Superintendent regarding the evaluation. Copies of the consolidated evaluation shall be distributed to all Trustees follow the summative conference in which the evaluation is presented to the Superintendent.
  - Interim performance evaluations may be conducted at such times as the Board determines will be beneficial. The Board shall provide the Superintendent with adequate notice of any evaluation and the Superintendent and Board President shall confer to develop the format.
  - A Trustee who has a concern about the professional performance of the Superintendent shall discuss such concern with the Board President who shall determine the most appropriate manner to bring the concern to the Superintendent's and the Board's attention.
  - Out of state school-related travel by the Superintendent shall be approved by the Board prior to such travel.

Other Personnel *(Policy Ref: DC (Local))*

- The Board reserves the right to approve or disapprove the hiring, discharge, or nonrenewal of personnel who are employed under Chapter 21 contracts.
- The Board has delegated to the Superintendent the authority to hire and discharge non-certified, at-will personnel.

- Trustees may serve as ambassadors to educate potential employees about employment with the District, but should refrain from lobbying the Superintendent or other Trustees for the employment of specific individuals.
- A Trustee may not disparage, defame or slander any employee of the district.
- Censured Trustees are not eligible to hold an Officer position on the Board, for the remainder of their current term in office. (Ref. BDAA Local)

ELECTIONS

Trustees serve three-year terms that expire on a rotating basis. Trustee election is held each November, or as otherwise required by law, to fill seats that are or will become vacant. If all seats are uncontested, the election may be cancelled.

Trustees strive to govern the District in a nonpartisan manner and to work with all elected officials in the other governmental entities with which the District interacts. To support that goal, the Board will not endorse any candidate running for public office. Individual Trustees may participate in the electoral process according to their individual consciences but should refrain from using their influence as a Trustee as a forum for endorsing candidates.
Policy Ref: BBB (Local)

Trustees Seeking Reelection

- Trustees shall follow applicable law in all campaign activities.
- Candidates shall not solicit District employees during District work hours for endorsement.
- Neither Trustees nor employees may use any District resources, materials, or systems for any campaign activities or political advertising. (*Ref:* Tex. Educ. Code § 11.168; Tex. Election Code §§ 255.003, 255.0031)

Board Officer Elections

- The Board shall elect officers at the meeting in which a new Board is seated.
- The Board elects officers to facilitate effective operations and governance. Officer designations are not intended to single out members for special recognition except as necessary for operational purposes.
- First year Trustees may not be elected to office.
- At least two business days prior to the meeting at which Board officers are to be elected, each Trustee interested in being considered for one or more officer positions should provide a written statement to the other Trustees through the Superintendent's secretary which reflect the member's credentials and willingness to serve. Failure to provide such a statement, however, does not disqualify a member from serving as an officer.
- Trustees shall not solicit votes or otherwise seek commitments from other Trustees outside of a called meeting. Trustees should informally discuss the qualifications of all members interested in each office before any nominations are made. To the extent permitted by law, all discussions should be held in executive session and should remain confidential.

- A candidate for Board President should have served at least two years as a Trustee and received, or commit to receiving as soon as possible, formal training in the duties of a Board President.
- The Board elects the following officers each year at the first regular meeting following Board elections:
  - President
  - Vice President
  - Secretary/Parliamentarian

- The Board also elects members to fill the following responsibilities each year:
  - TASB Delegate
  - TASB Delegate Alternate

Policy Ref: BDAA (Local)

Board Vacancies

If a Board vacancy occurs, the remaining Trustees will determine whether to fill the vacancy immediately by appointment or special election or leave the vacancy open until the next scheduled election. The Board will follow all applicable law in its decision making regarding a Board vacancy.
Policy Ref: BBC (Legal)

Board Committees

- The Board President shall appoint up to three Trustees to a special committee created by the Board to fulfill specific assignments or work collaboratively to address a particular area and to prepare draft documents or other work products for the Board's review and adoption. These committees shall make reports and recommendations to the Board but have no other authority, unless otherwise provided by action. The committees may include District personnel and citizens. The function of committees shall be fact-finding, deliberative, and advisory. Special committees shall report their findings to the Board and shall be dissolved upon completion of the assigned task or vote of the Board. Committees may transact business only within the specific authority granted by the Board. To be binding, all such business must be reported to the Board at the next regular or special meeting for approval and entry into the minutes as a public record.

