Notice of Regular
The Board of Trustees
Granbury ISD
Monday, June 14, 2004
6:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, June 14, 2004, beginning at 6:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 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 under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters and 551.072 purchase, exchange, lease or value of real property
    a. Appointments and retirements
    b. Consider appointment of Emma Roberson Elementary Principal
3. Reconvene in open session at 7:00 p.m.
4. Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Superintendent's Report - Goals 1, 2, 3, 6, 7
    a. Review meeting dates for 2004-05 school board meetings 3
    b. Financial statements for period ending May 31, 2004 4
    c. Campus improvement plans 5
7. Board members special reports
8. Consent agenda items - Goals 2, 3, 5
    a. Consider minutes of the May 24, 2004 regular called board meeting 322
    b. Consider budget amendments 326
    c. Consider HVAC supplies GISD bid no. 2002-09 - renewal 329
    d. Consider electrical supplies GISD bid no. 2002-12 - renewal 331
    e. Consider electrical services GISD bid no. 2002-16 - renewal 333
    f. Consider alcohol and drug testing administration GISD CSP 2002-27 - renewal 335
    g. Consider beverage services GISD bid no. 2002-38 - renewal 337
    h. Consider vehicle fuel GISD bid no. 2003-18 - renewal 339
    i. Consider grounds supplies GISD bid no. 2003-28 - renewal 341
    j. Consider instructional tools, professional books & teaching aids GISD bid no. 2004-09 343
    k. Consider science supplies and equipment GISD bid no. 2004-10 345
    l. Consider athletic training supplies bid no. 2004-14 348
    m. Consider building materials bid no. 2002-14 - renewal 350
    n. Consider 9 passenger Sport Utility Vehicle CSP-2004-16 352
9. Consider approval of student handbook 354
10. Consider approval of change to 2004-05 school calendar 438
11. Consider District Improvement Plan 439
12. Public comments/audience participation
13. Personnel - Goal 6
    a. Consider appointments and retirements
    b. Consider appointment of Emma Roberson Elementary principal
14. Adjourn

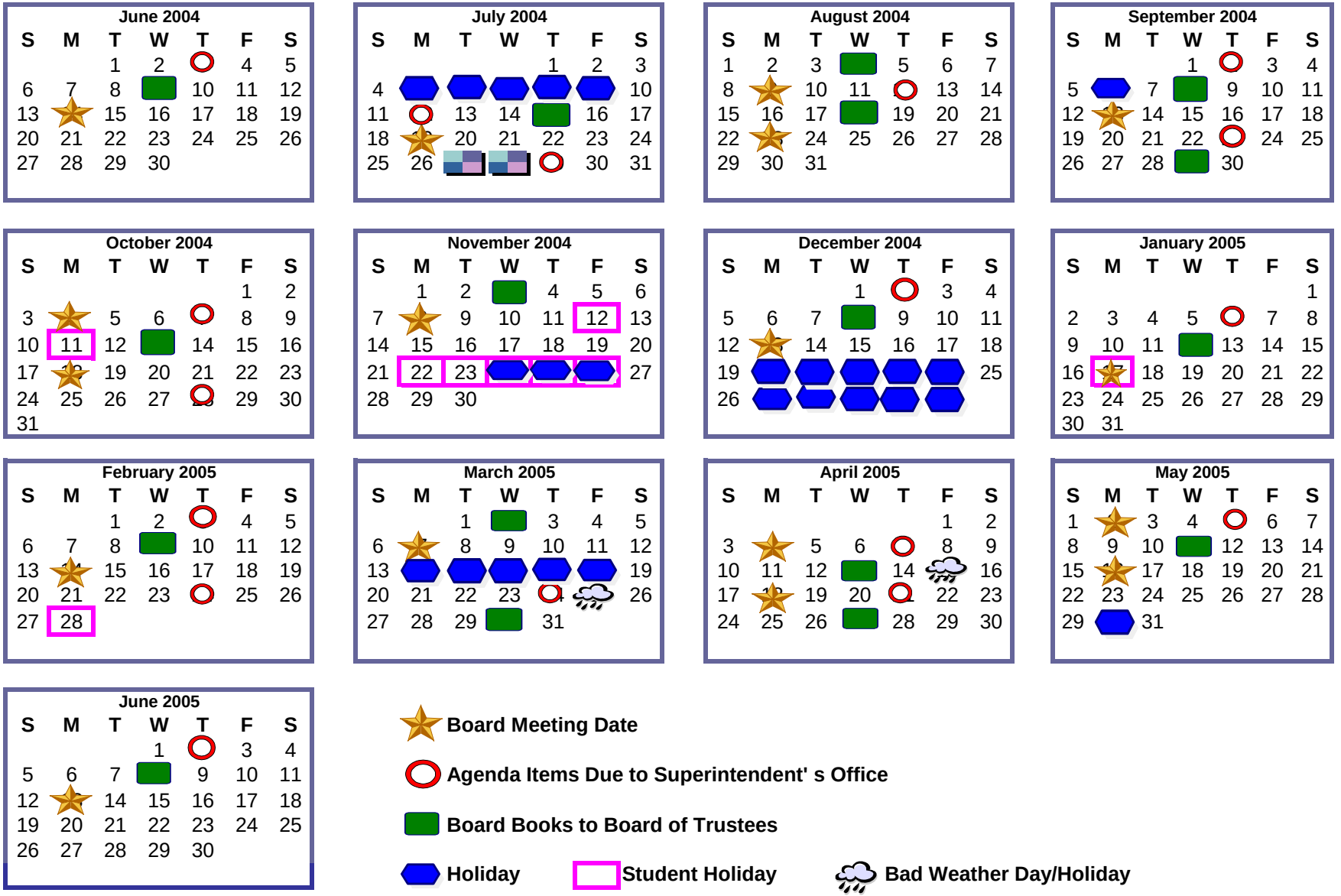
If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding 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)

Board of Trustees
Schedule of Regular Meetings
2004 - 2005



6/14/2004

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Information

TO: Mr. William Harris, Superintendent

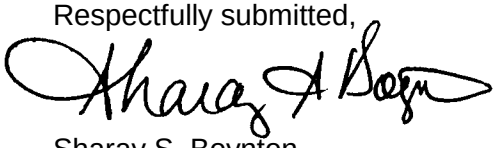
FROM: Sharay Boynton
DATE: June 7, 2004
RE: 05/31/04 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended May 31, 2004 for the general operating fund.

The statements for the period ended May 31, 2004 include only those transactions that occurred between the period of September 1, 2003 and May 2004. Revenue collected to date equal 90.01% of the budgeted amount compared to 87.68% last year. Expenditures to date represent 72.16% of the budget compared to 71.38% last year.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: June 7, 2004

Acton Elementary School

Campus Improvement Plan

2004-2005

Granbury Independent School District

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 1 - Alternative Resources to Supplement Tax Revenues
Campus Goal # 1 - Acton will pursue opportunities to become an "Adopted School" by local businesses.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Seek active sponsorship from additional local businesses.	Determined by sponsors	Principal Assistant Principal	Aug 2004 May 2005	FS	Services rendered	R		Successful adoption by local businesses

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #2 - A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
Campus Goal #2 - Acton will align READING curriculum to improve TAKS scores. Students scores will increase resulting in 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide specific skill instruction for At Risk and low-performing students as identified by TPRI, Benchmarks, Released TAKS and At Risk criteria	Multiple copies of low-level reading materials and skill activities $1000 Local	K-3 Teachers and Tutors	Aug 2004 May 2005	AEIS Ed Soft	TAKS TPRI	M	ESL AR SE E ED	TPRI TAKS Teacher observation Lesson plans Principal observation
Utilize AR & Star to provide appropriate independent reading and assessment	Low-level reading materials and skill activities. $304 Local	K-3 Teachers	Aug 2004 May 2005	AEIS	TPRI STAR TAKS	M	GT ESL AR SE E ED	Student's individual records
Provide mentor and tutor services for identified low performing students	$0	Counselor Volunteer Mentors and Tutors	Aug 2004 May 2005	AEIS	TAKS TPRI	R	ESL AR SE E ED	Volunteer sign in sheets

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 2 - A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
Campus Goal # 2 - Acton will align READING curriculum to improve TAKS scores. Student scores will increase resulting in 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide supplemental 1-1 or small group reading instruction for K-3 students who are at risk for reading difficulties	ARI allotment $9,000	K-3 Teachers Tutors	Aug 2004 May 2005	AEIS Ed Soft	TPRI TAKS	R	ESL AR E ED	Teacher lesson plans
Provide small group instruction for At Risk students	At Risk Teacher Title I $36,000	Instructional Specialist	Aug 2004 May 2005	AEIS	TPRI TAKS	R	ESL AR E ED	Teacher lesson plans
Increase listening skills in language arts	Published and teacher made materials $1500 Local	K-3 Teachers	Aug 2004 May 2005	AEIS	Teacher observation TEKS checklist	M		Teacher lesson plans
Guided reading process	$0	Instructional Specialist/At Risk Teacher	Aug 2004 May 2005	AEIS	TPRI TAKS	PD		Lesson plans
Provide small group instruction in Kindergarten literacy groups	Books $3,500 Local	Kindergarten Teachers	Oct 2004 May 2005	AEIS	TPRI	R	ESL AR E ED GT	Lesson Plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Take Home Reading materials and Drop Everything and Read (DEAR)	Library books Books/backpacks $500 PTO	PTO K-3 Teachers Librarian	Aug 2004 May 2005	AEIS	AR records	M		Assignment sheets
Provide Student Assistance Teams and 504 support	$0	Assistant Principal K-3 Teachers Counselor	Aug 2004 May 2005	AEIS	Report cards	M		SAT and 504 records
Provide dual language instructional materials for ESL learners	$2,118 ESL budget	Principal Assistant Principal	Aug 2004 May 2005	AEIS	ELPOP Benchmarks Report cards TPRI TAKS RPTE	M	ESL	Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #2 - A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
Campus Goal #2 - Acton will align MATH curriculum to improve TAKS scores. Student scores will increase resulting in at least 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Use supplementary materials to accelerate computation skills	Sleek computer software Cool Math for Kids $1,485 Local	Principal Assistant Principal K-3 Teachers	Aug 2004 May 2005	AEIS	Fact drills	M	ESL AR SE E ED	Lesson plans
Practice and apply uniform math vocabulary to align with TEKS and TAKS objectives	Copies of vocabulary $0	K-3 Teachers	Aug 2004 May 2005	AEIS	Report card grades	M		Vocabulary charts Math journals
Exemplars and Gems to supplement Saxon math	Exemplars and Gems	K-3 Teachers	Aug 2004 May 2005	AEIS	Report card grades	M		Lesson plans
Utilize Kagan strategies to improve higher level thinking skills	Kagan cards $135 Local	K-3 Teachers	Aug 2004 May 2005	AEIS	Benchmarks Released TAKS	M		Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
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Campus Goal #2 - Acton will align MATH curriculum to improve TAKS scores. Students scores will increase resulting in at least 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Administer Released TAKS to 3rd Grade	Testing materials $500 Local	Third grade Teachers	Aug 2004 May 2005	AEIS Ed Soft	Released TAKS scores	M		Lesson plans
Tutoring for low-performing K-3 students	Tutors $2,731 Title I	Principal Assistant Principal K-3 Teachers Tutors	Aug 2004 May 2005	AEIS	Benchmarks Released TAKS scores	R		Lesson plans Tutor timesheets
Mentor and tutor low performing students	Staff Community Volunteers Star Academy students	Principal Assistant Principal Counselor K &1 Teachers	Aug 2004 May 2005	AEIS	Benchmarks	R		Teacher lesson plans
Software to target specific math objectives	SLEEK software $1,485 Local	Principal Assistant Principal K-3 Teachers	Aug 2004 May 2005	AEIS	Benchmarks Released TAKS	M	ESL AR SE E ED	Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 2 - A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
Campus Goal # 2 - Acton will align MATH curriculum to improve TAKS scores. Student scores will increase resulting in at least 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide student assistance teams and 504 support	$100 Local folders	Assistant Principal K-3 Teachers Counselor	Aug 2004 May 2005	AEIS	Report cards	M		SAT and 504 records
Utilize alternative assessment for Special Education students according to IEP's	$500 Special Education budget	Special Education Teachers	Aug 2004 May 2005	AEIS	Alternative assessments results	M	SE	IEP's
Utilize differentiated curriculum for identified GT students	$505 Gifted Education funds	Gifted Coordinator Gifted Teachers Counselor	Aug 2004 May 2005	AEIS	Gifted assessment	M	GT	Lesson plans portfolios
Utilize strategies appropriate for ESL students	ESL materials $4,118 ESL funds and Kagan Cooperative Learning	Assistant Principal Counselor K-3 Teachers	Aug 2004 May 2005	AEIS	Report cards Benchmarks Released TAKS	M	ESL	Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 3 – An established, effective communication network exists.
Campus Goal # 3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Utilize email, internet, written letters, memorandums and grade level team notebooks for communication	Technology and office supplies $500 Local budget	Principal Assistant Principal Acton Staff Technology Dept Staff	Aug 2004 May 2005	PS FS	Parents and staff feedback	PI		Copies of correspondence
Letters to parents in English and Spanish	$200 Local Budget Translation software	Principal Assistant Principal PK- 3 Teachers	Aug 2004 May 2005	PS FS	Staff and parent feedback	PI	ESL	Copies of correspondence
Meet the Teacher Night	$0	Principal Assistant Principal PK-3 Teachers	Aug 2004	PS	Parent participation	PI		Sign in sheets
Donuts for Dads Muffins for Moms	$0	K Teachers	May 2004	PS	Parent participation	PI		Sign in sheets
Maintain a website for the school	$300 Local	Assistant Principal Teachers	Aug 2004 May 2005	PS	Parent participation	PI		Principal observation

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #3 – An established, effective communication network exists.
Campus Goal #3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Grade level parent meetings	$0	PK-3 Teachers Principal Assistant Principal	Aug 2004 May 2005	PS	Parent participation	PI		Sign in sheets
Post PTO newsletter on website and update marquee weekly	$0	PTO Officers	Aug 2004 May 2005	PS	Parent participation	PI		Copies of newsletters
Student Take Home Folders	$0	Teachers	Aug 2004 May 2005	FS	Parent participation	PI		Copies of school information
Preschool visits for Headstart and Preschools	$0	Principal Assistant Principal Counselor Principal	May 2005	PS	Number of students attending	PI		Copies of program agendas
Communicate attendance expectations to parents and recognize perfect attendance	$100	Assistant Principal PK-3 Teachers	Aug 2004 May 2005	AEIS	Attendance records	HQ		Copies of letters to parents

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 3 – An established, effective communication network exists.
Campus Goal # 3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Reward students with perfect attendance each semester	$300 Local budget	Principal	Aug 2004 May 2005	AEIS	Attendance records	HQ		Copy of letters to parents
Notify parents by phone after 3 successive absences and mail after 6 absences or tardies	$0	PK-3 Teachers	Aug 2004 May 2005	AEIS	Attendance records	HQ	AEIS	Documentation of telephone calls
End of year recognition for perfect attendance	$100 Local awards	PK-3 Teachers	Aug 2004 May 2005	AEIS	Attendance records	HQ		Assembly program
Parents call school before 9:30 to report absences	$0	Parents	Aug 2004 May 2005	AEIS		HQ		Telephone log

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #4 - A supportive community and staff are involved in our schools.
Campus Goal #4 - Acton Elementary encourages parent involvement.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
PTO	Officers $0	PTO President	Aug 2004 May 2005	PS		PI		PTO meeting minutes
PTO Volunteer Program	PTO Officers $0	Volunteer Coordinator	Aug 2004 May 2005	PS	Volunteer sign in	PI		
Shining Starfish Student Recognition	$300	Counselor Kiwanis	Aug 2004 May 2005	DR	Discipline records	HQ		Student participation records
Family Reading Night	$0	AR Coordinator	Aug 2004 May 2005	AEIS	Student attendance	PI		Sign in sheets
Act(i)on Dads Program	Parent Board	Counselor	Aug 2004 May 2005	PS	Attendance records	PI		Sign in sheets

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 5 – Students are competent in technology.
Campus Goal # 5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
T/S formats and evaluates digital information for appropriate and effective communication delivered electronically in a variety of media	$12,000 Grant funding studio lab equipment to assist in creation and presentation of student projects	Classrooms Teachers Principal Assistant Principal	Aug 2004 May 2005	AEIS	A check sheet with applicable skills will be completed after observation of the student's performance	HQ		Student portfolio
Classrooms will maintain 4 workstations	$52,558 Campus Budget & New Initiative Replace Compaq computers with 38 newer models & upgrade 99 existing computers	Principal Technology Director	Aug 2004 May 2005	AEIS	School inventory will indicate completion of this objective	HQ		Classroom inventory
LEP/ESL students will utilize software to enhance literacy and fluency	$1,250 Rosetta Stone software ESL Funds	Principal Technology Director	Aug 2004 May 2005	AEIS	Student reports will document improved literacy and fluency	M	ESL	Student report cards

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #5 – Students are competent in technology.
Campus Goal #5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Technology training and staff development	$0 Technology department	Principal Technology Director	Oct 2004	AEIS	Staff Development Evaluation	PD		Sign in sheets
T/S demonstrates knowledge and appropriate use of hardware components, software programs, and their connections using data input skills appropriate to the task	$3000 Grant funding a full functioning computer lab, age appropriate instructional and assessment materials	Classroom Teachers Principal	Aug 2004 May 2005	AEIS	Use of terminology. Ability to start and exit programs, as well as create, name, and save files, will be recorded on a checklist	HQ		Record of checklist
T/S uses a variety of strategies to acquire and evaluate information from electronic resources in a variety of ways	$3500 Grant funding age appropriate software programs to track and evaluate student progress	Classroom Teachers Principal	Aug 2004 May 2005	AEIS	Evaluation of keyboard searches to acquire information and the application of skills to navigate and access information for research	HQ		Teacher lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #5 – Students are competent in technology.
Campus Goal #5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
T/S uses computer based tools to create, modify, and evaluate solutions to problems utilizing research skills and electronic resources in a variety of ways	$10,000 Grant funding Create grade level multimedia carts with a scanner, VHS or digital recording devices, etc.	Classroom Teachers Principal	Aug 2004 May 2005	AEIS	Observations of each student using software programs to express ideas and solve problems will be recorded on an individual skills checklist	HQ		Record of checklist
Utilize internet access & video services	$21,288 Local	Technology Director Principal	Aug 2004 May 2005	FS	Student Individual Skills checklist	HQ		Computer Dept Records
Classrooms will maintain 4 work stations	$3,800 Local Computer and printer supplies	Principal Technology Director	Aug 2004 May 2005	FS		HQ		Computer Dept Records

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #6 -Adequate facilities and equipment exist to meet the needs of our students.
Campus Goal #6 - Acton will utilize FACILITIES and EQUIPMENT to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Printer applications	$2400 Technology grant	Principal Technology Director	Aug 2004 May 2005	AEIS	Increased number of printers will enhance student use	HQ		Student portfolio
Power Point presentation equipment/Smart Board	$6000 Technology grant	Principal Technology Director	Aug 2004 May 2005	AEIS	Teacher use enhances student learning G/T applications for student presentations	M		Checkout sheet Student portfolio
Video on Demand	$3,319 Local	Principal Technology Director	Aug 2004 May 2005	AEIS	Teacher use enhances student learning	M		Faculty checklist
Replace furniture as needed	$2,000 Local	Principal	Aug 2004	AEIS	Adequacy of furniture to meet student and staff needs	M		Furniture inventory

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 7 – Adequate trained staff exists to meet the needs of GISD students.
Campus Goal # 7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Continue music appreciation by fostering a positive learning environment	Music instruments Materials and supplies $1000 Local	Music teacher	Aug 2004 May 2005	FS	Report card	M		Teacher lesson plans
Continue art appreciation by fostering a positive learning environment	Art equipment and supplies $3500 Local	Art teacher	Aug 2004 May 2005	FS	Report card	M		Teacher lesson plans
Continue physical education enhancement by fostering a positive learning environment	Sports equipment and supplies $2,000 Local	Physical Education Teachers	Aug 2004 May 2005	FS	Report card	M		Teacher lesson plans
Provide Pre-Kindergarten for 4 year old students	$32,100 Teachers salary Comp Ed funding	Pre-K Teacher	Aug 2004 May 2005	AEIS	Individual student assessments	M	ESL ED	Program implementation
Provide Bilingual Classes for Pre K-2nd Grade Students	Title V, ESL, SCE, Local Campus Funds, Federal Funds	Principal Assistant Principal Bilingual Teachers	Aug 2004 May 2005	AEIS	ELPOP Tejas Lee	M	LEP ESL	Program Implementation

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal # 7 – Adequate trained staff exists to meet the needs of GISD students.
Campus Goal #7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Encourage reading by providing a large variety of reading material	$5000 Local Books and equipment	Librarian	Aug 2004 May 2005	AEIS	AR records	HQ		Number of volumes checked out
Provide a school nurse to attend to student health needs and perform vision and hearing screening	$3,080 Local Health supplies and equipment	School Nurse	Aug 2004 May 2005	AEIS	Student health records	HQ		Clinic sign in sheets
Instruction will be delivered by a highly qualified staff	District salary schedule	Campus Leadership Team	Aug 2004 May 2005	AEIS	Teacher evaluations	HQ		Personnel records
Utilize Thinking Maps New Jersey Writing and Best Practices to increase student achievement	Training provided by district trainers $0	Principal Curriculum Coordinator PK-3 Teachers	Aug 2004 May 2005	AEIS	Classroom observations	PD		Lesson plans Sign in sheets
Improve Critical Thinking through the use of foldable and graphic organizers		Principal Assistant Principal PK-3 Teachers	Aug 2004 May 2005	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Student products Teacher lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004 –2005
District Goal # 7 – Adequate trained staff exists to meet the needs of GISD students.
Campus Goal # 7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Kagan Cooperative Learning	$0	Principal Asst Principal K-3 Teachers Kagan Trainers	Aug 2004 May 2005	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Teacher lesson plans Classroom observation
ESL Certification	$300 ESL	Curriculum Coordinator	Aug 2004 May 2005	AEIS	Benchmarks TAKS	PD	ESL	Personnel Records
El Mundo Workshop	$1,850	Luz Roth	Oct 2004	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Classroom Observation