Policy Ref: BDB (Local)

DISTRICT COMMITTEE REPRESENTATION

Trustees shall represent the Board of Trustees on various District committees and at District events, including but not limited to:

- District Advisory Committee *(Policy REF: BQA (Local)*.
- District Student Health Advisory Committee (SHAC).
- Granbury ISD Education Foundation Board (annual).
- Other special committees or events as assigned.

Policy Ref: BDB (Local)

COMPLIANCE WITH STANDARDS OF PROFESSIONAL PRACTICE

- Trustees are expected to comply with these Standards and other best practices to serve the best interests of the District.
- During Open Meetings deliberations, a Trustee may consult with a fellow Trustee or the Superintendent for clarification but shall not solicit or receive input or advice from any individual or group during the deliberation process. (This includes but is not limited to text messages being exchanged.)
- A Trustee who believes another Trustee repeatedly has failed to comply with these procedures shall first discuss the concern personally with the Trustee.
- If personal discussion between the individual Trustees fails to satisfactorily resolve the concern, the concerned Trustee should seek assistance from the Board President who will engage in further discussions with the Trustees or attempt other informal measures to assist the members in resolving the concern.
- Cellphones are prohibited at the board dais while a board meeting is being conducted. Trustees or the superintendent expecting a call should make arrangements with staff before the meeting. The Director of Communication will provide his/her number upon request for trustees to share in the event an emergency occurs during a meeting and they need to be contacted.

COMMUNICATIONS

Trustees are the leaders of the Granbury ISD and must always strive to serve the best interests of the District in their actions and communications. In fulfilling this important role, Trustees must always be mindful of their actions and words. A Trustee shall take no action that would impugn the reputation of the District, its employees, or other trustees in any manner. When communicating, orally or in writing, or otherwise in representing the District in any activity, Trustees are expected to:

- Interact in a positive and professional manner and serve as ambassadors for the District;
- Promote understanding of the District's vision, beliefs, and goals;
- Understand that no comment or statement is "off the record";
- Treat employees, students, and community members in a polite and respectful manner;
- Avoid criticism of fellow Trustees, employees, students, and community members;
- Avoid disclosing any confidential information about District operations, employees, or students;
- Respect all Board decisions;
- Align communications with District and Board official positions and Board decisions;
- Disclose only accurate information and refer questions that he or she is unable to accurately answer to the Superintendent for further response;
- Clarify the Trustee's authority, limitations, responsibilities, and obligations when speaking or acting as a member of the Board.

COMMUNICATING WITH TRUSTEES BETWEEN MEETINGS

- Trustees may communicate with other individual Trustees for purposes of asking questions, clarifying factual information, attending approved training, or socializing under circumstances that do not conflict with or circumvent the requirements of the Texas Open Meetings Act. *(Ref: Tex. Gov't Code, Ch. 551)*

- Trustees may not and shall not communicate with any other Trustees for purposes of soliciting votes with respect to items of business that may come before the Board.

- Trustees who wish to share information relevant to District business will relay the information to the Superintendent's office for distribution to all members or distribute to Trustees via voice mail or e-mail.

- The Superintendent will communicate with Trustees regularly and on an as-needed basis to inform Trustees of all pertinent District information, including such items as:
    - District events.
    - District operational matters related to students, personnel, or facilities.
    - Progress reports on directives.

- Follow-up reports in answer to Trustee questions.
- Updates on administrative matters or District operations.
- Other matters as may be required to ensure that Trustees remain well-informed.

- The Superintendent will meet with the Board President as needed, or communicate by telephone, fax, and/or email to inform him/her of District issues that may need to come before the Board for information or action.

- The Board President may direct the Superintendent to distribute copies of documents to each Trustee for information. Email is the preferred method of distribution unless unusual circumstances dictate an alternate method.

- The Superintendent will promptly communicate information requested by a Trustee to all Trustees. If requested information is not readily available, the Superintendent shall respond to the Trustee within the five business day period informing the Trustee that the information is not readily available and will be provided in as timely manner as possible without interfering with the regular conduct of district business.

REQUESTING INFORMATION NOT RELATED TO AGENDA ITEMS:

- Members should request information not related to a meeting agenda item directly from the Superintendent with a copy of the request to the Board President. Members normally should not seek such information directly from other staff members.
- The Superintendent will determine if the information requested is available from existing sources or records or if it requires that a special, one-time-only report be developed by the District.
- If the requested information can be provided from readily available data with no diversion of staff time, then it normally will be provided within five business days after the request.
- If the request requires a special report that will divert staff time from established priorities, the Superintendent will notify the requestor and the Board President and commit to a time frame for providing the information.
- The Board President may elect to place the request for information on the next meeting agenda to determine if a majority of the Board agrees the requested information is important for its future decision-making.
- If the Board agrees that the information is important for future decision-making, then the Superintendent will direct that a report be developed and provided as requested by the Board and commit to a time frame for providing the information.
- All Trustees will receive a copy of any report generated by a Trustee's request in accordance with this procedure.

Policy Reference: BE (LEGAL), BBE (Local), BJA(LOCAL)

RESPONDING TO COMMUNITY OR EMPLOYEE COMPLAINTS OR CONCERNS

From time to time, employees or community members may seek out a Trustee to discuss a concern or complaint. While a Trustee, understandably, desires to be responsive to a constituent, the member must not lose sight of his/her role and authority when receiving such communications. The following guidelines are intended to assist the community and Trustees in handling these communications in an appropriate manner:

- Listen briefly and respectfully. Remind the complainant of the Board's responsibility to remain impartial and noncommittal because complaints may ultimately be brought to the Board on appeal. It is not a Trustee's role to seek out or investigate the information by questioning employees, students, or community members, or to engage in other investigatory activities, and it is improper for a Trustee to do so. Any Trustee who has information regarding a complaint shall recuse himself/herself from deliberations and vote if the grievance is brought to the Board.

- Determine if the complainant wishes only to express dissatisfaction or if she/he desires some action be taken to resolve the issue.

- Ask if the complainant has followed the process outlined in district's applicable complaint policy and refer complainant back to the process as the first-line approach to solving problems or addressing concerns.

- Complainants who desire some action be taken should be directed or referred to the appropriate policy outlining grievance procedures and informed that the steps listed in policy are necessary to protect everyone's rights while following an orderly process.

- If the complainant is not familiar with the District's process for resolving concerns, provide the following information:
    - The complainant should first discuss the problem with the person in authority closest to the problem.
    - If not satisfied with the resolution of the problem, the complainant should go to the administrative supervisor of the person closest to authority.
    - The administrative supervisor will help the complainant initiate any correspondence or forms required in policy and attempt to resolve the complaint.
    - If still not satisfied, the complainant may appeal to the superintendent or designee for resolution.
    - If the Superintendent is unable to resolve the issue or the complainant is still not satisfied, the formal complaint is brought to the Board following local policy.

  (Policy Ref: DGBA (Local)(employee complaints), FNG (student/parent complaints), GF (public complaints)

- A Trustee may assure a complainant that he/she will pass on the complaint or concern as appropriate, but a Trustee must avoid promising a complainant, either directly or indirectly, that a particular result will occur or that particular action will be taken in response to the complaint or concern.

- Trustees will inform the Superintendent of complaints that might eventually reach his/her office from staff and community but will not direct the superintendent to take specific actions.
- Trustees will inform the Board President of complaints and concerns they have passed on to the Superintendent or which the complainant has referred to the appropriate administrator after speaking with the Trustee.
- The Superintendent shall inform the Board of the resolution of complaints referred by Trustees if the complaint requires Superintendent intervention.

Related Policies DGBA(Legal), DGBA(Local)-Pertains to employees; FNG(LEGAL), FNG(LOCAL) – Pertains to parents and students; GF(LOCAL) – Pertains to public complaints.

TRUSTEE COMMUNICATIONS WITH THE MEDIA

Regarding Executive Session Items

- The Board President or designee will serve as the Board's spokesperson to the media on issues regarding board actions.
- The Superintendent or, in his or her absence, a specified designee shall be the official District spokesperson to the media on issues of District operations or activities.
- Any Trustee who receives a call from the media requesting information, comments, or an interview will direct the media representative to the Superintendent (or Superintendent's communications department designee) for District business and to the Board President for Board-specific issues.
- Trustees shall be bound by all provisions of the open government laws concerning discussion during any closed session and the confidential nature of those discussions.