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #8- Student Safety and Well Being
Campus Goal #8 - A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Implement Kelso's Choices for conflict resolution	$0	Counselor PK-3 Teachers	Aug 2004 May 2005	PS FS	Discipline referrals	HQ		Lesson plans
Get Real About Violence Grades 1-3	$0	Counselor 1-3 Teachers	Aug 2004 May 2005	PS FS	Discipline referrals	HQ		Lesson plans
Drug and Violence Education	$0 Provided by TEA	Counselor PK-3 Teachers	Oct 2004	PS FS	Student feedback through participation	HQ		Lesson plans
Red Ribbon Week PK-3	$500 Local supplies Guest speaker	Counselor	Oct 2004	SS	Student feedback through participation	HQ		Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2004-2005
District Goal #8 - Student Safety and Well Being
Campus Goal #8 - A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
DARE Classes 3rd grade	$2000 SADFSC Budget	Dare Officer	Dec 2004 Feb 2005	SS	Student and teacher evaluations	HQ		Lesson plans
McGruff classes PK and K	$0	Principal Discipline Committee	Aug 2004 May 2005	FS	Discipline referrals	HQ		Discipline plan
Develop and implement campus wide discipline plan	$0	Principal Discipline Committee	Aug 2004 May 2005	FS	Discipline referrals			Discipline plan
Update and review crisis management plan with staff	$0	Principal	Aug 2004		Training evaluation form	HQ		Sign in sheets and agendas

Fund	Description	Budgeted
Title I	Teacher's salary	$36,000
Title I	Assistant Principal 1-FTE	$43,800
Title I	Tutoring Salaries	$
Title I	Classroom Computers and Upgrades	$52,558
Title I	Sleek Software	$1,485
Comp Ed	Elementary Comp Ed. salary 1-FTE	$32,100
ESL	El Mundo	$1,800
ESL	Rosetta Stone	$1.250
ESL	Supplies and Materials	$4,118
ESL	Certification	$300
ESL	Bilingual Stipends	$12,000
CSR	Class Size Reduction Salaries 2-FTE	$
	General Fund Instruction	
Local	Kindergarten Literacy Books	$3,500
Local	Maintenance and Repair/Copy Machine	$6,900
Local	Operating Lease/Copy Machine	$5,350
Local	Textbooks/Math/Third Grade	$3,900
Local	Supplies and Materials	$33,900
Local	Employee Travel/Professional Development	$3,500
Local	Awards and Miscellaneous	$3,400
Local	Furniture and Equipment	$2,000
Local	Professional Services	$1,600
	School Leadership	
Local	ESC Contracted Services	$500
Local	Equipment Maintenance	$600
Local	Maintenance Copy Machine	$972
Local	Operating Lease/Copy Machine	$4,208
Local	Supplies and Materials	$100
Local	Employee Travel-Professional Development	$950
Local	Fees and Dues	$600
	Library	
Local	Contracted Equipment Maintenance	$2,500
Local	Maintenance and Repair	$100
Local	Subscriptions	$500
Local	AV Data Processing	$300
Local	Supplies and Materials	$500
Local	Employee Travel/Professional Development	$600
Local	Fees and Dues	$100
Local	Furniture	$300
Local	Equipment	$4,600
Local	Library Books	$5000

	Counselor	
Local	Reading Materials	$500
Local	Employee Travel	$800
	Health Services	
Local	ESC Contracted services	$500
Local	Maintenance and Repair	$100
Local	Miscellaneous Contracted services	$80
Local	Supplies and Materials	$1,200
Local	Supplies and Materials	$350
Local	Employee Travel and Subs	$200
Local	Equipment	$900
	Gifted Education	
Gifted	Instructional Materials	$500
Gifted	Employee Travel and Subs	$500
	Innovative Funds	
Title V		$
	Comp Ed.	
Comp Ed	Tutors	$5,000
Comp Ed.	Supplies and Materials	$2,832
	Technology	
Local	Charter Communication	$13,200
Local	SB€ Internet	$1,385
Local	Content Filtering and Antivirus	$3,384
Local	Video Conference – Camera Maintenance	$1,800
Local	Video Conference – Accord Bridge	$1,019
Local	ESC – Retn	$500
Local	Computer Supplies	$2,000
Local	Printer Supplies	$1,800
Local	Destiny Follet	$4,300
Local	Accelerated Reader	$152
Local	Star Reading	$152
Local	Grade Quick	$230

Glossary

Sp. Pop	**Special Populations**
GT	Gifted and Talented
ESL/LEP	English as a Second Language/Limited English Proficient
AR	At Risk
SE	Special Education
E	Ethnicity
ED	Economically Disadvantaged
	Needs Assessment
AEIS	Academic Excellence Indicator System
SS	Student Survey
FS	Faculty Survey
PS	Parent Survey
DR	Discipline Reports
S.W. Comp	**School Wide Compensatory**
R	Reform Strategy
PD	Professional Development
PI	Parent Involvement
A	Assessment
M	Mastery
HQ	High Quality
	Other
TPRI	Texas Primary Reading Inventory
TAKS	Texas Assessment of Knowledge and Skills
AR	Accelerated Reader
IEP	Individual Education Plan
PTO	Parent Teacher Organization
SAT	Student Assistance Team
ELPOP	English Language Proficiency Observation Protocols

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal #1: Baccus Elementary School will use alternate resources to provide for the needs of the students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Campbell's Soup Labels	PTA Funds Postage - $25.00 PTA Volunteer	PTA	8/18/04 – 5/26/05		Yearly Report			PTA Records
General Mills Boxtops for Education	PTA Volunteer	PTA	8/20/03 – 5/27/04		Yearly Report			PTA Records
Ink Cartridges	None	PTA	8/18/04 – 5/26/05		Yearly Report			Yearly Report
Carnival	$2000 PTA Funds	PTA Carnival Chairperson	2/2005		Carnival Evaluation Report			PTA Records
Recycling	None	3rd Grade G/T Teacher	8/18/04 – 5-26-05		Recycling Report			Recycling Reports
Book Fair	None	Librarian PTA Volunteers	Fall, 2004 Spring 2005		Book Fair Report			PTA, Book Fair Records
School Pictures	None	Principal	Oct. 2004, Mar. 2005					
Grants Walmart Saint Gobain D.I.P. #1	None	Principal PTA President HOSTS Coordinator	8/18/04 – 5/26/05		Grant Report		AT Risk	Grant Records

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 2 A: All student populations will achieve 100% mastery on the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Continue to teach the reading series and supplemental reading series	Adopted Reading Series. Local Funds to add to or replace textbooks $250	All classroom teachers, SpEd teachers, HOSTS Coordinators, instructional Specialists and tutors.	8/18/04 – 5/26/05	TAKS TPRI	Benchmarks, Test Results TAKS TPRI ITBS RPTE	9	All Students	TAKS, TPPI Reports
Students in grade 1-3 will recognize the appropriate sight words from the Reading Series	Reading Textbooks Local and State Funds	All classroom teachers, HOSTS Coordinator, Instructional Specialist	8/18/04 – 5/26/05	Pretest	TPRI RPTE TAKS Benchmarks	2	All students	Daily, Weekly evaluation until mastery
User computers to enhance and individualize the reading program	Sleek, HeartBeeps, JumpStart, Reader Rabbit, Rosetta Stone	All Classroom teachers, Instructional Specialist	8/18/04 – 5/26/05	STAR Report, Sleek Pre-test	Monitor lesson plans	2	All students	Sleek Reports STAR Reports Rosetta Stone Reports
Replace and upgrade computers in classrooms as needed to maintain at least four computers per classroom D.I.P. #2	$19,500 Local $13,000 Title I	Principal	8/18/04 – 5/26/05	Technology	Principal Reports	2	All students	Technology Inventory

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 2 A: All student populations will achieve 100% mastery on the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Continue to teach the reading series and supplemental reading series	Adopted Reading Series. Local Funds to add to or replace textbooks $250	All classroom teachers, SpEd teachers, HOSTS Coordinators, instructional Specialists and tutors.	8/18/04 – 5/26/05	TAKS TPRI	Benchmarks, Test Results TAKS TPRI ITBS RPTE	9	All Students	TAKS, TPPI Reports
Students in grade 1-3 will recognize the appropriate sight words from the Reading Series	Reading Textbooks Local and State Funds	All classroom teachers, HOSTS Coordinator, Instructional Specialist	8/18/04 – 5/26/05	Pretest	TPRI RPTE TAKS Benchmarks	2	All students	Daily, Weekly evaluation until mastery
User computers to enhance and individualize the reading program	Sleek, HeartBeeps, JumpStart, Reader Rabbit, Rosetta Stone	All Classroom teachers, Instructional Specialist	8/18/04 – 5/26/05	STAR Report, Sleek Pre-test	Monitor lesson plans	2	All students	Sleek Reports STAR Reports Rosetta Stone Reports
Replace and upgrade computers in classrooms as needed to maintain at least four computers per classroom D.I.P. #2	$19,500 Local $13,000 Title I	Principal	8/18/04 – 5/26/05	Technology	Principal Reports	2	All students	Technology Inventory

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004- 2005

Goal 2 A: All student populations will achieve 100% mastery of the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
TPRI	State provided materials	K-2 Teachers	K: Jan. 2005 May 2005 1 & 2 Oct. 2004 May 2005		TPRI Test	1	All K-2 Students	TPRI Reports
RPTE	ESL/Bilingual Federal Funds	Counselor	Mar. 2005		RPTE Results	1	LEP	RPTE Reports
Provide tutoring during the school day to ESL and low-performing students	ARI and Title I Funds, SCE for supplies $500	Principal, Instructional Specialist, Tutors	8/18/04 – 5/26/05		End of Year Testing, TAKS	9	AR ED LEP	TAKS Results
Provide staff development in reading including cooperative learning, graphic organizers, and writing.	SCE - $1000 Local - $900 Title I - $7000	Principal	8/18/04 – 5/26/05	FS AEIS	Survey Results	4	All Students	TAKS Results
D.I.P. #2.								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal 2 B: All Student populations will achieve 100% mastery of TAKS Math.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Instruct math processes and skills using Saxon Math	State provided resources. $2500 Local Funds	All Classroom Teachers, SpEd Teachers	8/18/04 – 5/26/05	TAKS Benchmarks	TAKS Benchmarks	2	All Students	TAKS Records Benchmark Results
Use supplemental math materials: GEMS Exemplars Problem Solvers Estimation & Reasonableness Calculators AIMS Frog Street Kagan	Local Funds $2500 SCE - $500	All Classroom Teachers, SpEd Teachers	8/18/04 – 5/26/05	TAKS Benchmarks	TAKS	2	All Students	TAKS Scores
Staff Development for all staff in mathematics	Local - $900 SCE - $1000	Principal	8/18/04 – 5/26/05	FS SEIS	Survey Results	4	All Students	TAKS Scores
Use computer software to enhance math instruction. Sleek HeartBeeps JumpStart	Sleek Software Computer Lab & Classroom Computers Local Funds SCE	Classroom Teachers	8/18/04 – 5/26/05	Sleek Pretest	TAKS	2	All Students	TAKS Reports
Use manipulatives and learning centers to create and maintain students natural curiosity and discovery	Local Funds $2500 SCE $200	Classroom Teachers Instructional Specialist	8/18/04 – 5/26/05		TAKS	2	All Students	TAKS Reports

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal 2 C: Baccus Elementary will provide a balanced writing program for Pre-Kindergarten through Third Grade.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Maintain a portfolio for every student that will be passed to the next grade level.	Local Funds $300	All Classroom Teachers	8/18/04 – 5/26/05		4th Grade Writing Scores or TAKS	2	All Students	Portfolios
Teacher Training and Use of Thinking Maps by students PK- 3.	Thinking Maps Notebooks, Title I Funds SCE - $500	All Teachers	8/18/04 – 5/26/05		Evidence of Thinking Maps in classes.	2	All students	Student created Thinking Maps in classrooms.
Pre-K students attempt to use a variety of writing forms: Lists Messages Stories	Local Funds for materials and Portfolios $500	Pre-K Teachers	8/18/04 – 5/26/05		Copies of student work	2	All Pre-K Students	Portfolios
Kindergarten: Students compose original text Grade 1: Students select and use writing processes to compose original narrative stories. Grade 2: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptive stories.	Local Funds for materials and Portfolios $500	K-3 Teachers	8/18/04 – 5/26/05		Student Work	2	All Students	Portfolios

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal 2 C: Baccus Elementary will provide a balanced writing program for Pre-Kindergarten through Third Grade.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Grade 3: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptives.	Local Funds for materials and Portfolios $500	K-3 Teachers	8/18/04 – 5/26/05		Student work	2	All Students	Portfolios
New Jersey Writing Project of Texas (NJWPT)	$6000 for training and materials	Principal	June, 2004 - May 26, 2005		Writing Portfolio	2	All Students	Portfolios

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Progress Reports are sent every three weeks to the parents of students with failing grades	Local Funds $100	All Teachers	8/18/04 – 5/26/05		Report Cards Grade Books	5	All students	Copy of Progress Report
Meet the Teacher Night	None	All Teachers	8/18/04 – 5/26/05		Principal & Staff Observations	5	All students	Sign-In Sheets
Conduct Teacher/Parent Conferences at least once a year	None	All Teachers	8/18/04 – 5/26/05			5	All Students	Sign-In Sheets Roster of Conferences
Conduct LPAC, SAT, and 504 meetings as needed	None	Counselor, Asst. Principal	8/18/04 – 5/26/05		Report Card	9	LEP ED AR	LPAC, SAT, and 504 minutes and records
Video Production Class	Title I	Principal, Classroom Teacher GEA 7	8/18/04 – 5/26/05		Evaluation Form for weekly shows		All Students	Video Library Scrapbook

D.I.P. #3

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
The Site-Based Decision Making Committee will meet monthly to discuss campus issues as defined by the State law.	None	Principal	8/18/04 – 5/26/05	FS PS	Yearly Evaluation	8	All Students	Campus Improvement Plan
Monthly newsletters and calendars	Local Funds (Paper) $200	Principal	8/18/04 – 5/26/05		Newsletter and calendars	5	All Students	Copies of newsletters and calendars
Teachers will be encouraged to send weekly or monthly newsletters regarding classroom activities	Local Funds (Paper) $200	Teachers	8/18/04 – 5/26/05		Newsletters and calendars	5	All Students	Copies of newsletters
Marquee	PTA	Principal, Asst. Principal	8/18/04 – 5/26/05		Updated Marquee	5	All Students	Updated Marquee
Hood County News articles to publicize activities and honors	PTA Volunteer	Public Info Officer, PTA President Principal	8/18/04 – 5/26/05		Frequent articles	5	All Students	Copies of Articles
GISD Web Page	Technology	Technology Committee, Principal	8/18/04 – 5/26/05		Frequent information on GISD Web Page	5	All Students	Web Page
Baccus and Classroom Web Pages	None	Principal, Technology Committee	8/18/04 – 5/26/05		Updated information on Baccus Web Page	5	All Students	Web Page

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
School wide Title I Parent/Teacher/Student compacts will be distributed	Title I Funds Paper for Compacts	Principal, Secretary	8/18/04 – 5/26/05		Compacts signed and returned to school	5	All Students	Signed Compacts
Tours will be conducted to HeadStart, Daycares, and individual parents and students who will be attending our school	None	Principal	8/18/04 – 5/26/05		Feedback from parents or group leaders	7		Calendar
Set up and maintain a Parent Center to provide parenting information.	$500 Local	Counselor	8/18/04 – 526/04	PS	Feedback from parents	5	All Parents	Parent Center Sign – in Sheet

D.I.P. #3

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Teachers will work and plan in grade level teams to ensure continuity of activities from class to class	Common planning time No funds required	All Teachers, Principal	8/18/04 – 5/26/05	FS	Lesson Plans	1, 5	All Students	Grade Level minutes
Science Fair	Awards $200 Local Funds	Principal, Asst. Principal Classroom Teachers	1/2005 – 2/2005		Science Fair Competition	3	All Students	Complete projects and list of winners
Field Day	Awards $100 PTA Funds	P.E. Teacher	5/2005		Report to Principal	3, 5	All Students	Schedule of events
Music Programs for PTA Meetings by students	PTA Funds $200	Music Teacher	9/2004 11/2004 1/2005 3/2005		Completion of PTA program	3, 5	All Students	Copy of Program
Super Stars	PTA Funds $500	PTA Volunteer	8/18/04 – 5/26/05		Super Star Recognition and Parties		All Students	List of yearly totals
Science Lab	Local - $11,000	Principal	8/18/04 – 5/26/05	FS	Teacher survey at the end of school year	3	All Students	Lesson plans Lab sign – in sheet

D.I.P. #4

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Accelerated Reader	PTA Funds $1600 Local - $500	Librarian, PTA Volunteers	8/18/04 – 5/26/05		Awards for Point accumulation	3, 5	All Students	List of top AR winners in classrooms
Kiwanis Terrific Kids	PTA Funds Hospitality and refreshments $250.00	Principal	8/18/04 – 5/26/05		Principal and staff observations	5	All students	List of Terrific Kids
Pizza Hut Book It	Book-It materials No cost	PTA Volunteer	8/18/04 – 5/26/05		Yearly evaluation	3, 5	All students	Book –It Records
Skate Night	PTA Funds $50 for paper to send notes	PTA Volunteers	9/2004 – 4/2005		Yearly evaluation	3, 5	All students	Skate Night Records
Family Fitness Night	None	PE Teacher Nurse, Principal	11/2004 – 2/2005		Session Evaluation	3, 5	All Students	Sign – In Sheets
Health Fair	$500	Principal	11/2004 – 2/2005		Session Evaluation	3, 5	All Students	Sign – In Sheets
Runner's Club	PTA Funds - $600	PE Teacher	2/2005		Yearly evaluation	3, 5	All students	Runner's Club Records
Baccus "Do Right" Award	Local Funds - $500	Principal	1/2004 – 5/2005		Fewer tardies, Behavior		All students	Tardy Records, Discipline Records
D.I.P. #4								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Students in 1st, 2nd & 3rd grades will be identified for G/T based on the guidelines established in the G/T Districtwide Program	Testing Materials Local - $200	Counselor	10/2004 – 5/2005	ITBS CogAT	ITBS CogAT	1	All Students	Completed G/T Evaluations
Curriculum and instruction will meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.	Local Funds - $600	Principal Counselor G/T Teachers	8/18/04 – 5/26/05		Lesson Plans	2, 9	GT	Copies of Lesson Plans
ESL students will be identified, develop a positive attitude toward their new culture, and develop communication skills	ESL Funds - $250 Supplies Library Books - $1000 ESL Funds	Counselor	8/18/04 – 5/26/05	Home Language Survey	ITBS – 2nd RPTE – 3rd IPT Oral English PK-3rd IPT Reading English 2 & 3 IPT Writing English 2 & 3	1, 2 5, 9	LEP	Copies of test results
Use “Morning Meetings” to promote character education D.I.P. #4			8/18/04 – 5/26/05					List of topics & schedule of topics

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 5: Baccus students will be competent in technology.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Students will be given an opportunity to use computers daily.	Computer Lab Four computers per classroom	All Teachers	8/18/04 – 5/26/05		Lesson Plan Evaluations	2, 3	All Students	Lesson Plans
Students will demonstrate competency in technology TEKS	Technology TEKS	All Teachers	8/18/04 – 5/26/05		Lesson Plan Evaluation	2, 3	All Students	Lesson Plans
Students will have the opportunity to use a variety of technology tools.	Computers, scanners, digital cameras, video cameras	All Teachers	8/18/04 – 5/26/05		Lesson Plan Evaluation	2, 3	All Students	Lesson Plans
Laptops will be provided to teachers.		Technology Dept and Principal	8/18/04 – 5/26/05		Use of Computers	6		Check out sheets for Technology
Students will sign and understand the Acceptable Use Policy for technology use	None	All Teachers	8/18/04 – 5/26/05		Forms completed		All Students	Signed handbook page

D.I.P. #5

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 6: Baccus Elementary will provide adequate facilities and equipment to meet the needs of our students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Maintain at least 4 computers per classroom	Local and Title I	Principal	8/18/04 – 5/26/05			2		Technology Inventory
Playground equipment will receive monthly inspections	None	Maintenance Staff	8/18/04 – 5/26/05		Monthly Inspection		All Students	Inspection Reports

D.I.P. #6

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 7: All teachers and staff at Baccus Elementary School will be trained to meet the needs of all students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Staff development days during the school year.	Curriculum materials Local Funds - $5040	Principal		AEIS	Session Evaluations	4		Sign – In Sheets and Agendas
Horizontal and vertical team meetings	State adopted materials Supplemental Resources	Principal Curriculum Dept	8/18/04 – 5/26/05	AEIS TAKS	Session Evaluations	4		Sign – In Sheets and Agendas
Provide training for teacher aides		Principal SpEd Director	8/18/04 – 5/26/05	AEIS	Session Evaluations	4	SE	Sign – In Sheets and Agendas
Teachers will be competent in technology TEKS and the integration of technology into the curriculum.	TEKS Technology Workshops	Teachers, Technology Dept	6/2004 – 5/2005		Session Evaluations	4		Sign – In Sheets

D.I.P. #7

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 8: Baccus Elementary teachers and staff will work together to provide an atmosphere of safety and well-being.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Monthly Safety Committee Meetings	Safety Training Manual	Principal	8/18/04 – 5/26/05	Safety Inspections	Yearly Evaluation	4		Safety Reports
Provide Drug Abuse Resistance Education (DARE) Programs	DARE Officer Safe & Drug Free Schools	DARE Officer 3rd Grade Teachers	Spring 2005		Teacher Evaluations	10	3rd Grade Students	Evaluation Reports
Red Ribbon Week	Safe & Drug Free Schools - $600	Counselor	10/2004		Activity Evaluation	10	All Students	Evaluation Reports
Regularly conducted fire and tornado drills	None	Principal	8/18/04 – 5/26/05	Monthly Safety Report	Safety Reports		All Students	Safety Records
Fire Safety Assembly	None	Principal, Volunteer Fire Dept	10/2004	Monthly Safety Report	Assembly Evaluation		All Students	School Calendar
Monthly Safety Training	None	Principal	8/2004 – 5/2005	Monthly Safety Report	Safety Reports		All Staff	Safety Reports
Use of walkie-talkies by teachers, office and staff	$400.00 for repair and replacement	Principal	8/18/04 – 5/26/05					
D.I.P. #8								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2004-2005

Goal # 9: The teachers, staff, and students at Baccus Elementary will work to improve attendance to 96% or higher.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Each classroom teacher will send a list of absences to the office by 8:30 a. m.	Documentation Notebook	Secretary Office Clerk	8/18/04 – 5/26/05		Attendance Reports		All Students	Attendance Records
Complaints are filed on parents for contributing to non-attendance	None	Principal Asst. Principal	8/18/04 – 5/26/05		Attendance Reports and Letters to Parents		All Students	Copies of Reports and Letters
Students will be recognized and rewarded each six weeks period for Perfect Attendance	Certificates - $50 Local Funds	Classroom Teachers	8/18/04 – 5/26/05		6 Weeks Attendance Reports		All Students	Attendance Records
Students with perfect attendance for the year will be recognized at the end of the year Awards Program	Medals - $100 Local Funds	Principal	5/2005		Yearly Report		All Students	Attendance Records

Emma Roberson Elementary School

Campus Plan
2004-05

Granbury Independent School District

Emma Roberson Elementary School
2004-05

Goals

GISD Goal 1: A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
The pass rate for all third grade students at ERES on the reading and math portions of the TAKS will be at the exemplary level (90% or better). The pass rate for Low SES students will be at 90% or better.