Regarding Non-Executive Session Items

- A Trustee who chooses to speak to a media representative should clarify at the beginning of the interview that he or she is speaking only as an individual and not as an authorized representative of the Board of Trustees. Along with the Trustee's personal comments, the Trustee will remind media representatives of any official position or action already taken on the issue by the Board of Trustees and refer media to the spokesperson for further information. In fact, any statement made by a Trustee is perceived by others as a Board opinion/statement.
- Written communications dealing with school district issues submitted for media publication (such as letters to the editor, magazines, blogs, etc.), with the exception of Trustee campaign material, should be coordinated with the Board President and then communicated to other Trustees. Often Trustees find that an email or printed statement serves as to document the statement which prevents misquoting the Trustee.
- It is inappropriate for a Trustee to state an opinion on an upcoming issue that is scheduled for discussion at a board meeting.

Related Policies BBF(LOCAL); BDAB(LOCAL, BJA(LOCAL), and GBB(LOCAL)

TRUSTEE COMMUNICATIONS WITH THE COMMUNITY

- Trustees are encouraged to participate in community activities as liaisons between the public and the District. When doing so, Trustees are expected to:
    - Accurately relay information about District vision, beliefs, and goals.
    - Clarify a Trustee's limitations, obligations, and responsibilities as a member of the Board.
    - Support Board decisions.
    - Interact in a positive manner.
    - Listen politely and respectfully to comments.
    - Make no commitment on behalf of the Board or District.
    - Avoid criticism of District personnel and fellow Trustees.
    - Refer questions about specific District activities to the appropriate staff person if he/she does not know the answers.
    - Be cognizant that the Trustee is seen and perceived as a Trustee. Comments or statements are not made "off the record."
- While the Board of Trustees encourages community input, it will not take action on the basis of anonymous calls or letters.
- Signed communications received by the Board or a Trustee will be forwarded to the President or Superintendent for inclusion in the board information packet.
- Written information, including the Agenda which may include confidential information, may not be shared with members of the community. Redacted Agendas are available to community members through the Superintendent.

MEMBER-TO-MEMBER COMMUNICATIONS

- General Communications
    - Trustees are expected to communicate with each other and with District staff in a professional and collegial manner to support the mission of the District.
    - Trustees should be respectful of fellow Trustees' opinions offered during deliberations.
    - Trustees may communicate information to one another provided all such communications are consistent with the member's obligations under the Texas Open Meetings Act *(Ref: Tex. Gov't Code, Ch. 551)*.
    - A Trustee commits an offense if the Trustee knowingly engages in at least one communication among a series of communications that each occur outside the of a meeting authorized by the Open Meetings Act and that concern an issue within the jurisdiction of the board in which the members engaging in the individual communications constitute fewer than a quorum of members but the members engaging in the series of communications constitute a quorum of members; and
    - A Trustee commits an offense if the member knew at the time the member engaged in the communication that the series of communications involved or would involve a quorum. This would constitute a deliberation once a quorum of members engaged in the

series of communications. **All written communications dealing with the business of the District constitute public information under the Texas Public information Act and may be subject to disclosure upon request *(Ref: Tex. Gov't Code, Ch. 552).***

- Conflict Resolution
  - It is expected that Trustees will attempt to informally work out any personal or professional conflicts with each other such that the members continue to work in a collaborative and effective manner to serve the best interests of the District.
  - If conflicts arise between Trustees related to Board business that cannot be resolved through personal communications between the members, the Board President will attempt to informally mediate the conflict and achieve resolution.
- Expressing Concern about Another Member's Performance
  - Individual Trustees are encouraged to express their concerns about another member's performance.
  - If addressing the issue directly with the member does not resolve the concern, then discussion with the Board President is appropriate.
    - The Board President shall discuss the concern with the individual in question on behalf of the reporting Trustee or shall moderate a discussion between the members. If a quorum of the board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meetings Act.
    - The President shall remind the Trustee whose behavior is in question about the adopted code of ethics and discuss how the questionable behavior does not comply with the code. The discussion also will identify more appropriate alternatives to the questionable behavior or refer the Trustee to policies or procedures that outline questionable behavior or refer the Trustee to policies or procedures that outline approved ways in which to deal with the issue that prompted the questionable behavior.
    - If the Trustee in question does not believe his or her behavior is in conflict with the Board's code of ethics, an agenda item specifying "evaluation of individual Trustees' performance" may be listed on the agenda for an upcoming Board meeting.
    - The matter will be discussed by the full board in closed session in an attempt to clearly identify behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness.
  - If the concern involves the Board President, a member shall discuss his or her concerns with the Board Vice-President.
  - Members will not speak negatively about another Trustee, Superintendent, or staff in the community.
  - *Related Policies: BBFA(LEGAL), BBF(LOCAL)*