GISD Goal 2: Alternative resources to supplement tax revenues
Alternative resources for revenue will be sought through the creation of partnerships with community members/corporations and grant writing.

GISD Goal 3: An established, effective communication network exists
A system of communications for students, families, staff and community will be provided.

GISD Goal 4: A supportive community and staff are involved in our schools
A system for the involvement of parents and community members in the school will be provided.

GISD Goal 5: Students are competent in technology
Student learning will be enhanced through the use of technology as a tool for communication, research and problem-solving.

GISD Goal 6: Adequate facilities and equipment exist to meet the needs of our students
Facility and equipment needs will be assessed and submitted to the central administration for consideration.

GISD Goal 7: Adequate trained staff exists to meet the needs of GISD students
Staff development activities designed to improve instruction and student performance will be implemented.

GISD Goal 8: Student safety and well-being
A positive and safe learning environment for students, families, staff and community will be provided.

Additional Goal for ERES:
Goal 9: The students' daily attendance will increase to 97% during the 2004-05 school year.

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 1: The pass rate for all third grade students at ERES on reading and math portions of the TAKS will be at the exemplary level (90% or better). The pass rate for all sub-groups of students will be at 90% or better. (GISD Goal #2)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. TAKS and standardized test results will be analyzed for all students to identify specific skills and objectives that are needed to align the curriculum.	3rd grade TAKS scores and ITBS scores	Academic Committees: LA/Soc. St. Science/Math Test Coord.	Necessary realignment and curriculum adjustments will be made by Sept. 2004	TAKS results and ITBS results	Report to SBDM from academic committees	SW 1	ESL At-risk 504 SpEd GT Migrant Low SES	Campus Scope and Sequence Charts
2. Assessments in reading and math at the beginning of the year will be analyzed for every student in Pk-3 to identify individual needs and individualized instruction.	SCE funds for supplies: $5,080 Substitutes for TPRI testing Instructional Specialist (Title 1 funds)	Counselor and all teachers	Within 4 weeks of beginning of school	TPRI Release TAKS GISD Math Assess.	Benchmark tests	SW 1	ESL At-risk 504 SpEd GT Migrant Low SES	TAKS scores TPRI scores At-risk list
3. Teachers will integrate reading across all curriculums to improve comprehension.	Library Classroom Library	All teachers-Librarian and Principal	Aug-2004-May 2005	Teacher survey	Report to SBDM from Language Art committee.	SW1	All students	Lesson Plans

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Third grade students will take the TAKS benchmark test two times a year to determine individual and group progress toward mastery of reading and math TAKS objectives.	**Certified teachers to administer tests to small groups (substitutes needed)**	**Counselor and 3rd grade teachers**	**Nov. 2004 and Jan. 2005**	**TAKS release**	**Chart of individual mastery of objectives**	**SW 1**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**TAKS benchmark scores and final TAKS scores**
5. Staff will continue to align the curriculum utilizing the TEKS and TAKS objectives. **All teachers will use Saxon Math, Problem Solvers, and GEMS regularly in their classrooms.**	**TEKS TAKS resources (K-3)**	**LA/Soc.St Sci./Math Technology SBDM members will chair these committees All Teachers**	**Aug. 2004 to May 2005**	**AIES report (district)**	**Reports to SBDM from academic committees**	**SW 2**	**All students**	**Grade level curriculum alignment changes**
6. Individual tutoring focusing on identified reading and math objectives will be provided for K-3 at-risk students. Certified teachers and the Instructional Specialist will tutor the at-risk students	**Texas ARI funds** **Tutors** **TAKS tutoring materials** **SCE funds for materials** **ESL supplies: $3,336**	**Instructional Specialist**	**Tutoring will begin in Sept. 2004**	**TAKS scores**	**Reports to SBDM Committee from the Instructional Specialist**	**SW 9**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**Pre-test and Post-tests of students receiving tutoring**

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. 1st and 3rd Grade students who are low SES will be assigned a mentor to boost self-esteem.	Staff members to serve as mentors	Instructional Specialist	Begin Aug 2004 to the end of the school year	TAKS scores	Reports to SBDM Committee from the Instructional Specialist	SW 9	ESL At-risk 504 SpEd GT Migrant Low SES	Mentor list in Nov.
8. Higher level thinking skills will continue to be stressed throughout the curriculum	Teddy Bear Reasoning (Kgt.) Problem Solver Thinking Maps	Lead Teachers and all teachers	Aug. 2004 to May 2005	TAKS scores	Teacher evaluation	SW 2	All Students	Lesson Plans
9. Continue Pk-3 Family Reading nights in the library one each semester.	Library books	Librarian Classroom Teachers Principal	Oct 04 and Feb 05	TAKS Scores	Reports to SBDM Committee from librarian.	SW9	All students invited	Sign-In Sheet
10. Teachers will continue to update and implement AR/Star program, allow time to read, and establish home reading as a school wide goal.	AR Program Library Books	Principal Librarian Teachers	August 04-May 05	TAKS Scores	AR Reports	SW2	All students	AR Reports
11. We will strive to have 2 teachers per grade level to obtain model classrooms determined by AR Program and 3 teachers school-wide to be master classroom.	AR Program Classroom libraries Library books	Teachers Librarian Principal	August 04-May 05	TAKS Scores	AR Reports	SW2	All students	AR Report

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 2: Alternative resources for revenue will be sought through the creation of partnerships with community members/corporations and grant writing. (GISD Goal #1)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The ERES PTO will supplement the funding of student activities with two fundraisers per year.	PTO funds	PTO President	Aug. 2004 to May 2005					Profit Statement
2. CF Funds will supplement student activities.	Individual group pictures Student Travel $1600 Awards $2000	Principal	Aug. 2004 to May 2005					Profit Statement
3. The grant writing team will seek funding through grants.	Grant Writing Team Internet Connection	Hayes	Aug.2004 to May 2005	Staff Survey	Reports to the SBDM Committee	SW 10		Completion of grants and receipt of funds
4. Donations from the community will be secured for the outdoor learning center and other school projects.	Solicitations from the community	Principal Math & Science Comm.	Aug. 2004 to May 2005		Reports to the SBDM Committee			Additional acquisitions of funds and materials

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 3: A system of effective communication for students, families, staff and community will be provided. (GISD Goal #3)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Communication among school community members will be encouraged, and communication from school to home will be required.	Daily Homework folders Weekly newsletters from teachers Monthly newsletter from the principal PTO newsletters HCN articles Contacts with pre-schools and intermediate schools	All teachers Counselor	Aug. 2004 to May 2005	Parent Survey	Parent Surveys in Oct. 2004 and May 2005	SW 5 SW 7	All students ESL and At-risk	Documented newsletters in staff files
2. School-Parent-Student-Administrator Compacts will be provided and encouraged	Title 1 SPCA Compact	Principal and Parent Advisory Committee (PAC)	Fall 2004	Title 1 Needs	Report to SBDM Committee in Fall 2004	SW 10	All Students: School-wide Title 1 School	Signed Compacts on file
3. A Parent Advisory Committee (PAC) will be created and a parent survey will be conducted twice a year	PTO and Parents for committee	Principal	Oct. 2004 to May 2005	Title 1 Needs		SW 5		Survey results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 4: A system for the involvement of parents and community members in the school will be provided. (GISD Goal #4)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Opportunities for parent training will be provided Science Night andTAKS Prep	Title 1 funds for parent training seminars	Counselor PAC Librarian Teachers Principal	Minimum of two seminars per year	Title 1 assess.	Reports to SBDM Committee from Counselor	SW 5		Sign-in sheets for seminars
2. Staff, parent and community participation in the school decision-making process will be encouraged	Elected Staff Selected parents and community members Title 1 funds to take SBDM team to TSU Campus Planning Seminar PTO	Principal	PTO Board will meet monthly PAC will meet quarterly SAT will meet as needed to discuss student progress	Title 1 assess.		SW 5 SW 8		SBDM minutes
3. School community members will be encouraged to volunteer at the school	Volunteer Coord. (PTO) Smiling Dads	Principal and Volunteer Coord.	Aug. 2004 to May 2005		Parent Survey	SW 5		Volunteer sign-in sheets

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 5: Student learning will be enhanced through the use of technology as a tool for communication, research and problem solving. (GISD Goal # 5)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Purchase new TEK based software for the lab and classroom computers.	Technology TEKS Reg. Funds	Principal and Technology Committee	Fall 2004	Staff Survey	Reports to SBDM Committee from the Technology Committee	SW 2	All Students	Receipt of order
2. Instruction of Technology TEKS will be continued. Computers will be upgraded and maintained.	Technology TEKS 4 computers in each classroom	Principal and Technology Committee	Aug. 2004 to May 2005	Staff Survey	Reports to SBDM Committee from the Technology Committee	SW 2	All Students	Lesson Plans
3. The staff will take a team approach to dealing with technology needs and provide monthly inservice for ERES staff.	Technology Committee	Technology Committee	Aug. 2004 to May 2005	Staff Survey	Reports to SBDM Committee from the Technology Committee			Reduced number of Technology Service Requests

GRANBURY INDEPENDENT SCHOOL DISTRICT
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2003-04

Goal 6: Facility and equipment needs will be assessed and submitted to the central administration for consideration. (GISD Goal #6)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The SBDM Committee will oversee an assessment to determine the following needs: Building Sanitation, Landscaping and grounds, Hygiene Supplies, and Furniture.	Staff and parent survey	Principal	Fall 2004	Staff Survey	Report to SBDM from the principal			Survey results and submission of needs to Central Office
2. The administration will pursue protection for the students from the weather during transition and dismissal time by requesting an enclosed walkway to the gym and an awning at the pick-up site.	TBD by the Central Office Staff	Principal	Fall 2004	Staff and Parent Survey				Submission of requests to Central Office Administration
3. PTO will purchase a black-top for our students when it is muddy outside.	PTO budget	Principal Mr. Coker	By Fall 2004	Staff Needs	Report to SBDM			Submission of requests to Central Office

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 7: Staff Development activities designed to improve instruction and student performance will be implemented. (GISD Goal #7)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Language Arts, Math, Social Studies, Science, GT, ESL, At-risk, Dyslexia, and Technology training for all classroom teachers will be pursued and maintained.	GISD Summer Institute New Jersey Training Kagan Training Flip Flippin Training ESL Strategies Training ESL funds for travel: $1,500 SCE funds for travel: $500 Reg. Ed. funds for travel: $2,000 Special Ed. funds for travel: $600 ESL funds for staff development: $1,500	All Teachers	Staff development is on-going and staff-directed seminars will begin in Sept. 2004	Staff Survey	Teacher evaluations	SW 3 SW 4	ESL and At-risk teaching strategies	Staff Dev. agendas and documentations on file

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
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2004-05

Goal 8: A positive and safe learning environment for students, families, staff and community will be provided. (GISD Goal #8)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The entire school community will be encouraged to abide by the guiding principles of Excellence, Respect, Empowerment and Success.	Four guiding principles Newsletters from the staff Morning announcements to encourage the g.p.'s Grade level behavior management plan Character Counts Conflict Management Training	All staff, parents and community members	Aug. 2004 to May 2005	Staff Survey	Staff Survey	SW 10	All Students	Parent Surveys Staff Surveys Lesson Plans
2. A curriculum for methods in violence prevention and intervention will be provided	SDFS funds	Principal Counselor DARE officer All staff	Aug. 2004 to May 2005	Staff and Parent Survey	Reports to SBDM from the counselor	SW 10	All Students	Parent Survey Staff Survey Lesson Plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2004-05

Goal 9: The students' daily attendance will increase to 97% during the 2003-04 school year.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Communications concerning the importance of attendance will be sent to parents throughout the year.	Monthly newsletter from the principal Notes from teachers As needed Student attendance and tardies letters	Teachers and Principal	Aug. 2004 to May 2005	AEIS report				Letters on file
2. Students will be recognized for good attendance and punctuality practices	Perfect Attendance Awards: CF funds $1,000	Principal and Attendance Committee	Aug. 2004 to May 2005	AEIS report	Six weeks attendance reports			Attendance reports
3. School-wide incentives involving the school leadership will be established and implemented for achieving 97% attendance rate at the end of the year.	None Lions Club	Principal and Attendance Committee	Aug. 2004 to May 2005	AEIS report				AEIS report and six weeks attendance reports

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in reading. Brawner students taking state mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update reading strategy materials that reflect TEKS	Time, materials - Grade level money	Grade level teachers, instructional specialist	Oct. 2004-May 2005	2003-2004 TAKS scores	Lesson plans, principal walk-throughs	M	All	GLP agenda/ minutes, report to principal
The school will host a workshop to give parents the necessary strategies to help their children improve in reading	Interpreter $100 – Title I	Grade level leaders, instructional specialist, principal, PTO	Fall 2004-spring 2005	Pre-PS	Post-PS	PI	All	Sign-in sheets
Reading TEKS activities will be administered using scantron forms	Scantron machine, answer sheets, $500 - Title I	Classroom teachers, instructional specialist	Sept. 2004 – May 2005	AEIS prior year	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personne, including volunteers, to tutor students having weaknesses identified in reading objectives	PTO volunteer lists, 504 teacher, GISD substitute list $2000 - Title I	Grade level leaders, instructional specialist, principal	2004-2005 school year	Benchmark assessments, 2004-2005 TAKS scores, Accelerated Reading	Grades on daily work and report cards will improve	PI M R	ESL AR SE ED	Tutor lists, report cards, TAKS results
"In-Tents" Reading Days	$150 – Title I	PTO volunteers, grade Level leaders, principal	Sept 2004-May 2005	AR reading logs and reports	Daily grades will improve; reading logs, AR quiz grades	PI M R	All	Volunteer sign-in sheets, AR quiz results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in reading. Brawner Students taking state- mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will attend workshops/seminars to update and enhance strategies for district/state reading objectives and initiatives	GISD staff development days, workshop/seminar fees	Classroom teachers, principal	2004-2005 school year	FS	Attendance sheets, lesson plans, teacher-to-teacher sharing/ presentation	PD HQ	All	Certificate of completion
Teachers will diagnose reading level and evaluate student progress using grade level benchmark assessments	Classroom teacher, STAR diagnostic test, benchmark tests, scantron answer sheets, 2003-2004 TAKS results $500 - District	Classroom teachers, counselor, curriculum department	Sept. 2004, Nov. 2004, Jan. 2005	Bench-mark assess-ments, AEIS prior year	Increased performance on daily work and report cards, EOY reading level, 90%-100% on TAKS reading scores	R A	All	Benchmark scores and TAKS scores
Classroom teachers will use technology to provide alternative instruction to meet the needs of all students	Audio/video tapes, video streaming, TV/VCRs, library, transparencies, screens, books, computers, internet access, software, data projector- $13,278 – New Initiative District Funds	Classroom teachers, librarian, principal	2004-2005 school year	CLT	Principal walk-throughs, lesson plans	HQ M	All	Improved performance on daily work and report cards
Teachers will be given strategies, including manipulatives, to help a variety of learners	Materials to implement Dinah Zike, Carol Marshall, and Kamico strategies, Versatiles $500 – Title I	Principal, classroom teachers	2004-2005 school year	Bench-mark tests, TAKS		PD	All	Improved scores on report cards and TAKS results
Teachers will attend NJWPT	$3500 Title I	NJWPT Trainers	June 2004 through May 2005	Teachers not prev. trained	NJWPT Evaluations	PD	All	Certificate of Completion

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in reading. Brawner Students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Gifted/talented students will be provided opportunities to develop higher level thinking skills through various programs, i.e. The TFPSP	Updated resource materials, games, problem solving, literature, and logic problems- $1500 – FPS	Gifted/talented teachers, principal	2004-2005 school year		Student products will show evidence of higher level thinking	M HQ	G/T	Product results
Teachers will attend G/T conferences	$700 – GT $800 - Title I	G/T Teachers	2004-2005 school year			PD HQ	G/T	Certificate of completion
All teachers of ESL students will attend conferences/workshops to improve teaching strategies in the classroom and receive ESL certificate	$500 – ESL	Classroom teacher	2004-2005 school year			PD HQ	ESL	Certificates of completion
Students will participate in AR	$1400 – Title I	AR Committee	2004-2005 school year		AR reports, AR quiz grades, improved reading skills	M	All	AR reading logs and reports
ESL Teachers will update reading materials to accommodate ESL learners	$2250 - ESL	ESL teachers	2004-2005 school year		Improved performance of reading skills and comprehension	M HQ	ESL	Improved performance on daily work and report cards

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2004-2005

Goal 2: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in math. Brawner students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update math strategy materials that reflect TEKS	Time, materials- Grade level money	Grade level teachers, instructional specialist	Oct. 2004- May 2005	TAKS results	Lesson plans, principal walk-throughs	M	All	GLP meeting agenda/ minutes, report to principal
School will host a math hands-on workshop to give parents the necessary strategies, including TEKS vocabulary, applications, and problem solving, to help their children improve math skills	Interpreter, materials- $100 – Title I	Grade level leaders, instructional specialist, principal, PTO	Fall 2004- spring 2005	Pre-PS	Post-PS	PI	All	Sign-in sheets
Math TEKS activities will be administered using scantron forms	Scantron machine, answer sheets	Classroom teachers, instructional specialist	2004-2005 school year	AEIS prior year	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel, including volunteers, to tutor students having weaknesses identified in math objectives	PTO volunteer lists, 504 teacher, GISD substitute list, new materials $2000 – Title I	Grade level representatives, instructional specialist, principal	2004-2005 school year	Bench-mark assess-ments, 2003-2004 TAKS scores	Grades on daily work and report cards will improve	PI M R	All	Tutor lists, report cards, and TAKS results
Teachers will be given strategies, including manipulatives, to help a variety of learners	Materials to implement Dinah Zike, Carol Marshall, and Kamico strategies, Versatiles $1500 – Title I	Classroom teachers, principal	2004-2005 school year	Bench-mark assess-ments, 2003-2004 TAKS scores		PD	All	Improved scores on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2004-2005

Goal 2: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in math. Brawner students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will attend CAMT to update and enhance strategies for district and state math objectives	$750 -Title I	Classroom teachers, principal	2004-2005 school year			PD HQ	All	Certificates of completion
Teacher will diagnose level of math skills and evaluate student progress using grade level benchmark assessments	Benchmark tests, scantron answer sheets, 2003 – 2004 TAKS results	Classroom teachers, counselor, curriculum department	Sept. 2004, Nov. 2004, Feb. 2005	Benchmark assessments AEIS prior year	Increased performance on daily work and report cards, 90%-100% on TAKS math scores	R A	All	Benchmark scores and TAKS scores
Gifted/ talented students will be provided opportunities to develop higher level thinking skills through various programs	Updated resource materials	G/T teachers, principal	2004-2005 school year		Student products will show evidence of higher level thinking	M HQ	G/T	Product results
Classroom teachers will use technology to provide alternative instruction to meet the needs of all students	Audi/video tapes, video streaming, TV/VCR, library, transparencies, screens, books, computers, internet access, software, data projector	Principal, classroom teachers, librarian	2004-2005 school year	CLT	Principal walk-through, lesson plans	HQ M	All	Improve performance on daily work and report cards

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in writing. Brawner students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update writing strategy materials that reflect TEKS	Time, materials grade level money	Grade level leaders, instructional specialist	Oct. 2004-May 2005	2003-2004 TAKS scores	Lesson plans, principal walk-throughs	M	All	GLP agenda/minutes, report to principal
The school will host a workshop to give parents the necessary strategies to help their children in writing	Interpreter-$100 - Title I	Grade level representatives, instructional specialist, principal, PTO	Fall 2004 spring 2005	Pre-PS	Post-PS	PI	All	Sign-in sheets
Writing TEKS activities will be administered using scantron forms	Scantron machine answer sheets	Classroom teachers, instructional specialist	2004-2005 school year	AEIS prior year	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel, including volunteers to tutor students having weaknesses identified in writing objectives	PTO volunteer lists, 504 teacher, GISD substitute list - $2000 - Title I, ESL	Grade level teachers, instructional specialist, principal	2004-2005 school year	Benchmark assessments, 2003-2004 TAKS scores	Grades on daily work and report cards will improve	PI M R	AR ED GT E ESL	Tutor lists, report cards, TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in writing. Brawner students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Teachers and students will continue to use Sleek and Inspiration software	Sleek and Inspiration software	Classroom teachers	2004-2005 school year		Writing samples	R HQ	All	Lesson plans, principal observations
Teachers will attend the NJWPT workshops/seminars to update and enhance the strategies for district and state objectives	$3500 - Title I	NJWPT trainers	June 2004-May 2005	Teachers not previously trained	NJWPT evaluations	PD HQ	All	Certificates of completion
Teachers will diagnose writing level and evaluate student progress using grade level benchmark assessments	Copied benchmark tests, scantron sheets, 2003-2004 TAKS results	Classroom teachers, counselor, curriculum department	Sept. 2004 Nov. 2004 Jan. 2005	Benchmark assess-ments, AEIS prior year	Benchmark tests	R A	All	Benchmark scores and TAKS scores
Classroom teachers will use technology to provide alternative instruction to meet the needs of all students	Audio/video tapes, video streaming, TV/VCR, library, transparencies, screens, books, computers, software, internet access, data projectors	Classroom teachers, librarian, principal	Aug. 2004 – May 2005	CLT	Principal walk-through, lesson plans	HQ M	All	Improved performance on daily work and report cards

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will improve achievement in writing. Brawner students taking state-mandated tests will earn the current state Exemplary rating.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will be given strategies, including manipulatives, to help a variety of learners	NJWPT artifacts $500 – Title I	Classroom teachers, principal	2004-2005 school year	Benchmark assessments, 2003-2004 TAKS scores		PD	All	Improved scores on report cards and TAKS results
Students will publish a campus newspaper	$200 - Title I	6th grade G/T teacher and students	2004-2005 school year			HQ	All	Published campus newspaper

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will improve achievement in science and social studies. Brawner students taking state-mandated tests will earn the current state Exemplary rating.

District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update science and social studies strategy materials that reflect TEKS	Time, materials – Grade level money	Science and social studies teachers, instructional specialist	2004-2005 school year		Lesson plans, principal walk-through	M	All	GLP meeting minutes, report to principal
The school will host a science workshop for parents to provide information and materials on the scientific process and TEKS objectives	Interpreter- $100 - Title I	Grade level representatives, instructional specialist, principal	Fall 2004, spring 2005	Pre-PS	Post-PS	PI	All	Sign-in sheets
Science and social studies TEKS activities will be administered using scantron forms	Scantron machine, answer sheets	Classroom teachers, instructional specialist	Sept. 2004 May 2005	AEIS prior year – science only	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel, including volunteers, to tutor students having weaknesses identified in science and social studies objectives	PTO volunteer lists, 504 teacher, GISD substitute list, purchase new materials- $2000 - Title I	Grade level teachers, instructional specialist, principal	2003-2004 school year	Benchmark assessments, 2003-2004 TAKS scores	Grades on daily work and report card will improve	PI M R	All	Tutor lists, report cards, TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2004-2005

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will improve achievement in science and social studies. Brawner students taking state-mandated tests will earn the current state Exemplary rating.

District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will attend CAST to update and enhance the strategies for district/state science objectives	$750 - Title I	Science teachers	2004-2005 school year			PD HQ	All	Certificates of completion
Teachers will diagnose science skills and evaluate student progress	Benchmark tests, scantron sheets, 2003-2004 TAKS results	Classroom teachers, counselor, curriculum department	Sept. 2004, Nov. 2004, Jan. 2005	Benchmark assessments, AEIS prior year	Benchmark scores	R A	All	Benchmark scores and TAKS scores
Classroom teachers will use technology to provide alternative instruction to meet the needs of all students	Audio/video tapes, video streaming, TV/VCR, library, screens, books, transparencies, computers, internet access, software, data projectors	Classroom teachers, librarian, principal	2004-2005 school year	CLT	Principal walk-through, lesson plans	HQ M	All	Improved performance on daily work and report cards
Students will increase knowledge of science and social studies through field trip experiences	$200 - Campus, ESL, Title I, G/T	Science and social studies teachers, principal	Fall 2004, spring 2005		Student field trip evaluation form	M R PI	All	Field trip documentation forms

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2004-2005

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will improve achievement in science and social studies. Brawner students taking state-mandated tests will earn the current state Exemplary rating.

District Goals: 1,2,3,4,5,6,7

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
All students will be offered the opportunity to participate in the campus science fair	Science fair judges $500 -Title 1	Science teachers, principal	Dec. 2004		Projects entered in science fair	M PI	All	Science fair projects, placement in science fair at district, region, and state levels
Students will gain proficiency using scientific equipment and tools	Science materials	Science teachers, principal	2004-2005 school year	TEKS	Student lab evaluations	M	All	Improved grades on student report cards
Students will receive geographical instruction with maps, globes, and audiovisual equipment to develop greater understanding of geography	Social studies materials	Social studies teachers, grade level leaders, principal	2004-2005 school year	TEKS	Teacher assessment and observation	M	All	Completion of assignments
Supplementary periodicals will be used to enrich and expand students' awareness and knowledge of current events	English and Spanish *Weekly Reader, Scholastic News, Time for Kids*- Grade level money	Social studies teachers, principal	2004-2005 school year	TEKS	Teacher assessment and observation	M	All	Participation grades
Students will gain a deeper knowledge of their multi-cultural and historical past through cultural projects and activities	Social studies textbooks, internet, library	Social studies teachers	2004-2005 school year	TEKS	Participation in class projects	M	All	
Faculty will develop a process to teach responsible citizenship through participation in voting situations relating to local issues	Brawner facilities, county voting equipment	Social studies teachers, principal	2004-2005 school year			M	All	Student council elections, public awareness

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan-2004-2005

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will improve achievement in science and social studies. Brawner students taking state-mandated tests will earn the current state Exemplary rating.

District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Students will utilize the library and internet resources to research social studies topics	Library, computers, internet access	Social studies teachers	2004-2005 school year			M	All	Successful research papers
Teachers will be given strategies, including manipulatives, to help a variety of learners	.	Classroom teachers	2004-2005 school year	Benchmark assessments, 2003-2004 TAKS scores		PD	All	Improved grades on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 5: All Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence, resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Campus will meet all required district guidelines regarding safety, crisis management, and inspection of facilities	Currently included in district-wide budget	Principal	2004-2005 school year				All	File according to GISD policy
Implement classroom social skills and safety programs to promote self-esteem and social awareness	School-wide character traits words-of-the-month, D.A.R.E., Red Ribbon Week, motivational speakers $1500 - Campus	Teachers, counselor, principal, D.A.R.E. officer	2004-2005 school year		Discipline reports		All	SDFSH yearly report decrease in discipline (excluding bus referrals). Referrals will decrease 10% per year over three-year period
Continue peer mentor program with elementary school	Books, time	Classroom teachers, counselor	2004-2005 school year				All	Student interviews
Continue student council	Meeting room	Teacher sponsoring student council	Sept. 2004-May 2005				All	Documentation of participation and activities
Students will be given opportunity to visit the office for positive reinforcement and birthday recognition	Rewards	Principal, counselor, secretary	2004-2005 school year				All	Student signatures in the "Great Student" guest book when visiting the office
Awesome Behavior Celebration- a celebration designed to celebrate good behavior over a six-week period	Reward party each six week period	Principal, counselor, secretary	Aug. 2004-May 2005		Improvement in classroom		All	Conduct cards, teacher input

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 5: Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence; resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Attendance recognition	Rewards- $175 - Campus	Principal, classroom teachers	2004-2005 school year				All	Attendance records- 96% or higher
Weekly announcements recognizing perfect attendance with no tardies	Morning assembly	Principal, office staff, classroom teachers	2004-2005 school year				All	Attendance records- 96% or higher
Attendance lunch for students with perfect attendance for the six-week period	Attendance awards $350 per six weeks- campus	Principal, office staff, classroom teachers	2004-2005 school year				All	Attendance records- 96% or higher
Individuals with perfect attendance will be recognized regularly in a school-wide assembly	Certificates	Principal, secretary, classroom teachers	2004-2005 school year				All	Attendance records- 96% or higher
To improve transition, fourth grade teachers will meet with Roberson third grade students and parents	Refreshments	Principal, fourth grade teachers	April 2005			T	All – 4th grade	Sign-in sheets
Office clerk will make daily telephone calls home to check on absentees	Daily attendance reports	Office clerk	2004-2005 school year				All	Attendance records, documentation of telephone calls
Maintain current tardy notification and detention policy	N/A	Classroom teachers, ISS assistant, office clerk, secretary	2004-2005 school year				All	Attendance records

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2004-2005

Goal 5: Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence; resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Our school's safe and secure environment, which promotes positive attitudes and self-confidence, will attract high-quality and highly qualified teachers	Human Resources Department	Principal	2004-2005 school year				All	Improved test scores due to high-quality, highly-qualified teachers
Continue membership in Effective Schools Project and attend Campus Leadership Team retreat	$2300- Title I		Sept. 2004-Mar. 2005				All	Effective campus plan and improved implementation of campus and district goals
Students will participate in Miler's Club	Die-cut shoe, T-shirts for 50 mile achievement, shoe charm for lanyards (6th grade only)	Classroom/elective teachers	2004-2005 school year		Meeting goals		All	Posters, awards ceremony

School-wide Component (SW Comp.): R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Integrate reading across the curriculum to improve comprehension and retention according to the district Reading Curriculum.	District Reading Curriculum to provide updated TAKS material AR Star Punctuation Sleek Grammar World Book Expand Classroom Libraries $3,000 Local $ TEKS Supplies $3,000 Title I	Grade Level Teachers and At Risk Teacher	August 2004– May 2005	AEIS	Lesson Plans STAR tests AR tests	HQ	ALL	AR Reports/points STAR Reports SLEEK Reports
2. Classroom teachers will assist the At Risk teacher In remediation of At Risk Students scoring less than 75% on TAKS	$1,000 supplies SCE $	Grade level Teachers and AT Risk Teacher	Aug. 2004- May 2005	FS SAT		HQ	AR	SAT minutes 504 minutes

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Continue to improve the amount of reading through the Accelerated Reader School Wide Program D.I.P. #2.1	Update disc,Stars license and AR license AR and STAR student expansion disk $2,450 Technology $ Education Service Center Workshop $1,500 Local $ & $645 for ESL ($215 per grade level) $590 for SCE Distance Learning Center	Technology Dept. Grade level teachers	August 2004 – May 2005 Every 6 weeks Monthly	AEIS FS	Increase the number of Accelerated Reader test taken From 10,000 to 12,000 Number of workshops attended	PD PI	ALL	AR points AR reports
4. Continue to improve reading performance through the use of tutors and mentors	Tutorial teachers $15,949 Title I $	Grade level teachers	Oct. 2004 – April 2005	AEIS FS	Sign In sheet for students in tutoring classes	PD PI HQ	AR	Lesson plans

D.I.P 3.3

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
5. Utilize software to enhance reading comprehension for Regular Ed. Students, ESL students and At. Risk students.	Software Oregon Trail II National Geographic Ancient Lands Reading Comprehension Series $1,000 Technology $ & $500 for SCE SLEEK (in place) ESL Software $2100 ($700 per grade level) ESL $	Grade level teachers	Weekly computer lab times	AEIS	Sign in sheet	HQ PD	ALL	Lesson plans

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
6. Expand volumes in library to increase recreational reading D.I.P. #2	Additional books for library $6,000 Local $ Basic library supplies $1,000 Local $ Blue Bonnet Award Program $1050 Local $	Librarian	August 2004– May 2005	FS	Increase the number of book volumes from 7,500 to 8,500 by inventory	PD A	ALL	Book inventory
7. Continue to use programs designed to enhance and expand the student's appreciation and enjoyment of the reading for the improvement of reading comprehension D.I.P. #2.1	Accelerated Reader Library Peer Reading STAR Update Local $ Book Fair Book Club Six Flags 600 Minutes Read-A-Thon	Grade level teachers	Daily	AEIS FS	AR test on grade level	HQ PI	ALL	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the 2004-2005

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
8. Expand classroom novels to increase reading comprehension and the Gifted & Talented Program D.I.P. #2.1	Classroom Novels $1,500 local $	G/T teachers	October 2004	FS	As measured by STAR test	HQ	ALL	Star Reports
9. Determine the eligibility of student for the gifted & Talented Program required testing D.I.P. #2.5	Individual Testing	G/T teachers	August 2004 – May 2005	O	SOI Testing MAT Teacher Checklist Leadership Verbal Reasoning	A PD	G/T	G/T Matrix scores
10. Promote higher level reading skills through G/T FPS D.I.P. #2		G/T teachers	August 2004-May 2005	O	Texas FPS program evaluations	HQ PD	G/T	
11. Increase reading success through the use of computer technology using WWW	$ 3,000 Local $	Grade level teachers	August 2004—May 2005	FS	Computer lab sign in sheet	PD	ALL	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue to emphasize math processes and skills	Saxon Math Program Math Manipulative Kits per teacher Professional Development Problem Solver GEMS TEKS Exemplers	Grade level teachers	Week of August 2004-May 2005	AEIS FS	Desegregation and evaluation of Benchmark scores	HQ	ALL	Lesson plans

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Utilize software to enhance Math and Science problem solving skills	Software Math Blaster 1 Math Blaster 2 Internet A+ Math SLEEK	Grade level teachers	Release TAKS Practice Test	FS	Desegregation and evaluation of Benchmark scores	PD	ALL	

D.I.P. #2.1

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Continue to improve student math performance through the use of tutors and mentors	Student Mentors Teachers Parents Tutorials teachers $15,949 Title I $ Volunteers (retirement community)	Grade level teachers	Week of	AEIS FS	Desegregation and evaluation of tutorial student's Benchmark scores.	PI PD HQ	AR ESL LSE	Lesson plans Tutor time sheets

D.I.P. #4.1

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
4. Continue Critical Thinking & Problem Solving for Gifted & Talented students (beautification Projects) D.I.P. #4.1	Future Problem Solving Registration Fees $250 Local GT $ Postal Fees $25 Local $ Consumable Hands On Materials $500 Local GT $	G/T teachers	January 2005	FS AEIS	FPS State Board	HQ	G/T	
5. Continue the math strategies class for students scoring less than 75% on TAKS D.I.P. #2.2 D.I.P. #2.5 D.I.P. #1.5	Materials Marked for TAKS remediation $1,068 Title I $	Grade Level teachers	Weekly	AEIS FS	Increase individual student score to show 1 year's growth in T.L.I.	HQ	AR	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAAS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Utilize current and updated software to enhance writing skills D.I.P. #5.5 (B)	Software for lab computers Technology equipment	Grade level teachers	Weekly	AEIS FS	Improve comprehension and composition	HQ PD	ALL	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Continue staff training with new and innovative writing strategies to improve students reading and writing	Professional development Trade books Novel sets	Grade level teachers	August 2004	FS	Number of teachers attending workshops supported by issued certificates	PD	ALL	Certificates
Virtual fieldtrips D.I.P. #2.3	Technology			FS	Sign in sheet for Distance Learning Lab			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Develop writing through Thinking Maps	David Hyerlle Innovative Learning Group	Grade level teachers	Yearly	FS	Lesson Plans	HQ	ALL	Lesson plans
4. Use reading-authors to develop writing skills Actual visits by authors! Writing Samples Dist.	NJWP of TX ACTS OF TEACHING The Writing Road to Reading		Weekly	FS			ALL	
.5 Integrate writing activities with Social Studies, Science and Math • Parent Needs Assessment Survey • Inform parents of our instruction (4th grade)	Michael Eaton	Teachers	Sept 2004 To May 2005					Lesson plans

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #4: Continue to emphasize the development of a balanced program with academic and life skills stated in individual education plans for identified special education students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue to improve reading and Language Arts skills with increased retention D.I.P. #2.6	Stephenson Reading Program; Strategic Reading (in place) Grade level textbooks $753 Sp.Ed. $ Classroom Materials Computer Software $300 Sp. Ed. $	Special Ed. teachers	Daily	AEIS	To be measured by instrument stated and mastery level required by each student's I.E.P.	HQ	SE	
2. Continue to improve math computation and problem solving with increased retention D.I.P. #2.6	Resource Math C.I.S. Adopted Math Textbooks (in place) Math Materials $754 Sp. Ed. $	Special Ed. Teachers	Daily	AEIS	To be measured by instrument stated and mastery level required by each student's I.E.P	HQ	SE	
3. Continues to provide assistance to Special Ed. Students in all content areas D.I.P.#2.6	Content Mastery materials	Special Ed. teachers	Daily	FS	Content Mastery time sheet .	HQ	SE	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #5: Implement a plan to support a title 1 "School Wide" program that is aligned vertically and horizontally to meet the needs of all students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue parent meetings to enable parents to share in and formulate decisions . D.I.P. #4.1	Refreshment/ Prizes Title 1 $ Publicity $3,500	Counselor Principal	Monthly	PS O	Increase Parent Involvement Check "Sign In" sheets	PI	ALL	
2. Continue staff training with new and innovative strategies to meet the needs of the economically disadvantaged D.I.P. #7.5	Region XI Service Center $3,000 Title 1 $ "A framework for understanding and working with students and adults from poverty" Ruby Payne	Grade level teachers	September 2004 – May 2005	FS	Sign In Sheets: Certificates from workshops attended	HQ		

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. To encourage motivation, reward good citizenship, and on task behavior D.I.P. #3.1 D.I.P. #3.3 D.I.P. #3.4	Fun Fridays (30 minutes) Sports Equipment $3,000 Local $ Good Behavior Lottery Drawing $1,000 Local $ (Campus Funds)	Grade level teachers	Every Friday	FS	Increase participation 10% Discipline report from AS400		ALL	
2. Character building	Joe Bruce “Nana Puddin”$650 Title I $ Debbie Day $200 Title I $ “Peace Talks” $1.200 Title I $	Counselor Principal						

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Continue the DARE Program for 5th Grade D.I.P. # 4.3	DARE Officer	5th Grade teachers Counselor Principal	September 2004 – May 2005	FS PS	Students are evaluated by the DARE Officer	PI	ALL	
4. Increase parent involvement and develop a positive learning environment for the fourth grade students D.I.P. #4.3	Annual Fourth Grade "Parent Night" Door Prizes & refreshments $1.000 Title I $	4th grade teachers Counselor Principal	September 2004	FS PS	September 2004	T		

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
5. Continue music appreciation by fostering a positive learning environment D.I.P. #2.1 D.I.P.#4.3	Music Instruments Materials and Supplies $2,000 Local $	Music teacher	October 2004	FS	Report Card	HQ	ALL	
6. Continue Art appreciation by fostering a positive learning environment. D.I.P. #2.1 D.I.P. #4.3	Art Equipment and Supplies $2,000 Local $	Art teacher	October 2004	FS	Report Card	HQ	ALL	
7. Continue physical education enhancement by fostering a positive learning environment D.I.P. #2.1 D.I.P. #4.3	Sports Equipment and Supplies $2,000 Local $	P.E. teacher	October 2004	FS	Report Card	HQ	ALL	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #7: All members of the school community will be partners in the continuing improvement of the education process of all students

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Provide training in the use and value of parent volunteers		Counselor	Sept. 2004 To May 2005	PS	Sign in sheet	PI	ALL	Sign in sheets and program agenda
5. Disseminate information to parents on a consistent basis through the use of the Crossland web page, school newsletter and an email tree.						PI	ALL	
3. Implement violence intervention, conflict resolution and social skills strategies	"Best Program" $1,000 Title I $			FS; PS		PD	ALL	
3. Seek active sponsorship from community businesses								
D.I.P. # 1								

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #8: Continue to emphasize the development of a balanced program of science skills to prepare students for success on the 5th grade Science TAKS test. Our goal is to increase the number of students demonstrating mastery on Science TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Integrate reading comprehension and writing skills within the Science curriculum D.I.P. #2.1c	Library materials and magazines on current science AR books	Librarian	Sept. 2004 To May 2005	FS	Report cards	HQ	ALL	AR reports
2. Improve science performance through the use of adult mentors and tutors	Tutorial budget	Teachers Principal	Sept.2004 To May 2005	FS	Report cards	HQ	ALL	Volunteer sign in sheet
4. Emphasize lab procedures and scientific method	Lab materials	Teachers					ALL	
5. Field trips or guest speakers to expand student experience with various aspects of science D.I.P. #2.1		Teachers Principal						

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2004-2005

Goal #8: Continue to emphasize the development of a balanced program of science skills to prepare students for success on the 5th grade Science TAKS test. Our goal is to increase the number of students demonstrating mastery on Science TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
6. Utilize technology as a source of updated materials for both students and teachers D.I.P. #2.1d		Teachers Principal	Sept. 2004 To May 2005			PI	ALL	
7. Workshops/training for science teachers D.I.P. # 2.3		Teachers Principal					ALL	

NEEDS ASSESSMENT **(Needs Assess):** AEIS=Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey DR=discipline records, O=others

SPECIAL POPULATIONS **(Sp.Pop.):**GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, LSE=Low Socio Economics

SCHOOL WIDE COMPENSATORY **(SW Comp):** PD= professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=Highly Quality Instruction

GLOSSARY

AEIS	Academic Excellence Indicator System
CIP	Campus Improvement Plan
DIP	District Improvement Plan
CLT	Campus Leadership Team
PEIMS	Public Education Information Management System
SAT	Student Assistant Team
SCE	State Compensatory Education
SOM	School Observation Measure
TAKS	
TEKS	

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004-2005

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	**Resources** Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Supplement reading curriculum with Social Studies, Science & Specialized reading instruction.	**Weekly Reader; Science books; Ben Franklin, I love Guinea Pigs $1000**	**4th Grade Lead Teacher**	**Aug 04 – May 05**	**AEIS TEKS**	**Benchmark ; Quizzes**	**A HQ CP**	**AR GT SE ESL 4th gr**	**AEIS; Lesson Plans**
2.Provide instruction in Word Processing, cross-curricular writing, enrichment writing, vocabulary building	**Grammar Games; Everyday Spelling Software; Dictionaries & Thesaurus in all classrooms $500**	**4th Grade Lead Teacher**	**Aug 04 – May 05**	**AEIS**	**Writing Samples; Vocabulary quizzes**	**A HQ**	**AR GT SE ESL 4th gr**	**AEIS; Lesson Plans**
3. TAKS Master Practice books for teaching format to be used in tutorials & classrooms.	**TAKS Resource Material, Reading, Writing, Math and Science $500 SCE fund AMI, ARI money**	**4,5,6th grade Lead Teachers Instructional Specialist**	**Aug 04 – May 05**	**AEIS TEKS**	**Benchmark s**	**M**	**AR GT SE ESL 4, 5 6th grades**	**AEIS**
4 Add additional Accelerated Reader books to heighten student interest, comprehension skills	**Various Book vendors $5000 Library Funds, ESL funds**	**Librarian**	**Aug 04 – May 05**	**AEIS**	**AR Star Diagnostic testing; AR quizzes**	**A**	**AR GT SE, ESL, 4,5,6th grades**	**Students becoming independent readers. AR Reports**

Granbury Independent School District
Oak Woods Intermediate School
Campus Improvement Plan
2004–2005

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. Students take field trips to support and extend classroom learning.	Museums, Universities, Newspapers, etc… $2400	Grade Level Lead Teachers	Aug 04 – May 05	TEKS	Evaluation of Field Trips; Student reports	A	AR GT SE ESL 4,5,6th grades	Field Trip Request Form
6. Prepare for & compete in Daughters of the Republic of Texas Essay contest	Local Chapter of DAR	4th grade GT Teacher	Aug 04 – May 05	TEKS	Student Research papers	M	4th GT grade	Results of contest
7. Students increase achievement with reading goals and objectives	Strategic Reading program books Stevenson & Specific Skills $700 Special Ed funds	Special Ed RLA teachers	Aug 04 – May 05	IEP's SDAA TEKS	Mastery of goals & objectives on IEP	M	SE	SDAA results
8. Use SLEEK software to teach / reinforce Reading and Math TEKS	SLEEK software; computers * Resource requests K –3 Software	Classroom Teachers	Aug 04 – May 05	AEIS TEKS	SLEEK Assessments	A CP	AR GT SE ESL , 4,5,6th grades	AEIS