TRUSTEE VISITS TO CAMPUSES OR DISTRICT FACILITIES

- Trustees are encouraged to attend as many school events or to accept any invitations as their time permits.
- Trustees may visit any campus(outside of regularly scheduled events) after checking with the principal regarding the best time to visit, as long as the visit does not disrupt the learning process.
- Trustees shall check in with the principal's office upon arrival and follow all campus guidelines for visitors. Trustees shall display their badge identifying them as a Trustee at all times.
- Trustees may not give any direction to any staff or students, except when safety or liability is immediately at risk.
- When visiting with teachers or administrators of their own children, Trustees will make it clear that they are acting as parents rather than as Trustees.
- Trustees will not request or accept extraordinary consideration or "favors" from any District employee.

Policy Ref: GKC (Local)

BOARD DEVELOPMENT AND ADVOCACY

CONTINUING EDUCATION

- The Board places a high priority on continuing education and continuously seeks to improve Board and individual member effectiveness through intentional and deliberate participation in continuing education programs.
- Each Trustee commits to completing all legal requirements for continuing education. (see exhibit for Continuing Education Requirements).
- Board Training Hours shall be announced, in accordance with state law, at the October Board Meeting.
- The Board shall determine priority areas for continuing education for each member during the upcoming year with the use of an Annual Continuing Education Calendar. Considerations should include:
    - Training for the Board of Trustees as a Team;
    - Trustee individual growth; and
    - Financial constraints and travel required for various programs
- The Granbury ISD Board of Trustees can attend any training approved by the Texas Education Agency with permission of the school board president; Including but not limited to:
    - On-line Training
    - Team Building (conducted in district)
    - Region Service Center Workshops
    - Cross Timbers Training
    - North Texas Area Association of School Boards (NTAASB) Training
    - In-house educational updates provided by staff or invited guests
    - Education Code Update
- The Board will strive to attend a minimum of one of the following events each year as a team:
    - TASB/TASA Convention
    - TASB Summer Leadership Institute
- To ensure the most effective use of District funds, the Board President will coordinate the training activities that Trustees will attend where travel or large enrollment fees are required. Trainings not approved by the Board President will not be reimbursed.
- Trustees desiring to attend other workshops or conventions should have the request placed on a Board Agenda for approval by the Board.
- Great value is placed on Trustee participation in Continuing Education Opportunities.

Policy Ref: BBD (Local)

BOARD TRAVEL EXPENSES

Expenses incurred by Trustees related to these activities are generally reimbursable by the District. Such reimbursable expenses would include:

- Basic travel in accordance with standard district employee travel including standard fares on a commercial carrier or mileage based on the current District mileage rates; receipts required.
- Lodging in accordance with Texas State Comptroller's travel regulations.
- Per Diem of $72.00.
- Registration and memberships – cost of registration for directly related activities are reimbursable. Cost of membership in organizations directly related to district activities is reimbursable.
- Spouse/guest – if a spouse travels with a Trustee, the District will only reimburse those costs which would have been incurred for the Trustee alone. An exception may be made for events where the Trustee and spouse/guest are expected and invited to represent the District.

NEW TRUSTEE ORIENTATION

- Local district orientation will be scheduled to take place within two weeks of the date a new Trustee takes the oath of office, but no later than four weeks.
- The Superintendent and at least one incumbent Trustee will participate in the orientation. Additional administrative staff members may also be included to present specific information about the district.
- Orientation will include, but is not limited to:
    - General district information such as:
        - Geographic area included and number of square miles
        - Campus attendance boundaries
        - Number of students, teachers, and other employees
        - Number of campuses and their enrollments.
        - Student demographics.
        - Administrative structure and director of key personnel.
        - Ongoing issues of interest to patrons.
    - Overview of district programs and operations such as:
        - District vision, mission, goals, and plans including:
            - District planning and evaluation process and calendar
            - Most recent AEIS report, campus report cards, and district annual report.
        - District budget overview including:
            - Current adopted budget summary
            - Recent trends in revenue, appropriations, tax rates, property values.
            - Annual financial audit.
            - Development process and calendar.
        - Policy development and review process and location of manuals.

        - Personnel hiring practices and salary schedule.
        - Superintendent performance goals, current Superintendent evaluation instrument, process and calendar.
    - Team operations, including:
        - Overview of roles and responsibilities of the Board and Superintendent.
        - Required continuing education and calendar of training opportunities.
        - Current team improvement goals and continuing education targets.
        - Annual board agenda calendar.
        - Calendar of district and board events.
        - Current team operating procedures.

Related Policies: BBD(LEGAL)

BOARD ADVOCACY

The Board places a high priority on advocacy at the local, state and national level for the specific interests of the District and for public education in general.

- The Board shall create District Legislative Priorities prior to the opening of the bi-annual session of the Texas Legislature and communicate those priorities to area legislators. Those priorities may be updated as necessary to remain current and responsive.
- The Board shall annually determine a process for organized engagement between Trustees and local, state, and federal community and elected leaders.
- The Board will coordinate advocacy efforts with the District's Director of Communications and Public Affairs.
- Trustees are encouraged to maintain membership in a School Board Advocacy Network.

APPENDIX

MISSION, BELIEFS, AND DISTRICT GOALS

TRUSTEES: ETHICS (BBF LOCAL)

TEAM OPERATING PROCEDURES OVERVIEW

BOARD ACTIVITY CALENDAR

CONTINUING EDUCATION REQUIREMENT FOR TRUSTEES

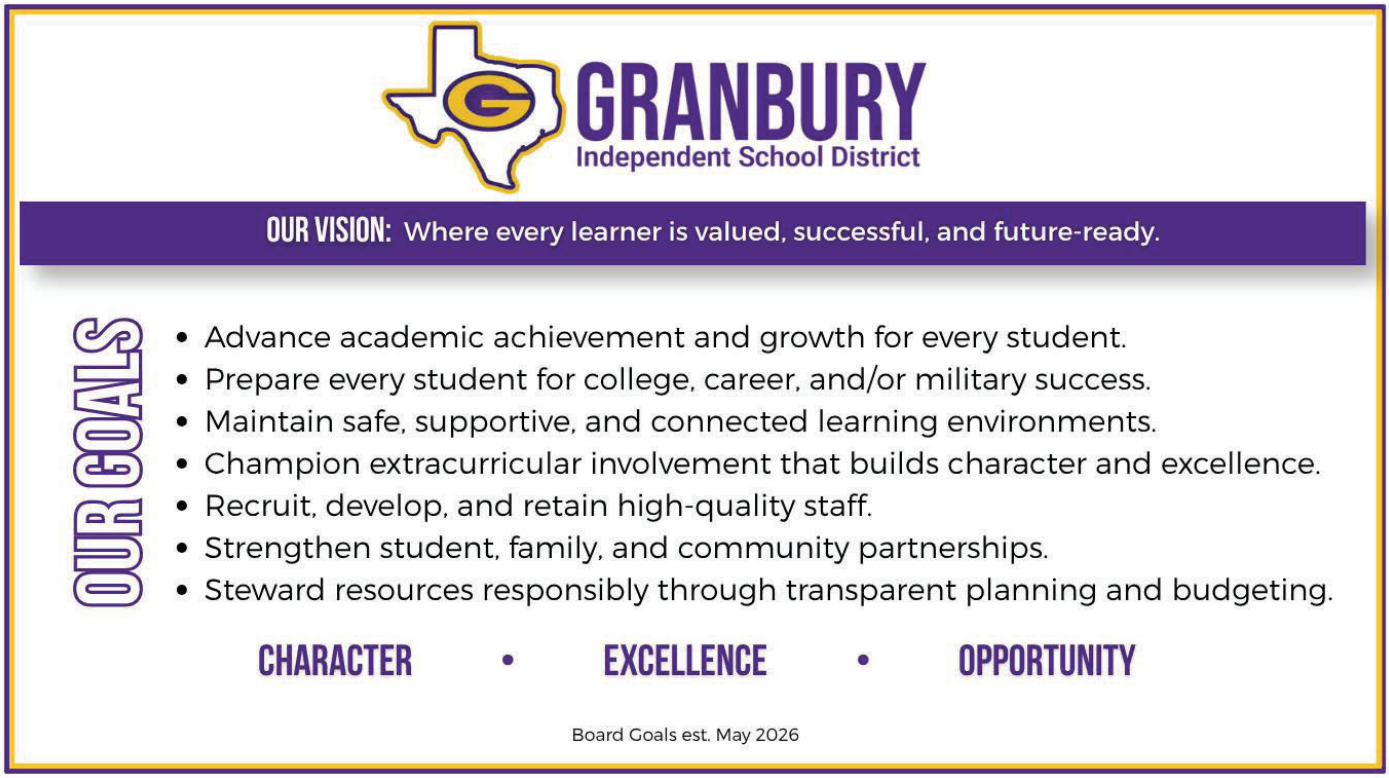
TRUSTEE REQUEST FOR AGENDA ITEM FORM

VISION, BELIEFS, AND DISTRICT GOALS

We Believe That . . .

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking, so students become life-long learners who are future ready.

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.



Policy Ref: BQ (Local)

TRUSTEES: ETHICS (BBF LOCAL)

EQUITY IN ATTITUDE	• I will be fair, just, and impartial in all my decisions and actions. • I will accord others the respect I wish for myself. • I will encourage expressions of different opinions and listen with an open mind to others' ideas.
TRUSTWORTHINESS IN STEWARDSHIP	• I will be accountable to the public by representing District policies, programs, priorities, and progress accurately. • I will be responsive to the community by responding positively to their concerns regarding in District affairs and by communicating the District's priorities and concerns. • I will work to ensure prudent and accountable use of District resources.
HONOR IN CONDUCT	• I will make no personal promise or take private action that may compromise my performance or my responsibilities. • I will tell the truth. • I will share my views while working for consensus. • I will respect the majority decision as the decision of the Board.