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004-2005

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
09. Implement after school tutorials to increase student achievement	**TAKS resources, Times Table the Fun Way, SLEEK $1000**	**Classroom Teachers**	**Aug 04 – May 05**	**AEIS TEKS**	**Benchmarks**	**M HQ**	**ESL AR SE 4,5,6th grade**	**AEIS**
10. Use Weekly Readers to increase reading comprehension	**Weekly Readers $2000** ***SpEd order on your own**	**5,6th grade ELA Teachers Special Ed Teachers**	**Aug 04 – May 05**	**AEIS TEKS**	**Quizzes**	**A HQ**	**AR SE GT ESL 4,5,6th grades**	**AEIS**
11. Incorporate Novel Sets and audio / visual materials for novel sets	**Novel vendors and Media vendors $600**	**4,5,6th grade ELA teachers Sp. Ed Teachers**	**Aug 04 – May 05**	**AEIS TEKS**	**Novel quizzes; Reading Assessments**	**A**	**AR SE GT ESL 4,5, 6th grades**	**AEIS**
12. Participate in Spelling Bee Study Booklets – 5 per classroom	**Ft. Worth Star Spelling Bee booklets $100**	**Spelling Bee Coordinator**	**Jan. 05**	**TEKS**	**Spelling Bee competition**	**M**	**AR GT SE ESL 4,5,6th grades**	**Selection of Winner**

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
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2004 -2005

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
13. Provide Study Carrels to aid AR students	Study Carrel's $200	4,5 & 6th grade Lead Teacher	Aug 04 – Mar. 05	AEIS	Improvement of Academics	M	AR 6th grade	AEIS
14. Provide AR incentives for students who meet 6 weeks goals.	Incentives $300	AR Committee	Aug 04– Mar. 05	AEIS	Increased number of students reaching goals	M PI	AR GT SE ESL 4,5,6th grades	AEIS
15. Continue participation in Future Problem solving competition	FPS Materials $600	GT Teachers	Aug 04 – May 05	TEKS	Student Competition event	A	GT, 4,5,6th grades	Selection of winners
16 Provide Math manipulatives to aid in problem solving activities correlated to TEKS / TAKS	Manipulative Times Tables the Fun Way, Geometric Shapes SpEd 6th Frozen Waffles $1500 Title 1 funds	4,5,6th grade Lead Teachers, Sp. Ed. Teachers	Aug 04 – May 05	AEIS TEKS	Benchmarks; TAKS test	M	AR GT SE ESL 4,5,6th grade	Principal walk through; monitoring of lesson plans
17. Continue participation in Math Olympiad	Math Olympiad Supplies $100.00	6th grade Math Teacher	Aug 04 – Apr. 05	TEKS	Math Olympiad competition	M	AR GT 6th gr	Selection of Winners

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004-2005

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
18. Students will develop knowledge of the Scientific processes using concrete manipulative.	Science Equipment and manipulative $2500	4,5,6th grade Science Teachers	Aug 04 – May 05	AEIS TEKS	Benchmarks; TAKS test	A HQ	AR GT SE ESL 4,5,6th grades	Meeting State Safety Standards
19. AIDS prevention on communicable dieases	AIDS lesson; Hershey's $150.00	5th grade Science/ Health Teacher	Spring 05	TEKS	AIDS quiz	M	AR GT SE ESL 5th grade	
20. Students will participate in the Science Olympiad to develop and enrich Science awareness	Science Olympiad Materials	5th Grade Science Teacher	Aug 04 – Apr. 05	TEKS	Science Olympiad Competition	M	AR GT SE ESL 5th grade	Selection of winners
21 Students will be offered opportunity to participate in Campus and District Science Fair.	Science Fair Materials and guidelines	Campus Science Fair Coordinator	Aug 04 – Mar 05	TEKS	Science Competition; Evaluation of projects	M	AR GT SE ESL 4,5,6th grades	Selection of winners

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004 2005

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District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
22. At Risk students will receive TAKS tutorials in Math and Reading	Certified Teachers hire on as TAKS tutorials $4725 SCE funds Title 1 funds; AMI,	Principal Instructional Specialist	Sept. 04 – Apr. 05	AEIS TEKS	Benchmarks	HQ M A CP M	AR, 4, 5, 6th grades	TAKS results
23. Students will use Outdoor Science Center to enhance Science instruction.	ARI funds Grant funding Science budget	Grade level Science teachers	Aug 04 – May 05	TEKS	Benchmarks 5th Grade Science Test	CP		Monitoring of lesson plans; Assessment results

GRANBURY INDEPENDENT SCHOOL DISTRICT
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2004-2005

Goal 2: All Oak Wood student population will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education. See Goal Sheet
District Goals: # 2 Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. # 5 Students are competent in Technology. # 6 Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Student will develop greater awareness of Texas Geography through map studies.	Map of Month $100	4th grade Teachers	Aug 04 – May 05	TEKS	Assessments	M	AR GT SE ESL 4th gr	Lesson Plans
2. Students will learn about Texas History through teaching TEKS	Social Studies Materials; Texas Weekly; TEKS $1000	4th Grade Teachers	Aug 04 – May 05	TEKS	Assessments	M	AR GT SE ESL 4th gr	Lesson Plans
3. Enrich and expand students knowledge of famous people and events in America History	Kids Discover booklets; Ben Franklin, Explorers, Columbus; Interactive CD; Distance	5th Grade Social Studies Teachers	Aug 04 – May 05	TEKS	Social Studies Quizzes	M	AR GT SE ESL 4th gr	Lesson Plans
4.To enrich and expand students awareness and knowledge of current events.	Weekly Readers $1800	5th & 6th grade Lead Teachers	Aug 04 – May 05	TEKS	Weekly Readers Quizzes	M	AR GT SE ESL 5th, 6th grades	Lesson Plans

Oak Woods Intermediate School
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Goal 2: All Oak Wood student populations will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
District Goals: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology. Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. To develop & enrich students Geography awareness.	National Geographic Society materials $75.00	6th grade Social Studies Teacher	Aug 04 – Jan 05	TEKS	Classroom Quizzes; School – wide Quiz	M	AR GT SE ESL 4,5,6th grades	Monitor quizzes
6. To present current events via television. On file broadcast center.	Direct TV cabling; LCD player, CD burners $2000, Grant funding	6th grade Lead Teachers	Aug 04 – Jan 05	TEKS AEIS	Social Studies Assessments	A	AR GT SE ESL 6th gr.	Lesson Plans
7. To enrich and expand student's awareness and appreciation for Art.	Enter Lake Granbury Art Association Student Art Show and Ft. Worth Stock Show Art Show	Art Teacher	Aug 04 – Apr. 05	TEKS	Student participation in shows	M	AR GT SE ESL 4,5,6th grades	Selection of winners
8. Students will gain a greater knowledge and appreciation of famous artists and their works.	Art Games; Art Memo Games; Monet Memo; Interactive websites & virtual tours of Art Museums	Art Teacher	Aug 04 – May 05	TEKS	Outcome of games	M	AR GT SE ESL 4,5,6th grades	Lesson Plans
9. Student Art Exhibit in halls and cafeteria at Oak Woods	Materials for student Art work $950	Art Teacher	Aug 04 – May 05	TEKS	Display of Art work	M	ARGT SE,E4,5,6 gr	Monitor / walk through building

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004 – 2005

Goal 2: All Oak Wood student populations will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
District Goals: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology. Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
10. Continue Artists of the Month program – Student artwork to be displayed in community businesses.	**Art materials**	**Art Teacher**	**Aug –04 – May 05**	**TEKS SS PS**	**Display of Art work in the community**	**M**	**AR GT SE ESL 4,5,6th grades**	**Lesson Plans**
11. Creation of reusable drama and musical stage props for student programs	**Materials $100**	**Music Teacher**	**Aug 04 – May 05**	**TEKS**	**Program Productions**	**M**	**AR GT SE ESL 4,5 6th grades**	**Monitor**
12.Students perform at least 3 programs per year.	**CD's, Cassettes; microphones and stand, Piano repair $200**	**Music Teacher**	**Aug 04 – May 05**	**TEKS PS**	**Student participation in program production**	**M**	**AR GT SE ESL 4,5,6th grades**	**Observe program**
13. Students will gain greater mathematical understanding of concepts through the use of music	**CD Rom, Games, Recorders, Supplies, Rewards $300**	**Music Teacher**	**Aug 04– May 05**	**AEIS TEKS**	**TAKS test**	**M**	**AR GT SE ESL 4,,5,6**	**Lesson Plans**

RANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004-2005

Goal 3: Oak Woods will provide a safe, orderly, and well maintained environment where all student populations will develop and exhibit self – respect for others and an interest in lifelong learning.
District Goals: # 6 Adequate facilities and equipment exist to meet the needs of our students. # 8 Student safety and well-being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue Character Education Program to promote development of good character in students	Materials $150	Counselor	Aug 04 – May 05	PS FS SS	Student Survey	R	AR GT SE ESL 4,5,6th grade	Monitor feedback
2. Student Council will organize student events, promote citizenship and serve as role models to all	Materials	Student Council Sponsors	Aug 04- May 05	FS	Student Survey	R	AR GT SE ESL 4,5,6th grades	Monthly student Council meetings
3. Continue the DARE program for Drug Awareness & School Safety	Supplies and workbooks	Counselor and DARE Officer	Aug 04 – Apr. 05	PL T	DARE Graduation and Teacher / student evaluation	M CP	AR GT SE ESL 4,5,6th grades	Monitor feedback
4. Red Ribbon week to promote a drug free lifestyle	Supplies $400	Counselor	Aug 04 – Oct. 05	SS	Student / Staff participation	R	AR GT SE ESL 4,5,6th grades	Surveys

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004 2005

Goal 3: Oak Woods will provide a safe, orderly and well maintained environment where all student populations will develop and exhibit self – respect for others and an interest in lifelong learning. # 6 Adequate facilities and equipment exist to meet the needs of our students. # 8 Student safety and well- being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
5. "Reward Thursdays" – Students exhibiting positive behavior receive rewards from Counselors office.	Rewards $300.00	Counselor	Aug 04 – May 05	FS SS	Weekly Behavior card used to measure student success	R	AR GT SE ESL 4,5,6th grades	Monitor Behavior cards
6. Implement "The Book" discipline plan and continue the use of weekly behavior cards.	Materials; tag board $150	Principal & Asst. Principal	Aug 04 – May 05	Discipline Records	Weekly Behavior cards sent home	A	AR GT SE ESL 4,5,6th grades	Monitor behavior cards
7. Continue Awesome Behavior Celebrations each six weeks.	Prizes for Goodie bags $250.00	Principal & Asst. Prin.	Aug 04 – May 05	SS	Rosters of Attendance	A	AR GT SE ESL 4,5,6th grades	Monitor Celebrations
8. Motivational Speakers who promote self- esteem and social awareness	Nanna Pudding Productions; Nancy Burks; $800	Counselor	Aug 04 – May 05	FS SS	Program Evaluations by students & staff	R	AR GT SE ESL 4,5,6th grades	Monitor feedback

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004 – 2005

Goal 4: All Oak Wood student populations will improve daily attendance.
GISD Goal: # 1 Alternative resources supplement tax revenues.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Promote perfect attendance each six weeks.	Monitary Incentive program $ 500, PTO funds	PTO volunteer and Office attendance clerk.	Aug 04 – May 05 End of 6 weeks	AEIS	Attendance records	PI	AR GT SE ESL 4,5,6th grades	Attendance records / student feedback
2. Semester / All Year Perfect Attendance Awards at Awards Assemblies	Certificates, lapel pins, cash prizes $1000 PTO supplements	Principal	Jan 05 – May 05 End of semester year	AEIS PS	Attendance records	PI	AR GT SE ESL 4,5,6th grades	Student feedback
3. Newspaper, communication via local newspaper listing students with perfect attendance. School publications, web-sites	Hood County News Newsletter Web-sites	Attendance Clerk	Aug 04 – May 05	AEIS	Attendance records	R	AR GT SE ESL 4,5,6th grades	News inprint
4. Phone calls to parents; letters home; truancy charges pursued.	Supplies	Attendance Clerk; Principal	Aug 04– May 05	AEIS	Attendance records	A	AR GT SE ESL 4,5,6th grades	Check for improvement in Absenteeism

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 - 2004

Goal 5: Oak Woods will provide all professional & paraprofessional staff with Staff Development in identified areas of need.
District Goal: # 7 An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Staff members will receive training in areas of technology, gradequick, digital cameras, Distance learning; building web pages	Tech. Team members and equipment $100	Principal and Tech team	Aug 04 – May 05	FS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records, Principal walk thru
2. Staff members will be trained in Thinking Maps.	Thinking Maps manuals $400	Principal, Grade Level Leaders	Aug 04 – May 05	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records and Principal walk thru
3. Staff members will be trained in New Jersey Writing Project.	Materials & Training Title 1 funds $1,200 per person	Principal, Grade Level Leaders	Summer 05	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Writing Samples
4. Staff members attend Kagan Cooperative Learning workshops.	Materials $500 / per person Title 1 Funds	Principal	Summer 05	FS DR	Session Evaluations	PD	AR GT ESL Sp Ed	Principal walk thru
5. Staff members will be trained in Kaye Price Hawkins Reading and Language practices	Kaye Price-Hawkins workshop $1,250 ESL funds	Principal Grade Level Leaders	Aug 04 – May 05	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records and AEIS reports

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
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Goal 5: Oak Woods will provide all Professional & Paraprofessional staff with staff development in identified areas of need.
District Goals # 7 An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Staff members trained in the area of understanding non-traditional students	Love & Logic Workshop Ruby Payne materials $200	Counselor	Aug 04 – May 05	DR	Session Evaluations Review of discipline records	PD AHQT	AR GT ESL Sp Ed	Discipline Records PEIMS report
7. Staff members attend CAST convention to attain Science TAKS info.	CAST convention $500	Grade Level Leaders	Aug 04 – May 05	FS	Session Evaluations	PD	AR GT ESL Sp Ed	Monitor of materials
8. Staff members attend TAKS related workshops	TAKS workshops	Principal Grade Level Leaders	Aug 04 – May 05	FS AEIS	Evaluations	PD	AR GT ESL Sp Ed	AEIS reports
9. Staff attend training in areas of Special Needs children	Workshops focusing on disabilities	Principal Special Ed Teacher	Aug 04 – May 05	PD	Evaluations	PD AHQT	ESL Sp Ed	Staff development records
10. “Capturing Kids Hearts”	$700 per person	Principal	Aug 04 – May 05	PD	Review of discipline records	PD AHQT	AR GT ESL Sp Ed	Staff development records

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
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2004 2005

Goal 6: Oak Woods will develop and utilize a variety of strategies to ensure communication with Parent and community members regarding student achievement, meetings and training sessions.
District Goals: # 3 An established, effective communication network exists. # 4 A supportive community and staff are involved in our schools.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Disseminate information to parents on a consistent basis.	**Monthly calendars; 6-weeks newsletters; student planners; weekly notes home, marquee $2000**	**Principal**	**Aug 04 – May 05**	**PS**	**Parent surveys and feedback**	**PI**	**AR GT ESL Sp Ed**	**Parent surveys**
2. Provide parent training in: • **TAKS Math, Reading, Science** • **TEKS** • **Volunteering on Campus** • **Campus Procedures** • **Technology Applications** • **School Safety** • **Parenting Skills** • **Evacuation Procedures**		**Classroom Teachers, PTO President / Principal Classroom Teachers, Tech. Committee Counselor and Principal / TXU Rep.**	**Aug 04 – May 05**	**PS**	**SBDM Evaluates programs**	**PI**	**AR GT ESL Sp Ed**	**Parent surveys; Meeting agendas**

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2004 2005

SW - School- wide
M = Mastery;
T = Transition;
HQ – High Quality Teachers/ Instruction;
PD = Prof. Development;
A= Assessment
PI = Parent Involvement;
R = Reform Safety
AHQT – Attracts High Quality Teachers
CP – Coordination of Programs

Needs Assessment: AIES; SS = Student Survey; PS = Parent Survey; FS = Faculty Survey; DR = Discipline Report; 0 = Other;
TEKS – Texas Essential Knowledge & Skills

Special Populations: AR – AT Risk; SE = Special Ed; ESL = English as a Second Language; GT = Gifted and Talented;
ED – Economically Disadvantged

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7 & 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Sp. Pop.	SW Comp	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed. Soft, ITBS, Benchmark Tests, TPRI Tests, AR Star Diagnostic Tests, TAKS Results, Teacher Made Tests, Informal Reading Inventories (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Curriculum Department	August 2004 – May 2005	AEIS	ESL, Low SES, H, AA, SE, AR, GT	A	Assessment will show increased student performance.	TAKS Student Report, ITBS Student Reports, TPRI Student Reports, AR Star/Diagnostic Reports, Teacher Reports, Teacher Assessments
Teachers will attend workshops/seminars to update & enhance strategies for district & state reading objectives & initiatives.	GISD Staff Development Kagan ($800) Summer Conference, Region XI Service Center ($1000) ESP – Tarleton ($600)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	AEIS	ESL, Low SES, H, AA, SE, AR, GT	PD R T	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, ITBS Student Reports, TPRI Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update reading strategy materials that reflect state TEKS/TAKS changes.	Thinking Maps, Step up to TAKS, Flip Charts, TAKS Master (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results
Students will be provided opportunities to develop higher level thinking skills in analyzing and comparing written materials, predicting outcomes, critical thinking, applying knowledge of literary elements, and basic understanding.	Thinking Maps, Flip Charts, Problem Solving Literature, Dinah Zikes Materials, Step Up To TAKS, TAKS Master (SCE Funds $500)	Classroom Teacher, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work & classroom observations.	TAKS Student Re-ports, Report Cards, AR Star/Diagnostic Reports, Benchmark Assessment Results
4th grade teachers will be trained in the Governor's Reading Initiative.	State Reading Academy	4th Grade Teachers, Principal, Assistant Principal, GISD Curriculum Department	Summer 2005	AEIS	R PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of Strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, ITBS Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Grade level & vertical planning meetings will coordinate reading instruction across the grade levels.	Curriculum Guides, Scope & Sequence Guides	Classroom Teachers, Principal, Assistant Principal, Instructional Specialists (SCE), GISD Curriculum Department	August 2004 – May 2005	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings
Teachers will integrate reading across the curriculum to improve comprehension.	Weekly Readers, Scholastic, Classroom Libraries, Library ($750) (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Star/Diagnostic Reports, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, CD ROM Libraries, Audio Tapes, Video Tapes, TV/VCR Sets, Library, Transparencies, Books, Sleek Program. ($3900) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Librarian, Technology Staff	August 2004 – May 2005	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, TAKS data.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Star/Diagnostic Reports, Report Cards, Benchmark Assessment Results
Classrooms & the library will coordinate to meet the demanding needs of students.	Library Books ($10,000)	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2004 – May 2005	FS	HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased library usage through library data.	Library Records of Usage

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
The library will provide a variety of books to children through 10th grade reading level.	Library Books ($10,000)	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2004 – May 2005	FS	HQ	ESL, Low SES, H, AA, SE, AR, GT	Evidence of students reaching their highest reading potential with adequate books available at their reading level.	AR Student Tests, ITBS Student Reports
AR books will be organized by book level in the library.	Bar Codes to change levels ($250)	Librarian, Principal, Assistant Principal, Volunteers	August 2004 – May 2005	FS	PI A	ESL, Low SES, H, AA, SE, AR, GT	Bar Codes on the correct book levels.	Library books organized by correct levels

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will continue to update and implement AR/Star Program, allow class time to read, & establish home reading as a school-wide goal.	AR Program ($4,800), Library Books ($10,000)	Classroom Teachers, Principal, Assistant Principal, Librarian	August 2004 – May 2005	AEIS, FS	T M PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased library circulation, increased usage of software, & increased usage of lab computers. Students will meet their AR goals.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Student Reports, and Library Records of Usage
Teachers will receive Reading Renaissance training.	Campus Training ($1,000)	Librarian, Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	FS	PD	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased number of Reading Renaissance Model Classrooms.	Certificates of Completion

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Mambrino will have Reading Renaissance AR Program Model Classrooms of at least two per grade level.	AR Program ($4,800), Library Books ($10,000)	Librarian, Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005 *Grade 1 by the end of the 1st semester; Grades 2-6 begin at the end of second six weeks.	FS	T HQ	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased number of Reading Renaissance Model Classrooms	Model Classroom Certificates
Strengthen home/school connections by offering cooperative school-community events such as Family Reading Nights.	Library Books ($10,000), Duolog Training Video, Book Fair	Librarian, Classroom Teachers, Principal, Assistant Principal, PTO	September 2004, October 2004, March 2005	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of parent/student/ staff participation.	Family attendance & participation, Attendance Sign-In Forms