INTEGRITY OF CHARACTER	• I will base my decisions on fact rather than supposition, opinion, or public favor. • I will refuse to surrender judgment to any individual or group at the expense of the District as a whole. • I will consistently uphold all applicable laws, rules, policies, and governance procedures.
COMMITMENT TO SERVICE	• I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed. (A person commits an offense if he/she distributes information considered confidential under Government Code 552.) • I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation. • I will diligently prepare for and attend Board meetings.
STUDENT-CENTERED FOCUS	• I will avoid personal involvement in activities the Board has delegated to the Superintendent. • I will seek continuing education that will enhance my ability to fulfill my duties effectively. • I will be continuously guided by what is best for all students of the District.

TEAM OPERATING PROCEDURES OVERVIEW

Definition

A set of agreed upon steps or statements which define how the team will accomplish an important activity.

Benefits of Having Written Team Procedures

- Clarify expectations
- Minimize confusion and upsets
- Maximize efficiency and effectiveness
- Tell who, what when, where, and how of various situations and practices
- Improve working relationships
- Ease new members' transition
- Revise easily
- Keep agreements clear to all

Essential Characteristics of Effective Procedures

1. Statements of specific behaviors with the same meaning for all
2. Enough detail to provide the same understanding by all (who, what, when, where, why, to whom, how much, etc.)
3. Aligned with adopted policy
4. Written
5. Discussed and agreed upon by all
6. Reviewed periodically
7. Revised as needed

Tips for Developing Team Operating Procedures

- Agree as a team to develop team operating procedures
- Prioritize
- Agree on the best teamwork process
- Agree on work timelines
- Strive for shared understanding and agreement on each procedure
- Share procedures with community
- Review procedures annually or any time the team changes

CONTINUING EDUCATION REQUIREMENT FOR TRUSTEES

What board training am I required to have each year?

The answer depends on how long you've been in office. If you're a newly elected or appointed trustee, *having served fewer than 12 months*, you're required to complete training on a variety of topics, including:

- Local orientation
- Introduction to the Texas Education Code (TEC)
- Texas Open Meetings Act
- Cybersecurity
- Child Abuse Prevention
- Evaluating and Improving Student Outcomes (EISO), formerly known as Senate Bill (SB) 1566
- Team building
- An additional 10 hours of continuing education in topics of your choice

If you are an experienced trustee, *having served more than one year,* you are required to receive the following training:

- Update to the TEC following a legislative session
- Cybersecurity
- Child Abuse Prevention
- EISO (Evaluating and Improving Student Outcomes) training
- Team building
- An additional five hours of continuing education in topics of your choice

Board Training Hours are reported at the October Board Meeting.