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7 , 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Mentors (students, parents, community volunteers & Masons) will model good reading and foster a love of reading for all students.	Library Books ($10,000), Classroom Books, Duolog Training Video	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Librarian, Counselor, Volunteers	August 2004 – May 2005	FS	PI M	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student reading performance as measured by testing.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Star/Diagnostic Reports, Report Cards, Volunteer Sign In Forms
Staff members will adopt/mentor an at risk student(s).	AT Risk Student List	Staff members, Principal, Assistant Principal	August 2004 – May 2005	AEIS, FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals & improved attendance.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will make use of appropriate personnel & volunteers to tutor/mentor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, TPRI Student Reports, Ed Soft Reports, (ARI Funds from state) ($8,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Teaching Assistant (SCE), Counselor, Volunteers	August 2004 – May 2005	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, daily work, & report cards.	TAKS Student Reports, TPRI Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #2: Students in grades 3-6 will attain 95% mastery of TAKS mathematics, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Saxon Math Assessments ($3,000) (SCE Funds $300)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2004 – May 2005	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results, Teacher Reports
Teachers will attend workshops/seminars to update & enhance strategies for district & state math objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP – Tarleton ($600)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, ITBS Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update math strategy materials that reflect state TEKS/TAKS changes.	Thinking Maps, Step up to TAKS, Flip Charts, TAKS Master, Saxon Math ($3,000) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results
Students will be provided opportunities to develop higher level thinking skills in problem solving strategies, logic & reasoning, patterns, relationships, and reasoning.	Thinking Maps, Flip Charts, Problem Solver, GEMS, AIMS, Step Up To TAKS, TAKS Master, Saxon Math ($3,000) (SCE Funds $500) (Math Manipulatives $2,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident throughout daily work & classroom observations.	TAKS Student Reports, Report Cards, Saxon Assessment Results, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop & enhance their understanding of geometry, measurement, fractions, probability & statistics.	Thinking Maps, Flip Charts, Manipulatives, GEMS, AIMS, Step Up To TAKS, TAKS Master, Saxon Math ($3,000) (SCE Funds $500) (Math Manipulatives $2,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident throughout daily work & classroom observations.	TAKS Student Reports, Report Cards, Saxon Assessment Results, Benchmark Assessment Results
Grade level & vertical planning meetings will coordinate math across the grade levels.	Curriculum Guides, Scope & Sequence Guides	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2004 – May 2005	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Strengthen home/school connections by offering cooperative school-community events, such as Family Math Night.	AIMS, GEMS, Manipulatives	Librarian, Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), PTO	Spring 2005	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of parent/student/ staff participation.	Family attendance & participation, Attendance Sign-in Forms
Teachers will integrate math strategies across the curriculum	Thinking Maps, Flip Charts, Step Up To TAKS. TAKS Master, Saxon Math ($3,000) (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Transparencies, Sleek Program ($3,900), Math Blasters, Student Calculators, TAKS Software ($300), (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE). Teaching Assistants	August 2004 – May 2005	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, & TAKS data.	TAKS Student Reports, ITBS Student Reports, Report Cards, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff members will adopt/mentor an at risk student (s).	At Risk List	Staff Members, Principal, Assistant Principal	August 2004 – May 2005	AEIS FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results, Report Cards, Yearly Discipline Reports
Teachers will make use of appropriate personnel & volunteers to tutor/mentor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports ($1,000) (SCE Funds $600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Tutors, Volunteers	August 2004 – May 2005	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increase student performance as measured by testing, daily work, report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3: Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Student Writing Samples (SCE Funds $200)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2004 – May 2005	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance.	TAKS Student Reports, Benchmark Assessment Results, Teacher Reports, Student Writing Portfolios
Teachers will attend workshops/seminars to update & enhance strategies for district & state writing objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600), New Jersey Writing Project ($4,000), Six Write Traits Materials	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans, Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3: Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update writing strategy materials that reflect state TEKS/TAKS changes.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results, Writing Portfolios
All new teachers, including special ed and advanced academic teachers (GT), will become knowledgeable in the stages of writing: pre-writing, drafting, re-reading, revising, editing, & publishing.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600), New Jersey Writing Project ($4,000), Six Write Traits Materials	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	AEIS	PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of writing strategies learned through training observed in classrooms. Students' writing portfolios will show evidence of the writing process & signs of individual growth.	Certificates of Completion, TAKS Student Reports, Benchmark Assessment Results, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
All new teachers, including special ed & advanced academic teachers (GT), will be trained in the use of writing folders: daily working, collecting & cumulative folder (which will include 3 samples per year-beginning, middle, & end of year) to be passed on to the next teacher as the student is promoted.	GISD Staff Development, Writing Folders ($100)	Classroom Teachers, Principal, Assistant Principal, GISD Curriculum Department	August 2004 – May 2005	AEIS	PD	ESL, Low SES, H, AA, SE, AR, GT	Students' writing portfolios will show evidence of use of all stages of the writing process & signs of individual student growth.	Certificates of Completion, Student Writing Portfolios
Students will be provided the opportunities to develop skills in appropriate organization of ideas; correct & effective sentence construction; standard usage & appropriate word choice, & proofreading for punctuation, capitalization, & spelling.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, GISD Curriculum Department	Summer 2004, August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of the writing process & individual student growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in brainstorming, selection, editing, categorizing, & organizing ideas before writing first draft.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop organization skills appropriate to each writing purpose (introduction, transition words, types of elaboration, and conclusion).	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work and classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in writing for a variety of audiences & purposes; writing with voice; using conventions; increasing sentence fluency, using vivid word choices, & revising.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

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Mambrino School

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in the application of the conventions of written language such as spelling, capitalization, standard usage, standard sentence structure, standard grammar, & penmanship.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

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Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Grade level & vertical planning meetings will coordinate writing techniques & standards for instruction across the grade levels.	Curriculum Guides, Scope & Sequence Guides, GISD Rubrics	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2004 – May 2005	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT.	Lesson plans. Evidence of coordination observed in classrooms by increased consistency and uniformity of instruction. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth. .	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3: Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will become proficient in writing strategies & holistic scoring. Each grade level will be responsible for (but not limited to): K – journal (picture/word) communicate thoughts 1st – more creativity – descriptive words 2nd – writing process/better sentence construction 3rd – teach paragraph writing/topics/spelling/capitalization/ punctuation/sequencing/elaboration 4th – organization/power writing/combining paragraphs/ creative prompts/depth of writing 5th – outlines/paragraph topic writing/how to's 6th – research papers	Curriculum Guides, Scope & Sequence, GISD Rubrics, Thinking Maps, Flip Charts, New Jersey Writing Project ($4,000), Six Write Traits Materials, Adopted English Textbook (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2004 – May 2005	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of the writing process & signs of individual growth.	TAKS, Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios
All teachers will maintain daily and/or cumulative writing folders. Three final drafts will be passed on each year in the cumulative writing folder to next year's teacher.	Writing Folders & Portfolios ($300)	Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	M	ESL, Low SES, H, AA, SE, AR, GT	All students will have a writing portfolio showing growth in writing to pass on to the next year's teacher.	Student Writing Portfolios

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Mambrino School

Campus Improvement Plan

Goal #3: Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Software, Library, Transparencies, Books, Sleek Program ($3,900)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Technology Staff	August 2004 – May 2005	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, writing portfolios, & TAKS data.	TAKS Student Reports, Benchmark Assessment Results, Student Writing Portfolios
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff members, Principal, Assistant Principal	August 2004 – May 2005	AEIS, FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3: Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will make use of appropriate personnel & volunteers to tutor/mentor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports ($600) (SCE Funds $500) ($8,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Teaching Assistant (SCE), Counselor, Volunteers	August 2004 – May 2005	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, daily work, & report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #4: Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Adopted Science Textbook & Materials (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance on TAKS student reports & teacher made assessments.	TAKS Student Reports, Benchmark Assessment Results, Teacher Reports
Teachers will attend workshops/seminars to update & enhance strategies for district & state science objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600), Heath Science	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports
Teachers will update science strategy materials that reflect TEKS/TAKS changes.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Adopted Science Textbook & Materials (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #4: Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop knowledge & skills in the areas of life science, physical science, Earth science & the nature of science.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Adopted Science Textbook & Materials (SCE Funds $500) (Materials $2,500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work & classroom observations.	TAKS Student Reports, Report Cards, Benchmark Assessment Results
Grade level & vertical planning meetings will coordinate science instruction across the grade levels.	Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2004 – May 2005	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classroom by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will integrate science TAKS materials/lab related equipment into the curriculum.	Curriculum Guides, Scope & Sequence Guides, Thinking Maps, Adopted Science Textbook & Materials, Foss Kits ($1,000) (Materials $2,500)	Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased student performance through daily work.	TAKS Student Reports, Benchmark Assessment Results
Teachers will develop hands-on science lessons to supplement/enhance TEKS objectives (nature of science, life science, Earth science, physical science).	Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials, United Streaming ($1,000) (Materials $2,500)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2004 – May 2005	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased student performance through daily work.	TAKS Student Reports, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Elementary science rooms will be established.	Classroom (with sink), Science Materials for Labs, Foss Kits ($1,000) (Materials $2,500)	Elementary Classroom Teachers, Principal, Assistant Principal	August 2004	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased student performance through daily work. Evidence of science room usage.	TAKS Student Reports, Benchmark Assessment Results, Established Elementary Science Rooms
Intermediate science labs will be established – one per grade level.	Classrooms, Science Materials for Labs, Foss Kits ($1,000) (Materials $2,500)	Intermediate Classroom Teachers, Principal, Assistant Principal	August 2004	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased student performance through daily work. Evidence of science labs usage.	TAKS Student Reports, Benchmark Assessment Results, Established Intermediate Science Labs

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Internet Sites, Software, Audio Tapes, TV/VCR Sets, Library, Transparencies, Books, Adopted Science Textbook & Materials, Electronic Field Trips, United Streaming ($600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Librarian, Technology Staff	August 2004 – May 2005	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased student performance through daily work.	TAKS Student Reports, Report Cards, Benchmark Assessment Results
All students will be given the opportunity to participate in the "Mambrino Science Fair".	Gym, Adopted Science Textbook & Materials, Technology Access, TXU Materials ($500)	Elementary & Intermediate Science Fair Coordinators, Classroom Teachers, Volunteers, GISD Curriculum Department	December 2004 – January 2005	AEIS FS PS	M PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student participation & quality of projects.	Student Projects

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Strengthen home/school connections and increase student participation in the Mambrino Science Fair by offering cooperative school-community events such a Family Science Fair Night.	AIMS, GEMS, Heath Science, Manipulatives	Librarian, Classroom Teachers, Principal, Assistant Principal, GISD Science Curriculum Coordinator, PTO	January 2005	FS, PS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by parent/student/ staff participation.	Family attendance and participation, Attendance Sign-in Forms
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal	August 2004 – May 2005	AEIS FS DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will make use of appropriate personnel & volunteers to tutor/mentor special population students	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports (SCE Funds $600) ($8,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistant, Counselor, Volunteers	August 2004 – May 2005	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT.	Evidence of increased student performance as measured by testing, daily work, & report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #5: The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
The principal will make a weekly announcement of attendance percentages for each grade level & classes with perfect attendance.	Attendance Records & Printout	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	August 2004 – May 2005	AEIS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of classes announced.	Principals' Weekly Attendance Report, Perfect Attendance Lists
Students with perfect attendance for each six weeks will receive awards.	Attendance Records & Printout, Student Rewards ($500)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Granbury Lion's Club	Each six weeks October 2004 – May 2005	AEIS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of students recognized.	Attendance Printout, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #5: The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students with perfect attendance for the year will receive the Principal's Award & recognition by the Granbury Lion's Club.	Attendance Records & Printout, Awards ($150)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	May 2005	AEIS	M	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of students recognized.	Attendance Printout, Report Cards, Students' names posted on the school website
Parents of students who are absent more than 3 consecutive days will receive phone calls.	Attendance Records & Printout	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/ Secretary, Nurse, Teaching Assistants (SCE)	August 2004 – May 2005	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by decrease in parent phone calls due to improved attendance.	Attendance Printout, Documentation of parent calls

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Letters will be mailed to parents notifying them of 5 or more absences in the 1st, 2nd, or 3rd six weeks & 10 or more absences in the 4th, 5th or 6th six weeks.	Attendance Records & Printouts, Letterhead Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2004 – May 2005	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student attendance shown by decreased number of letters mailed.	Copies of Letters
Notify Justice of the Peace regarding students with excessive absences.	Attendance Records & Printouts, Letterhead Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2004 – May 2005	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student attendance shown by decreased number of failure to attend cases filed.	Copies of Letters, Notary Documentation

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Notices sent home to parents notifying them of 3 tardies in the six weeks. The notice informs parents that their student will receive lunch isolation for every tardy thereafter during the six week period.	Attendance Records, Tardy Records	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk, Teaching Assistant (SCE)	August 2004 – May 2005	AEIS	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by decreased student tardies.	Attendance Records, Tardy Records, Documentation of Parent Contacts
Letters will be mailed when a student has 17 or more absences informing parents of an attendance committee meeting.	Attendance Records & Printouts, Letterhead Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2004 – May 2005	AEIS	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student attendance shown by decrease in number of letters mailed.	Copies of Letters

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff members/volunteers will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal, Volunteers	August 2004 – May 2005	AEIS, FS	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student attendance of at risk students.	Attendance Reports & Printout, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #6: Students will develop and foster positive attitudes and self-confidence, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Social skills, conflict management, safety & responsibility for self will be taught in all classrooms and small groups.	Best Program, Project Wisdom (PreK-6) ($300), D.A.R.E. Program (Grades 3 & 5), STARS Drug Abuse (Grades 2-6), Kelso Choices (PreK-3), Colt's Choices (Grades 4-6), Peace Rug (PreK-6), STARS Bullying (PreK-6), Early Signs of Violence (PreK-6), Step by Step (Grades 2-6), Respect (PreK-3), No More Teasing (Grades 4-6), Nature of Study Skills (Grades K-6), Activities That Teach (PreK-6), Test Taking (PreK-6), Divorce (small groups), Incarcerated Parents Support (small group), Cancer Support (small group)	Classroom Teachers, Principal, Assistant Principal, Counselor, D.A.R.E. Officer	August 2004 – May 2005	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by decreased number of discipline referrals.	Schedules, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be recognized in classrooms (student of the day or student of the week).	Certificates/Rewards ($300)	Classroom Teachers, Principal, Assistant Principal, Counselor	August 2004 – May 2005	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by student recognition posted in classrooms.	**Teacher Documentation, Yearly Discipline Reports**
A student from every classroom will be honored as outstanding citizen each six weeks with a party (Grades 1-6).	Treats for Students ($500)	Classroom Teachers, Principal, Assistant Principal, Counselor, PTO, Volunteers	Each Six Weeks – October 2004-May 2005	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by student recognition posted on school web site.	**Report Cards, Sign-in Sheets for Students, Students' Pictures Posted on the School Web Site**

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Campus Improvement Plan

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be recognized for achieving A Honor Roll or A/B Honor Roll each six weeks.	Honor Roll Ribbons, Student Recognition Awards ($1,000)	Classroom Teachers, Principal, Assistant Principal, PTO	Each Six Weeks -- October 2004 – May 2005	DR, FS	R HQ	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased number of Honor Students recognized.	Report Cards, Names published in Hood County News
Students will be given opportunities to visit the office for positive reinforcement (academic and behavior).	Stickers, Prizes, Candy ($500)	Classroom Teachers, Principal, Assistant Principal, Counselor, Office Clerks, Secretary	August 2004 – May 2005	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by improvement in classrooms, hallways, restrooms, and cafeteria behavior.	Notes from Teachers, Student Point Sheets

Granbury Independent School District

Mambrino School

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will mentor younger students.	Books, Games/Activities	Classroom Teachers, Principal, Assistant Principal, Teaching Assistants	August 2004 – May 2005	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student participation in the peer mentoring program.	Schedules
Students will participate in school helper programs such as safety patrol & the recycling programs.	Flags, Safety Patrol Banners ($50) Recycling Baskets ($50)	Classroom Teachers, Principal, Assistant Principal, Custodians	August 2004 – May 2005	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by consistent participation of students & amount of funds received from recycling programs.	List of Safety Patrol Students, Recycling Funds Reports

Granbury Independent School District

Mambrino School

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students/classes will participate in positive behavior recognition program "Horseshoe Honors".	Laminating Materials, Paper, Plastic Pocket Holders, Pizza ($2000)	Staff members, Principal, Assistant Principal PTO	August 2004 – May 2005	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by improved behavior documented by number of Horseshoe Honor Awards & announced during morning announcements.	Horseshoe Honor Recognition Wall
Staff members/volunteers will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal, Volunteers	August 2004 – May 2005	AEIS FS DR	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased student performance measured by testing, less discipline referrals, & improved attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports

Granbury Independent School District

Mambrino School

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
All students will receive a positive recognition award some time during the school year – Terrific Kids.	Terrific Kids Certificates, Terrific Kids Awards, Candy	Kiwanis Club, PTO, Principal, Assistant Principal, Teaching Assistant (SCE)	Each Six Weeks -- October 2004 – May 2005	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased positive student behavior. Evidence of student recognition poster in hallway & announced during morning announcements.	Terrific Kids List, Terrific Kids Posters, Daily Announcements
Intermediate Students (Grades 4-6) will receive special recognition based on being an "all around good student"—Super Citizens.	Super Citizens Certificates, Lunch for Students & Parents	Kiwanis Club, Classroom Teachers, Principal, Assistant Principal, Counselor, Teaching Assistant (SCE), GISD Transportation Department	4 times per year	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased positive student behavior. Evidence of student recognition poster in hallway & announced during morning announcements.	Super Citizens List, Super Citizens Poster, Daily Announcements

Granbury Independent School District

Mambrino School

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District Goals: 2, 3, 4, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be given the opportunity to visit the "Mambrino Bank" weekly & deposit money into savings accounts.	"Mambrino Bank"	Principal, Assistant Principal, Office Clerks, First National Bank	September 2004 – May 2005	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by student participation.	Number of Student Participants
Behavior charts will be used during lunch for each class.	Blank Charts, Clipboards, Cones, Traffic Light, Music Horseshoe Honors	Principal, Assistant Principal, Counselor, Teaching Assistants	August 2004 – May 2005	FS	R	ESL, Low SES, H. AA, SE, AR, GT	Evidence shown by improved cafeteria behavior as measured on charts & number of Horseshoe Honors.	Behavior Charts, Horseshoe Honors Recognition Wall

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Mambrino School

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Entire school (inside & out) will be painted. New carpet installed in all classrooms, stage, library, & other areas. Elementary gym will be tiled.	Paint, Carpet, Tile	GISD Maintenance Department, Principal, Assistant Principal	Summer 2004	FS	HQ R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown to promote a more welcoming environment & encourage school pride measured by students, staff, & parent feedback.	Completion of paint, carpet, & tile work
A mural will be painted on the cafeteria walls.	Labor ½ donated, ½ ($800) Paint ($150)	PPCD Teacher, Principal, PTO, Volunteers	Summer 2005	FS	PI R	ESL, Low SES, H, AA, SE, AR, GT.	Evidence shown to promote a more welcoming environment & encourage school spirit measured by students, staff, & parent feedback.	Completion of mural

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be recognized for individual positive behavior – Catch You Being Good Program.	Tickets ($100), Student Prizes ($2,000), Music	Staff members, Principal, Assistant Principal, PTO	May 2005	FS, DR	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by reduction in end of year discipline referrals.	Yearly Discipline Report, Number of Students Recognized
Students in Grade 6 will be recognized with a special promotion/awards program.	Certificates ($100), Presidential Excellence Awards & Pins ($150), Refreshments, Decorations	Sixth Grade Teachers, Principal, Assistant Principal, Counselor, Intermediate Music Teacher, PTO	May 2005	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by increased number of student recognition & awards. Evidence shown by increased amount of parent participation.	Promotion/Awards Ceremony

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #7: Students will have daily access to computer technology in order to integrate curriculum and become computer literate, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).

District Goals: 2, 3, 4, 5, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will attend workshops/seminars for personal growth in technology proficiency.	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software ($2,000), GISD Staff Development, Summer Conference	GISD Technology & Curriculum Departments, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	FS, Texas Star Chart Technology Survey	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Certificates of Completion
Teachers will update technology materials that reflect district & state goals (TEKS).	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software ($2,000), GISD Staff Development, Summer Conference	GISD Technology & Curriculum Departments, Classroom Teachers, Principal, Assistant Principal	Summer 2004, August 2004 – May 2005	FS, Texas Star Chart Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Certificates of Completion

Granbury Independent School District

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Campus Improvement Plan

Goal #7: Students will have daily access to computer technology in order to integrate curriculum and become computer literate, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).

District Goals: 2, 3, 4, 5, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to demonstrate competencies in technology according to grade level TEKS.	Computer Labs, Computer Equipment, Software ($2,000)	Classroom Teachers, Principal, Assistant Principal, GISD Technology & Curriculum Departments	August 2004 – May 2005	FS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Student Projects, Teacher Evaluation/Assessment of Projects
Technology equipment including hardware & software will be updated & maintained within budget constraints to district standards. (136 Computers—Memory Upgrade) Replace elementary (26) & intermediate (27) lab computers.	Computer Equipment & Supplies, Software ($5,800) (Upgrade $4,080) (Replacement $68,158)	Classroom Teachers, Principal, Assistant Principal, GISD Technology & Curriculum Departments	August 2004 – May 2005	FS, Texas Star Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Completed Work Orders, P.O.'s
All new teachers will be trained on the use of the electronic attendance system.	Computer Equipment, Laptops, Software	Classroom Teachers, Office Attendance Clerk/Secretary, Principal, Assistant Principal, GISD Technology Department	August 2004	FS, AEIS, Texas Star Chart Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by accurate & timely completion of reports.	Daily Attendance Reports

Glossary

AEIS – Academic Excellence Indicator System
AR – Accelerated Reader Program
D.A.R.E. – Drug Awareness & Resistance Education
DOL – Daily Oral Language
ESP – Effective Schools Project
FS – Faculty Survey
PS – Parent Survey
SCE – State Compensatory Education
Sp. Pop – Special Populations

- AA – African American
- AR – At Risk
- ESL – English as a Second Language
- GT – Gifted & Talented
- H – Hispanic
- SE – Special Ed
- SES – Socio Economic Status

SW Comp – Schoolwide Component

- A – Assessment
- HQ – High Quality
- M – Mastery
- PD – Professional Development
- PI – Parent Involvement
- R – Reform Strategy
- T – Transition
-

TAKS – Texas Assessment of Knowledge & Skills
TEKS – Texas Essential Knowledge & Skills

MAMBRINO ELEMENTARY
2003-2004

Mambrino School
2003-2004
Site Base Committee

Teachers

K Patti Reed
1st Patty Caddell
2nd Gwen Clay
3rd Lois Askew
4th Judy Willingham
5th Lisa Harkins
6th D.Ann Reed
Sp. Tanya Pennington

Administrative

Rebecca Johnson

Central Administration

Nancy Peterson

Parents

Annie Glavin-PTO President
Ric Brown
Cherie Myers
Kathy Bersi
Luis Esclante
Courtney Blackman
Rebecca Lucas

Community

Tom Kemp
Dale McCormick

Support Members

Nancy Moore – Librarian
Melinda Parker – Assistant Principal
Lynn Smith– Counselor

MAMBRINO ELEMENTARY
2003-2004

List Last Name, First Name, MI. If multiple employees exist, group by grade level or assignment.
Approved Allocations are in parentheses ( ).

PRINCIPAL (1)	
1.	Johnson, Rebecca P.