The Granbury ISD Board has approved the following Board Trainings:

- TASB On-line Training
- Team Building (Conducted in District)
- Region Service Center Workshops
- North Texas Area Association of School Boards (NTAASB) Training
- Cross Timbers
- Education Code Update

In addition, the Board will strive to attend one of the following workshops as a team:

- TASB/TASA Convention
- Summer Leadership Institute

BOARD OF EDUCATION
AGENDA ITEM REQUEST FORM

Granbury I.S.D. inspires excellence and empowers all students to be future-ready and positive contributors to their community.

THE DEADLINE FOR SUBMITTING ITEMS FOR INCLUSION ON THE AGENDA IS NOON ON FRIDAY, TEN CALENDAR DAYS BEFORE REGULAR MEETINGS AND NOON THE THIRD CALENDAR DAY BEFORE SPECIAL CALLED MEETINGS. *BOARD PRESIDENT RESERVES THE RIGHT TO MOVE THE AGENDA ITEM TO A LATER DATE.

BOARD MEETING DATE: _____ **BOARD AGENDA ITEM:** _____

ADMINISTRATIVE AFFILIATION

☐ ADMINISTRATION ☐ BUSINESS OFFICE & FACILITIES ☐ CURRICULUM & INSTRUCTION ☐ COMMUNICATIONS
☐ HUMAN RESOURCES ☐ TECHNOLOGY ☐ OTHER: _____

AGENDA LOCATION/TYPE

☐ ADMINISTRATION ☐ BUSINESS OFFICE & FACILITIES CURRICULUM & INSTRUCTION COMMUNICATIONS
☐ HUMAN RESOURCES TECHNOLOGY OTHER: _____

STRATEGIC PLANNING GOALS: CHECK THE GOAL(S) YOUR AGENDA ITEMS APPLIES TO.

☐ ACHIEVEMENT SPOTLIGHT	☐ SUPERINTENDENTS REPORT	☐ ADMINISTRATIVE SERVICES	☐ HUMAN RESOURCES
☐ CONSENT ITEMS	☐ UNFINISHED BUSINESS	☐ BUSINESS AND OPERATIONS	☐ STUDENT SERVICES
☐ ACTION ITEMS	☐ NEW BUSINESS	☐ CURRICULUM AND INSTRUCTION	☐ SUPERINTENDENT
☐ DISCUSSION		☐ COMMUNICATIONS	☐ OTHER

STRATEGIC PRIORITIES: CHECK THE STRATEGIC PRIORITY YOUR AGENDA ITEM APPLIES TO.

☐	☐	☐	☐
STUDENT ACHIEVEMENT	**GRANBURY CULTURE**	**HUMAN CAPITAL**	**FACILITIES**
Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills by: 1. Strengthening the district-wide system in which all students engage daily at appropriate levels of rigor. 2. Committing to the district-wide system where teachers are provided job-embedded professional development and access to the time and data needed to meet the needs of all students.	Granbury I.S.D. students, staff, families, and community will be connected, supported, respected, and value the educational experience by: 1. Establishing, refining and executing district-wide systems and structures for family and community engagement and intentional partnerships. 2. Coordinate and provide district-wide services, programs, and resources to proactively implement universal supports for all students and staff.	Granbury I.S.D. staff will be highly effective, well supported, and valued both personally and professionally by: 1. Establishing a district-wide human capital strategy and execute aligned performance management practices. 2. Establishing district-wide systems for professional growth and retention.	Granbury I.S.D. facilities will be well maintained, secure, and prepared for future growth by: 1. Developing a district-wide system to meet and communicate facility-related needs to the community. 2. Expanding district-wide systems to ensure well-maintained and secure facilities.

RECOMMENDATION & ATTACHMENTS :
(Please attach appropriate documentation needed for other trustees to have an informed discussion or take appropriate action.)

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IMPLICATIONS AND/OR FINANCIAL IMPACT:

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REQUESTED BY BOARD MEMBER:

_____ _____
PRINTED NAME **SIGNATURE**