ASSISTANT PRINCIPALS (1)	
1.	Parker, Melinda

INSTRUCTIONAL SPECIALIST (1)	
1.	Gloria Stokes

COUNSELORS (1)	
1.	Lynn Smith

LIBRARIAN (1)	
1.	Moore, Nancy

NURSE (1)	
1.	Monson, Melisa

REGULAR PRE-K (1)		
1.	Baker, Jana	PK

REGULAR KINDERGARTEN (5)		
1.	Galvan, Montie “Sara”	K
2.	Jones, Pamela	K
3.	McWilliams, Evelyn	K
4.	Reed, Patricia “Patti”	K
5.	Smajstrla, Shelly	K

	REGULAR 1st thru 6th GRADE (32)	Grade Level
1.	Caddell, Patricia A. “Patty”	1
2.	Davis, Brenda	1
3.	McNeely, Judi	1
4.	Prather, Patricia “Pat”	1
5.	Solsbery, Tracy	1
6.	Brawner, Melissa A.	2
7.	Clay, Gwen	2
8.	Crowder, Marita/Goins, Alice	2
9.	Wade, Shirley/Schwartz, Diane	2
10.	Askew, Lois	3
11.	Bodine, Laurie	3
12.	Farr, Susan	3
13.	Krause, Jan	3
14.	Ottaway, Jan	3
15.	Bates, Linda	4
16.	English, Georgia	4
17.	Robertson, Melinda	4
18.	Thomason, Betsy	4
19.	Willingham, Judith “Judy”	4
20.	Wright, Cathy	4
21.	Comeau, Nancy	5

22.	Harkins, Lisa	5
23.	Lewis, Margaret	5
24.	Moore, Janice	5
25.	Saunders, Sherry	5
26.	Dees, Laurie	6
27.	Mayo, Melissa “Ann”	6
28.	Reed, Delores “D.Ann”	6
29.	Williams, Jan	6
30.	Williamson, Daniel “Dan”	6

LARGE GROUP TEACHERS (5)		***Assignment***
1.	Deger, Julie P.	Elem.Art
2.	Oates, Bonnie	Elem. Music
3.	Morgan, Lauri	Interm. Music
4.	Click, Casey	Elem. PE
5.	Moser, Linda	Interm. PE

CLASS REDUCTION TEACHERS (0)		***Assignment***
1.		
2.		

SPECIAL EDUCATION TEACHERS (5)		***Assignment***
1.	Carpenter, Gaylene	Resource
2.	Glenn, Clarence Bradley “Brad”	Transition
3.	Boggs, Linda	Content Mastery
4.	Isom, Cynthea “Cindy”	Resource
5.	Younk, Susan	Life Skills

SPECIAL EDUCATION PPCD (1)		
1.	Pennington, Tanya J.	PPCD

READING RECOVERY/DYSLEXIA (0)	
0.	

TITLE I (0)	
0.	

READING ENRICHMENT (0)	
0.	

BILINGUAL LANGUAGE ENRICHMENT (0)	
0.	

MAMBRINO ELEMENTARY
2003-2004

	PARAPROFESSIONALS (15)	Assignment
1.	Akins, Deborah “Debbie”	Library Aide
2.	Barkman, Dwana	Transition Aide
3.	Ellis, Carmel	Office Aide
4.	Liles, Kathy	Sp. Ed. Aide
5.	Lively-Adams, Pam	PPCD Aide
6.	Luna, Tara	Life Skills Aide
7.	Martin, Jennifer “Diane”	Office. Aide
8.	Middlebrook, Shari	SCE Aide
9.	Morrison, Linda	PPCD Aide
10.	Murphy, Debra	Sp. Ed. Aide
11.	Ratliff, Michelle	Sp. Ed. Aide
12.	Reed, Carol	Sp. Ed. Aide
13.	Sunseri, Carol	Nurse Aide
14.	Wilson, Karen	Secretary
15.	Woods, Jeanne “Rene”	Life Skills Aide

ACTON
MIDDLE SCHOOL

2004-05

CAMPUS PLAN



GRANBURY
INDEPENDENT
SCHOOL DISTRICT
HOOD COUNTY
GRANBURY, TEXAS

GRANBURY
INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
ACTON MIDDLE SCHOOL

The mission of Acton Middle School is to offer all students the opportunity to be successful at school and become self-motivated, resourceful learners who can make informed choices.

GRANBURY ISD STRATEGIC GOALS

- **Alternative resources supplement tax revenues.**
- **Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.**
- **An established, effective communication network exists.**
- **A supportive community and staff are involved in our schools.**
- **Students are competent in technology.**
- **Adequate facilities and equipment exist to meet the needs of our students.**
- **An adequate, trained staff exists to meet the needs of our students.**
- **Student safety and well being.**

ACTON MIDDLE SCHOOL GOALS

GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

GOAL #2

Acton Middle School will increase the average daily attendance to 96%.

GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills and a continuation of a consistent discipline plan in order to pursue exemplary status.

GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

GRANBURY ISD
STRATEGIC GOALS

*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.
*Students are competent in technology.

AMS GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Teachers will analyze TAKS data, monitoring student overall score performance and attendance, identifying and choosing appropriate materials to maintain TAKS scores at 90% or above (79.7%); Hispanic at 90% or above (59.5%); SCE at 90% or above; and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Use planning period for monitoring student academic progress on a regular basis to enhance TAKS performance and maintain exemplary status.	Ed Soft	SCE, His-panic	Ed Soft			Academic performance and TAKS scores, AEIS report.	
	a) Use daily planning period to assess and communicate student needs, performance, attendance, and curriculum development, including Special Programs from low to high achievers.	Grades, progress reports	SCE, His-panic	$500.00 from local CF funds, Benchmarks, TAAS data, incentives, and Staff Development	8/15/04	All academic teachers	Daily planning periods August through May Documentation from daily planning periods, lesson plans.	Master Schedule with planning periods scheduled and each 6 weeks grades.
	b) Provide diagnostic tools to assess student mastery (benchmark assessments), adding benchmarks to 7th and 9th grades.	Ed Soft	SCE, His-panic	Local funds for paper and copies, benchmark testing materials	September 2004 and on-going throughout the year	Diane Fullerton and Holli Howard	Benchmark test results	Results from Ed Soft.
	c) Develop guidelines and goals for students to achieve success in performance and attendance.	6 weeks results – grade and attendance	All	$200.00 from local funds, Benchmarks, TAKS data, and PEIMS data.	As needed, Fall, Spring, and March	All academic teachers, Denise Watson, Marc Malloy, and Edwin Young.	TAKS and academic performance will maintain. Attendance will maintain at 96% or above.	PEIMS info

Granbury Independent School District

Campus Improvement Plan

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SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Incentives for students who meet stated goals such as popcorn parties, Coke parties, pizza parties, and drawings for prizes.	TAKS scores	All	$1800.00 for incentive prizes from CF funds, TAKS data, PEIMS data, incentives, and certificates of accomplishment.	End of test period, TAKS results in	All academic teachers.	Documentation for receipt of prizes.	AEIS report
	e) Competition for Perfect Attendance (ex: A "free" 100 to be applied to student's average at teacher discretion.).		All	Attendance records, "coupons" for incentives.	End of each 6 weeks	Jackie Thompson, all academic teachers.	Documentation for receipt of prizes, comparison of attendance reports from prior year.	PEIMS reports
	f) Add semester test requirement for 9th grade classes to mirror high school, odds one day and evens one day.		All	No additional funds needed.	End of each 6 weeks	All academic teachers.	Check final scores following year	School calendar

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain TAAS scores in writing at or above 90% for the Hispanic population (73.3%) and for SCE.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide incentives for passing TAKS. Plan to use only for TAKS reward.	TAKS scores	All					
	a) Students may be exempted from the six weeks exam (or other cumulative test) if they pass TAKS benchmarks (exemption must correlate with subject area). Emphasize this throughout the year and as TAKS test approaches.	Subject area benchmark testing	All	$100.00 from local funds for paper, TAKS released tests.	Fall date, spring date, and April date.	Teachers check for TAKS results. Administration provides TAKS test results so teachers may create list of exempting.	List of exempted students based on benchmark practice tests.	AEIS report
At Risk, ESL	b) Use TAKS materials to help students improve in areas of weakness. Check TAKS benchmark results of students in each area. Work in areas of weakness.	TAKS benchmark tests	All	$500.00 from SCE funds for supplies, TAKS released tests, TAKS related material, Gourmet Press.	Fall date, spring date, and April date.	All academic teachers	Check lists showing individual student improvement in all areas of TAKS.	Accumulated info from Ed Soft

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

All students will effectively utilize computers as learning tools, becoming competent in technology.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To improve student performance through use of technology, making the students competent in technology.							
	a) Use available software programs to enrich student performance and upgrade as needed.		All	$34,879.00 for software license cost and for repairs from local technology funds, $4,000.00 for supplies and software from local funds, TAKS preparation software, computer lab, appropriate software.	Each 6 weeks.	Maritia Sparks, Cindy Stewart, Karan Enlow, Becky Evart, Cathey Hartmann, Connie Youngblood, and June Perkins.	Student performance broadens and increases through AR, STAR, and other TAKS software.	Data from Technology
ESL	b) Maintain software for ESL (Rosetta Stone)		ESL	$1250 from ESL funds	August	ESL teachers and technology	Student improvement	Computer lab use
	c) Make sure all teachers have at least 4 computers and upgrade as needed.		All	$8670 from local funds	August	Bobby Mabery	Inventory	Data from technology
	d) Add technology person to teach ½ day and assist teachers with technology ½ day.		All	Salary, scheduling process	August	Bobby Mabery, Maritia Sparks	Log of teacher usage	Master schedule

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average on mastery of TAKS objectives in reading at 90% or above (92.4%); maintain Hispanic at 90% or above (80%); maintain SCE at 90% or above; and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase TAKS skills through 7th grade reading classes.							
	a) Target students including Hispanic and SCE who have been low performing on TAKS reading objectives, based on low TAKS performance.	Ed Soft	SCE, His-panic, At Risk	$885.00 from SCE reading supplies, TAKS preparation software, Gourmet Press Program, novel sets, The Great Series, Rosetta Stone, $3000.00.	September, December, & March, August	Reading teachers	Students will meet required standards for the Benchmark, TAKS release test, and TAKS test.	Benchmark and test scores
	2. Teacher training .		All					
	a. Teacher training for New Jersey Writing Project.		All	$1000 stipend and $150 supplies per teacher from local funds	Summer	Bobby Mabery and Curriculum Department	Staff development sign-in sheets	Travel authorizations and stipends
	b. Teachers familiarized with "In The Middle" text.		All	Curriculum money. Comp money for textbooks.	August – June	Bobby Mabery and Sharon Whitefield.	Classroom visits	Lesson plans and summer conference
	c. 4-day training including Reading Diagnostics, Reading/Writing Workshop, and Addressing the Needs of All Students.		All	Curriculum money	August 2-5, 2004	Sharon Whitefield	Teacher evaluation	Sign-in sheets

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average on mastery of TAKS objectives in reading at 90% or above (92.4%); maintain Hispanic at 90% or above (80%); maintain SCE at 90% or above; and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
At Risk, ESL	3. Utilize Bilingual Aide in Content Mastery for tutorials for Spanish speaking students.	LEP/ESL grades and TAKS scores	LEP/ ESL	Aide salary	On-going throughout the year	Bobby Mabery	Increase in ESL/LEP grades and TAKS scores	Master schedule
ESL	4. Update library to a recognized status to meet legislative mandate TEC 5533.021 and "to ensure that students, teachers, administrators, and staff are effective users of ideas and information."	State mandate	All	$32,760 in New Initiative to update library	August 2004 – June 2006	Bobby Mabery, Lyn Goodgion	Compliance with state requirements	Library inventory
ESL	5. Request semi-annual audits of ESL folders from Curriculum Department.	Meeting state guidelines	ESL	Curriculum Department	Fall and Spring	Brenda Mabery and Debbie Richey	% of compliance on audit	Audit results

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in writing strategies and sentence construction, along with the use of spelling, capitalization, punctuation, and usage (make this a part of the grade).							
	a) Benchmark testing (pre and post)			$150.00 from local funds, TAKS release test and other available sample tests.	Each 6 weeks	Language Arts Department	Spreadsheet of students and objectives to check off mastery.	
	b) Use writing lab and computers to practice composing and editing essays.			$500.00 from local funds for supplies, computer lab, paper, and ink.	3 weeks	Language Arts Department	Essay printouts with evidence of a 3 or 4 holistic score in the writing lab.	
	c) Interdisciplinary writing assignments - work with science and history.			Science and History curriculum and teachers and portfolios of projects. No additional costs expected.	Each 6 weeks	Language Arts, Science, and History Departments.	Lesson plans, timeline for projects, and essay results.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Writing Camp for 7th grade Resource language arts students and other low performing students.	Benchmark and other student performance data from previous year.		$100 for speaker plus $6 per student	Start at beginning of the year, end in January	Rebecca Loftin, Courtney Lever, Jerry Hibbs	Results from SDAA and TAKS writing tests.	
	2. Move writing TAKS test score 1's and 2's to 3's							
	a) Take practice tests each 6 weeks			$100.00 from local funds for paper	Each six weeks period.	Language Arts Department	Test scores.	
	b) Have tests graded by independent people.			No added expenses expected.	Each six weeks period.	Language Arts Department	Test scores.	
	3. Utilize writing curriculum and ideas created/gathered from workshops			No added expense expected.	Each six weeks.	Language Arts Department	Benchmarks, student portfolios, TAKS exams	
	4. Collect current resource list of all AMS teachers for sharing.							
	a) Create a list of resources on hand and update as needed.			No added expense expected.	Check at weekly meetings.	Language Arts Department	Current list of resources.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (86.1%); Hispanic at or above 90% (73.3%); SCE at or above 90%; and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Look for additional resources in needed areas.			$1550.00 from local funds in language arts budget.	Discuss at weekly meetings.	Language Arts Department	Purchase orders for new materials and materials added to resource list.	
	5. Make a total school project of capitalization, punctuation, and spelling.			No added expense expected.				
	a) Give teachers other than language arts teachers guidelines on how to grade capitalization, punctuation, and spelling.			No added expense expected.	Beginning of the year.	Entire AMS faculty.	Graded papers with errors marked or corrected.	
	b) Use school wide heading for papers.							
	1. Emphasis in probability, statistics, measurement, and problem solving skills.						Benchmark scores and TAAS scores	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Strive towards maintaining a school average on mastery of all TAKS objectives in math to 90% or above (84.9%), Hispanic at 90% or above (64.9%); SCE at 90% or above; and Special Ed at 90% or above .

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Cover TAKS objectives through activities, packets, computers, and textbooks. Teachers will document TAKS objectives on lesson plans.			$885.00 from math SCE funds, Math curriculum funds, TAKS preparation software, calculators, batteries, computer software, manipulatives, release TAKS tests, new materials that address TEKS, offer incentives for progress on TAKS, and worksheets.	September, December, & March	All math teachers.	Check of lesson plans, Department meeting minutes.	
	2. Provide remediation in math (include study/organizational skills).							
	a) Target SCE and Hispanic students who have been low on TAKS math objectives on past tests or benchmark tests.			$885.00 from SCE funds, Step Up to TAAS, rewards, and manipulatives (games).	May 1, 2004	Becky Evart, Janie Green, Henry Pearson, Mark Kirk, Kathy Lebby, and Julie Morris.	List of students in TAKS class and objectives they mastered.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Strive towards maintaining a school average on mastery of all TAKS objectives in math to 90% or above (84.9%), Hispanic at 90% or above (64.9%); SCE at 90% or above; and Special Ed at 90% or above .

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Reschedule students with low TAKS scores (not just failing) from an elective to a Lab class by teacher recommendation and parent approval.			No additional expenses; Test grades, class work, and TAKS scores	May 2004, and on going throughout the year.	Becky Evart, Henry Pearson, Mark Kirk, and Julie Morris	List of students in Lab class and objectives they mastered.	
	c) Pizza party for those resource math students proficient in multiplication facts.			$100 from Principal's Fund	Start beginning of the year, end by Friday before Spring Break	Julie Morris	List of students based on performance data.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Add the use of calculators to math programs, helping the students be competent in technology.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Meet state requirements in algebra by use of graphing calculators.							
	a) Ongoing use of graphing calculators throughout the year.			$2800.00 in math supplies from local funds, $750.00 in G/T funds, and $885.00 in SCE funds - allocate part to this; Math curriculum funds, Graphing calculators and batteries.	October 1, 2004	Becky Evart, Margaret Sawyer, Steve Hartzoge, Julie Morris, Henry Pearson, Mark Kirk, and Stacie Brown.	Possession and use of calculators	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain science skills in preparation for exit-level test.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in communicating data; drawing conclusions; and making inferences, generalizations, and predictions.						TAKS "Benchmark" results and TAKS scores	
	a) Administer TAKS benchmarks established by science department.			$200.00 for paper from local funds, TAKS release test and Benchmark material.	October 1, 2004	Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.	Evaluation of results and student performance	
	b) Incorporate "TAKS" style questions into unit tests for science.			TAKS release test and TEKS.	April 1, 2005	Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.	Copy of Unit test	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain science skills in preparation for exit-level test.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Use TAKS style questions provided by texts on a weekly basis as bell work.			Transparency sheets and additional paper; possibly new overhead projectors.		Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.		
	d) Update supplies and materials for "hands on" activities, problem solving and TEKS application.			$8000.00 from local funds for science, consumable supplies and update equipment, equipment repair, TAKS/TEKS materials.	December 1, 2004	Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.	Copies of purchase orders and payment authorizations	
	e) Create and utilize and ESL resource center with an aide as seen at Wilmer Hutchins Middle School. (ESL aide available during ESL class.)			Salary of Aide				

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain science skills in preparation for exit-level test.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	f) Utilize differentiated curriculum to meet needs of all students, including at-risk, G/T, SCE, and ESL.			$885.00 from SCE funds, lists of special needs students from PEIMS data.	September 1, 2004	Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.	Curriculum and lesson plans	
	g) Update safety equipment to meet "state requirements".			$600.00 from local funds for science	September 1, 2004	Connie Youngblood, Leslie Lee, Dirk Suitt, Corey Baird, Debbie Singer, Mandy Rose, and Scott Carpenter.	Possession and use of safety equipment, copies of purchase orders and payment authorizations	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in civil rights and responsibilities, American and economic systems, American and other political systems, geographical concepts, sociological and cultural factors, analyzing relationships in social studies, making generalizations/drawing inferences and conclusions, problem solving/decision making through the use of thinking maps.							
	a) Plan special events such as government week during an election year and a spring social studies enrichment day, commemorative days of historical events.			$250.00 from local funds, use local resources such as guest speakers – Reenactors, etc.	Monthly	Cathey Hartmann, Lana Brotherton, Marilyn Hayworth, Brian Tewell, Kathy Williams, Shirley Magness, & Cynthia Pigg.	Log of special events held, mock election results, TAKS scores, and evaluations of each activity.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) TAKS practice test, analysis, and evaluation.			$200.00 for paper from local funds, released TAKS test	Fall & Spring	Cathey Hartmann, Lana Brotherton, Marilyn Hayworth, Brian Tewell, Kathy Williams, Shirley Magness, & Cynthia Pigg.	Evaluation of objectives and summarize.	
	c) Short Benchmarks tests throughout the year.			$200.00 for paper from local funds, Benchmark test	Throughout the year	Cathey Hartmann, Lana Brotherton, Marilyn Hayworth, Brian Tewell, Kathy Williams, Shirley Magness, & Cynthia Pigg.	Benchmark test results	
	d) Assess and address needs of special populations; purchase TAKS materials to work on specific areas.			$885.00 in SCE funds, TAKS materials	On-going throughout the year	Cathey Hartmann, Lana Brotherton, Marilyn Hayworth, Brian Tewell, Kathy Williams, Shirley Magness, & Cynthia Pigg, Bilingual Aide.	Completed assignments in TAKS materials, Thinking Maps.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in social studies at 90% or above (96.9%); Hispanic from 86.7% to 90%; SCE at 90% or above; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	e) Use of Thinking Maps			All social studies personnel are trained in Thinking Maps.	On-going throughout the year.	Cathey Hartmann, Lana Brotherton, Marilyn Hayworth, Brian Tewell, Kathy Williams, Shirley Magness, & Cynthia Pigg.	Students' Thinking Maps product.	
	f) Increase supplies of "hands-on" activities and manipulatives.			$1500.00 from local funds and $885.00 in SCE funds for history.	August 2003	Cathey Hartmann.	Number of teaching materials on hand and copies of purchase orders and payment authorizations.	
	2. Address needs of G/T students through extended curriculum.							
	a) Provide Pre-AP Social Studies classes.	Develop criteria for placement of Pre-AP classes.		Pre-AP curriculum, G/T certified teachers (money for certification if necessary)	August 2003	Bobby Mabery, Denise Watson, Troy Green, Vicki Thomas.	Master schedule with Pre-AP classes scheduled.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

All ESL students scheduled in a separate ESL class and with teachers who have been adequately trained in second language learning techniques.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Recruit Pre-AP students to participate in Jr. Historians in 7th grade after school program.			No additional cost expected.	March 2004	Denise Watson, Cathey Hartmann.	Number of Jr. Historians in G/T program.	
	c) Educational trips offered to students			Jr. Historians Activity Fund	October & Spring	Cathey Hartmann.	Travel authorizations and itinerary of trips.	
	1. Increase staff with ESL certification (having more staff with ESL certification.)							
	a) Campus and school training to prepare teachers for EXCET ESL test.			$200.00 from ESL funds, presenters, fund for travel expenses and test expense.	Annually	Debbie Richey, Bobby Mabery, and Troy Green	Increase in number of ESL certified teachers and increased usage of ESL strategies.	
	b) Continue Sheltered Instruction, four teachers for the core subject areas to teach 7th & 8th grade ESL students, utilizing ESL Aide in classes.			No additional expenses expected.	Fall 2004	Bobby Mabery	Master Schedule with four teachers trained in Sheltered Instruction, ESL students scheduled in these teachers' classes. Compare improvement in test scores.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average of the Hispanic student population's mastery of TAKS objectives in all areas at 90% or more (59.5%).

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Utilize an ESL class for training students to take TAKS tests (Reading, Writing, and Math).							
	a) Math activities: Tutorials over homework, conversion of units (cm-m, tsp.-c)			$250.00 from ESL funds, software ordered and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and ESL teachers.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	b) Reading activities: Guessing Reading as prediction, free reading time, and Easy English News.			$1500.00 from ESL funds, Scott Foresman ESL texts, student's texts from core classes, and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and ESL teachers.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	c) Writing activities: Various LEA activities			$300.00 from ESL funds, ready to use ESL activities for the school year and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and ESL teachers.	Improvement of students' knowledge of subject matter and grades. Growth by student.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average of the Hispanic student population's mastery of TAKS objectives in all areas at 90% or more (59.5%).

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	2. Create ESL math transition class to assess and remediate mathematic skills.			$250.00 from ESL funds, software ordered and appropriate material for grade level and interest.	Each 6 weeks	LPAC committee, Kathy Lebby, and Diane Fullerton.	Improvement of students' knowledge of subject matter and grades. Growth by student.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Study Skills scheduled class included in both 7th and 8th grades.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To increase study skills for students who have specific needs, including SCE students.							
	a) Students will have increased organization through weekly notebook organization check.			$205.00 from SCE funds, 3-ring binder, pencil pack, and 1 set of dividers per student. Rewards.	Weekly	Study Skills teachers and classroom teachers.	Increased organization and improved grades, teacher weekly evaluation.	
	b) Students will have weekly locker check to reinforce positive organization skill.			$50.00 for paper from local funds, locker check sheet.	Weekly	Study Skills teachers.	Increased organization and improved grades, teacher weekly evaluation.	
	c) Daily work on assignments from core classes with tutorials from teachers and peers.			Classroom teachers, lesson plans, and PALs classes. No additional cost expected.	Daily	Study Skills teachers.	3 week and 6 week grade checks will show improved grades.	
	d) Mini lessons on time management, organizational skills, test taking, and accepting responsibility.			"Getting Smarter", "I Need to Get Organized", "You and School Survival Guide", "Study Skills Connection", rewards from local funds.	Weekly	Study Skills teachers.	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Study Skills scheduled class included in both 7th and 8th grades.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	2. To increase completion of assignments for all classes.							
	a) Students will have a weekly check sheet to monitor completion of assignments.			$50.00 for paper for weekly check sheet.	Weekly	Study Skills teachers and classroom teachers.	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	
	b) Study skills teachers will be responsible for distribution and collection of weekly check sheets from classroom teachers.			No additional cost expected.	Weekly	Study Skills teachers.	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	
	c) Follow-up to insure completion of assignments indicated on zero-sheet.			No additional cost expected.	Weekly	Study Skills teachers.	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	

GRANBURY ISD
STRATEGIC GOALS

*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.

AMS GOAL #2

Acton Middle School
will increase the
average daily attendance to 96%.

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide incentives and to improve overall attendance opportunities.						Increased student attendance to 96% or better, with less number of unexcused absences.	
	a) Identify students with high absenteeism, notifying parents/guardians of students whose absences exceed 3 days per six weeks.	PEIMS data.		$100.00 for paper and forms from local funds,	End of each 6 weeks	Jackie Thompson	Student attendance and copies of letters sent to parents/guardians.	
	b) Turn student names in to authorities at 3 or more unexcused absences in a 4-week period and write letters to parents. Utilize Resource Officer.			$100.00 for paper from local funds, PEIMS data	Weekly	Jackie Thompson, Bobby Mabery, Marc Malloy, and Edwin Young	Copies of reports and letters, list of names and follow-ups with city and county disposition.	
	c) Utilize phone system to automatically call students who are absent during the day.			No additional expenses expected.	Daily	Jackie Thompson	All log with list of parents called.	
	d) Students in each grade level with perfect attendance for the 6 weeks will receive a reward.			P.T.O. funds and volunteers, PEIMS data	End of each 6 weeks	Jackie Thompson, Bobby Mabery, and Deborah Nichols.	List of Perfect Attendance for each 6 weeks period.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	e) Perfect attendance assembly.			$25.00 from local funds, Awards and PEIMS data	Annually	Jackie Thompson and Bobby Mabery	List of students with perfect attendance.	
	f) Students with perfect attendance in some Fine Arts classes can drop lowest grade at the end of the 6 weeks.			No additional expenses expected, Perfect Attendance listing.		Kelly Baker, Cynthia Jewell, Maritia Sparks, Jackie Thompson.	List of students with perfect attendance.	
	g) 9th grade students semester exemptions: 0 absence + 85 average or 1 absence + 90 average (3 tardies = 1 absence), can't be in ISS.			No additional expenses expected	End of each semester	Bobby Mabery, Denise Watson, Jackie Thompson, 9th grade teachers.	List of students with exemptions.	
	h) Give AMS Bucks for Perfect Attendance.					Bobby Mabery, Jackie Thompson		

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

Recognize attendance for teachers, using a supportive community involved in our school.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Improve teacher attendance, therefore improving student attendance.						Number of teacher absences will decrease and list of teachers with perfect attendance.	
	a) Offer incentives for individual perfect attendance (excluding school business and jury duty), as this will improve student attendance by example.			P.T.O. volunteer parents, teacher incentives to be determined at a later date, and AS400 Records of Staff Attendance. (If monetary awards are used, use CF funds)	End of each 6 weeks	Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, and Jane Ann Blasingame	Record of winners.	
	b) Money given to all teachers who have perfect attendance each 6 weeks, $10 per teacher.			$2000.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	
	c) Money given to all teachers with perfect attendance for the whole year, $100.00 each.			$500.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	
	d) Offer bonus for perfect attendance of $500.00 per year per teacher.			$2500.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	

GRANBURY ISD
STRATEGIC GOALS

*An adequate, trained staff exists to meet the needs of our students.
*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*Alternate resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills and a continuation of a consistent discipline plan in order to pursue exemplary status.

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All gifted and talented students will have teachers who are adequately trained to address the needs of G/T students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide continued G/T/Pre-AP training for certification.						Increased number of G/T certified staff from 27 to include all teachers and administrators.	
	a) Attend G/T workshops, staff development days, university, and conventions.			$1000.00 from G/T fund, Appropriate budgeted funds	Annually	Bobby Mabery and Campus Leadership Team.	List of teachers with new certification and/or workshops attended.	

Granbury Independent School District
Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Offer opportunities for training sessions to increase teacher effectiveness.							
	a) Staff development on campus to include Gifted and Talented, technology, ESL strategies, vertical alignment of curriculum, discipline, and TAKS.			$1500.00 from local funds for speakers, refreshments.	Staff development days per approved calendar.	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team.	Sign-in sheets, teacher evaluations, use in classrooms, and list of staff development days with programs offered.	
	b) Staff development on campus to include on-site observations by new teachers and off campus to include site visits, going to several centers and universities, taking EXCET tests, and going to conventions and TAKS Reading & Writing training.			$1000.00 from local travel fund for registration fees and travel expenses. $1600.00 from local funds for TMSA expenses.	Calendar	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team.	Sign-in sheets, teacher evaluations, and use in classrooms, and travel authorizations.	

Granbury Independent School District
Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Participate in the Effective School Project offered through Tarleton State University.	.	.	$600.00 from local funds for professional services, $2000.00 in administrative travel for CLT to attend Planning Retreat in Kerrville, Registration info from Tarleton State University	As programs are offered.	Bobby Mabery, Jane Ann Blasingame.	Travel authorizations with program descriptions.	Evaluation of school program.
	d) Provide training in strategies for identifying and eliminating gender and racial bias in materials, methods, and practices.			No additional expenses expected. Previous years AEIS reports	Begin Fall of 2004, Staff Dev. days, faculty meetings throughout the year	Diane Fullerton and Holli Howard	Staff Development and faculty meeting records.	
	e) Provide training to increase skills in identifying student needs: • Disaggregation of scores • TAKS talks • Dyslexia • Learning disabilities • Emotional disturbance • Gifted and Talented			No additional expenses expected. Previous years AEIS reports. Special Education and Curriculum personnel.	Begin Fall of 2004, Staff Dev. days, faculty meetings throughout the year	Diane Fullerton and Holli Howard	Staff Development and faculty meeting records.	

Granbury Independent School District
Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	f) Provide training in Special Education (inclusion, confidentiality)			No additional expenses expected. Special Education personnel.	Begin Fall of 2004, Staff Dev. days, faculty meetings throughout the year	Tammy Moorhead, diagnostician	Staff Development and faculty meeting records.	
	g) All teachers trained in "Thinking Maps" to target learning strategies for all groups, including SCE and ESL students.			$3500.00 in local funds to purchase additional training manuals for all teachers.	October 2004	Bobby Mabery, and Diane Fullerton	Manuals in all teachers' possession, sign-in forms from training sessions, and lesson plans including "Thinking Maps" strategies.	
	2. Provide training in the use of parent volunteers and the value of parent contributions to enhance student learning.							
	a) One-on-one help with ESL students.			No additional expenses expected. PTO volunteers.	Begin Fall of 2004, Staff Dev. days, faculty meetings throughout the year	Bobby Mabery, Holli Howard, and Diane Fullerton	Staff Development and faculty meeting records.	

Granbury Independent School District
Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Benchmark testing.			No additional expenses expected. PTO volunteers.	Begin Fall of 2004, Staff Dev. days, faculty meetings throughout the year	Bobby Mabery, Holli Howard, and Diane Fullerton	Staff Development and faculty meeting records.	
	3. Provide adequate supplies and equipment to meet the needs of the students.				Begin Fall of 2004, and throughout the year.			

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Coordinate discipline plans and office policy.							
	a) Use "The Book" in every classroom for effective discipline classroom management. Suggest after 5 times serve ISS			$300 for notebooks from local maintenance funds; $100 for paper from paper funds	First day of school, August 2004.	All classroom teachers, Bobby Mabery, Edwin Young, and Marc Malloy.	Notebooks from each teacher with student discipline entries. Compare the ratio of office referrals from 2002-03 to 2003-04. Teacher survey at end of 5th six weeks to allow for effectiveness feedback.	
	1) Students sign the book for minor infractions.			No additional expenses expected.	First day of school, August 2004.	All classroom teachers	Notebooks from each teacher with student discipline entries.	
	2) Before and After School Detention (BSD, ASD) assigned by teachers through parent notification as earned by students.			ISS Aide to host class (arrange schedule so no extra salary required) $200 for printing ASD forms	First day of school, August 2004.	All classroom teachers, Cynthia Neale, Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame.	ASD slips, ASD sign-in sheets	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	3) Use the card system for major offenses which need immediate administrative attention. If a student leaves the class with a card, he/she would take the class assignment also. Next day for a 50 (complete assignment).			$50 for cardstock and laminating film from local maintenance funds	First day of school, August 2004.	All classroom teachers, Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame.	Notebooks from each teacher with student discipline entries.	
	4) Administrators assign ISS as needed, depending on the nature of the offense.			$150 for Discipline slips from local maintenance funds, full set of books for ISS room (use textbook fund money if needed)	First day of school, August 2004.	Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame	Discipline slips, ISS sign-in sheets	
	5) Use of AMS behavior modification/character building trait packet system in ISS instead of study hall/class assignments.			$100 for printing packets and paper for students from local maintenance funds	First day of school, August 2004.	Cynthia Neale	Completed ISS packets in student folders in ISS room.	
	6) Add BTC on campus as an intermediate step before off-campus BTC.			Salary for teacher to supervise class.	First day of school, August 2004.	Bobby Mabery, Edwin Young, Marc Malloy	Class set up, daily logs of students in class.	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) The leadership team will evaluate any proposal sent to them and accept and/or change.			Leadership Team, Principal, Assistant Principals No additional cost expected.	May, 2004	Bobby Mabery and Leadership Team.	Discipline Procedure incorporated into A.M.S. handbook. Compare the ratio of office referrals from 2003-04 to 2004-05.	Teacher survey at end of 5th six weeks to allow for effectiveness feedback.
	2. To decrease the number of office referrals, In -School Suspension, and suspensions, offer rewards for good behavior school-wide.							
	a) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	First day of school, August 2004	Entire AMS staff, Rita Tilley and PTO members.	Pirate Pride criteria, nomination slips, list of weekly award winners.	
	b) Teachers and Leadership Team to combine efforts to plan effective reward days.			$2800.00 from local funds and CF funds, Leadership Team, Principal, and Assistant Principals	May, 2004	Bobby Mabery and Leadership Team.	Written effective plan for rewards. List of award winners/awards.	
	b) Collect and analyze disciplinary data			AS400 discipline records. No additional cost expected.	Yearly	Bobby Mabery, Edwin Young, and Marc Malloy.	Reduction of severe discipline referrals.	

GRANBURY ISD
STRATEGIC GOALS

*An established, effective communication network exists.
*An adequate, trained staff exists to meet the needs of our students.
*Alternative resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

School wide promotion of drug awareness through the use of alternative resources to supplement tax revenues.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase awareness of drug related issues.							
	a) Red Ribbon Week.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. (Total estimate of $950.00)	October 1, 2004	Holli Howard and Diane Fullerton	Student evaluations to log evidence of completion of activities.	
	1) Students participate in Drug Awareness Poster Contest sponsored by Art Dept.			Money/prizes for winning entries	October 1, 2004	Kelly Baker, Cynthia Jewell		
	b) Speakers to promote positive attitude for students' self-image.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed.	October 1, 2004	Holli Howard and Diane Fullerton	Student evaluations to log evidence of completion of activities.	
	c) Classroom guidance activities to increase drug prevention, including DARE Program.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. Drug Free curricula.	October 1, 2004	Holli Howard and Diane Fullerton, DARE officer from Granbury Police Dept.	Student evaluations to log evidence of completion of activities and to demonstrate awareness of drug prevention.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

School wide promotion of drug awareness through the use of alternative resources to supplement tax revenues.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Incorporate character qualities into school activities, using Character Education program.			Replace televisions in classrooms as needed to give functional tv's for all classrooms, $350.00 per tv	October 1, 2004	Holli Howard and Diane Fullerton	Log of activities indicating character qualities incorporated.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

School wide promotion of good social behavior, good manners, and conflict resolution, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase awareness of appropriate behaviors.							
	a) Classroom guidance and small group activities to increase appropriate social skills.				Annually	Holli Howard and Diane Fullerton	List of classroom and small group presentations.	
	b) Implement peer mediation program. (suggest removing this one) (another suggestion that it would be a very beneficial program.)			$100 for training and materials from counseling funds.	First day of school, August 2004	Holli Howard and Diane Fullerton	Reduction in counseling and office referrals, compare the ratio of office referrals from 2003-04 to 2004-05. Teacher survey at end of 5th six weeks to allow for effectiveness feedback.	
	c) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	First day of school, August 2004	Entire AMS staff, Rita Tilley and PTO members.	Pirate Pride criteria, nomination slips, list of weekly award winners. Compare the ratio of office referrals from 2003-03 to 2003-04.	Teacher survey at end of 5th six weeks to allow for effectiveness feedback.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase communication skills through curriculum-based support groups.							
	a) Target students for groups and provide groups for targeted students. (suggest replacing this with "Discover Program")			Input from students, parents, and teachers used for identification. Videos and group materials used to provide services for groups. No additional cost expected.	October 1, 2004	Holli Howard and Diane Fullerton	Formation of groups.	
	b) Continue career and technology awareness program for 8th and 9th grades, initiating a new elective "Career Investigation".			$1,000.00 from CATE funds, community volunteers for speaking on careers	August 2004 and on-going throughout the year.	Maritia Sparks, Diane Fullerton, Holli Howard, Barbara Calhoun.	Master schedule with students scheduled in classes, lesson plans with guest speakers.	
	2. Utilize peer, student, and faculty for potential dropouts.						Prevention of dropouts, number of dropouts through PEIMS data.	
	a) Use information garnered through peer mediation program and teacher input to identify potential dropout students. (not doing this)			Student and faculty information. No additional cost expected	Individual occurrence	Holli Howard, Diane Fullerton, Bobby Mabery, Marc Malloy, and Edwin Young.	List of students working with students.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Contact parents of potential dropout students and conference with them, making a plan to prevent the student from dropping out.			List of potential dropouts. No additional cost expected.	Individual occurrence	Holli Howard, Diane Fullerton, Bobby Mabery, Marc Malloy, and Edwin Young.	List of parents contacted.	
	3. Improve communication skills for students with special needs (low reading skills).						Improve students' achievements, TAAS scores go up.	
	a) Provide taped text in subject areas to accommodate individual special needs.			Tapes, recorders, headsets, and tape recorders. Special Ed equipment funds as needed (some on hand).	September 2004	Volunteers, Lyn Goodgion, Julie Morris.	Tapes in library inventory.	
	4. Provide to all middle school students information on curriculum choices, TEXAS and Teach for Texas grant programs, and higher education admission and financial aid opportunities and sources of such information.							
	a) Show Power Point video to AMS students, providing information on all areas to students.			No additional expenses expected	Spring 2004	Holli Howard and Diane Fullerton	Notices and log of video shown.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Give information to 9th grade regarding the need for making informed curriculum choices to be prepared for success beyond high school.			No additional expenses expected.	Spring 2004	Holli Howard and Diane Fullerton	Notices of pre-registration, registration packets	
	c) Add a program for 7th grade and new student orientation in the evening before school starts to go through procedures and allow students and parents to ask questions.			No additional expenses expected.	August 2004, one week to 10 days before school starts	Holli Howard and Diane Fullerton, other teachers (comp time) and NJHS or Student Council members	Notices of orientation	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Recognize good citizenship at Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide parent/student awareness of positive behavior by students.							
	a) Mail positive notes home, send positive notes and good progress reports, e-mail and phone positive communications.			$500.00 from G.I.S.D. postal funds and local funds, postcards, stationary, envelopes, and stamps.	As appropriate	Jane Ann Blasingame and all teachers.	Logs or copies of notes.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Provide communication with parents concerning school events.							
	a) Parent Newsletter each 6 weeks to provide communication with parents concerning school events.			$100.00 from local funds, District calendar and related supplies; $800.00 for postage from local funds.	Each 6 weeks	Bobby Mabery, Jane Ann Blasingame, Kathy Ramsour, and Ann Imes.	Maintained folder of newsletters	
	b) Upcoming events posted on marquee.			Marquee. No additional cost expected.	Weekly		Log of marquee messages.	
	c) Important messages sent with report cards. Short messages can be printed on report cards. Other data will be sent home on separate flyers with report cards.				6 weeks	Denise Watson and all faculty.	Surveys will be answered; parents attend important events, and responses to messages and/or flyers.	
	d) Upgrade copiers to keep up with demand/usage.			? If additional funds are required, add to budget from general operating allotment.	August 2004	Sharay Boynton	New copiers installed and in use.	
	2. Provide communication with parents concerning student achievement.							

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Mail report cards home to students each 6 weeks.			$1700.00 from local funds for mailing expenses	Each 6 weeks	Denise Watson	Documentation from post office of mailing, direct pays for checks to pay for mailing	
	b) Conduct parent-teacher conferences as needed for parents of students at risk of failing any subject to discuss what the school will do to help and what parents can do to help.			No additional expenses expected.	Each 6 weeks	All faculty, Denise Watson, Bobby Mabery, Edwin Young, and Marc Malloy.	Failure reports, conference logs.	
	3. Maintain a web page to include current events, athletic events, fine arts dates, maps to schools, and faculty with individual pages and/or e-mail access. Teachers provide information.							
	a) Update all information on web site.			No additional expenses expected.	August 2004 and on-going	Greg Doss, Martin Yarborough, and all staff	Parent feedback; use of maps, schedules, and data; e-mails received.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Add additional pages and information as needed.			No additional expenses expected.	August 2004 and on-going	Greg Doss, Martin Yarborough, and all staff	Parent feedback; use of maps, schedules, and data; e-mails received.	
	4. Increase opportunities for parent participation							
	a) Increase opportunities for participation through written invitation.			No additional expenses expected.	Fall 2004 and on-going throughout the year.	All faculty	Copies of invitations.	
	c) Increase opportunities for participation through follow-up phone calls.			No additional expenses expected.	Fall 2004 and on-going throughout the year.	All faculty	Copies of phone logs.	
	d) Increase opportunities for participation through e-mail.			No additional expenses expected.	Fall 2004 and on-going throughout the year.	All faculty	Copies of e-mail.	
	d) Provide information to parents regarding G/T enrichment activities.			No additional expenses expected.	Fall 2004 and on-going throughout the year.	Pre-AP teachers	Copies of flyers and announcements.	
	5. Increase Hispanic population parent participation.							

Granbury Independent School District

Campus Improvement Plan

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Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Translate materials and informational flyers sent home to Spanish.			No additional expenses expected.	August 2004 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and all staff.	Flyers in Spanish.	
	c) Translate Parent Newsletter into Spanish.			No additional expenses expected.	August 2004 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and Ann Imes.	Parent Newsletters in Spanish.	
	e) Translate report card comments into Spanish.			No additional expenses expected.	August 2004 and on-going	Denise Watson, Tim Teague, Patricia Yelverton, and Janna Daniels.	Report Card comments in Spanish.	
	f) Contact parents by Spanish speaking employees and invite them to school to get to know the campus, meet personnel, and become comfortable with the school environment.			No additional expenses expected.	August 2004 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and Ann Imes.	Call log of calls to parents, visitor sign-in sheets.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	g) Have a Cinco de Mayo celebration involving parents by having them present cultural information to students.			No additional expenses expected.	May 2004	Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and all staff.	Cinco de Mayo flyer.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Campus will increase student/staff safety awareness.						Increased safety, fewer injuries/mishaps.	
	a) School-wide assemblies (Introduction of school personnel, present safety tips through skits, etc.) presented by Theater Arts classes, etc. (We don't do this)	.		Crisis Management Committee, Instructional materials No additional cost expected.	August 22 (Introduction Of school personnel)	Crisis Management Coordinators/ Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, and Kathy Ramsour.	Various other assemblies throughout year List of assemblies.	
	c) Bi-monthly meeting of Crisis Management Committee.			$50.00 from CF funds for refreshments, Crisis Management Plan	Monthly	Crisis Management Coordinators/Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, and Kathy Ramsour.	Crisis Management Committee minutes/agendas and Crisis Management Plan with updates.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Meet twice during year with Director of Facilities			$25.00 from CF funds for refreshments, Crisis Management Plan	Semi-annually.	Larry Anderson and Crisis Management Coordinators/Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, & Kathy Ramsour.	Crisis Management Committee minutes/agendas and Crisis Management Plan with updates.	
	e) Implement violence intervention, conflict resolution and social skills strategies: • Investigate implementation of character education program • Investigate bullying program			Character education videos, possible local counseling funds for new programs; equip all classrooms with functional tvs, $350 each.	Fall 2004.	Diane Fullerton and Holli Howard, Bobby Mabery, Edwin Young, Marc Malloy, Character Education Committee.	Staff Development and faculty meeting records.	

Granbury Independent School District

Campus Improvement Plan

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To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	f) Add a resource officer to provide safety for the students and address safety issues with the students. • Teach drug and alcohol prevention • Refusal skills • Avoiding gangs • Truancy • Hall monitor			$28050.00 salary $1000 for desk, chair, & filing cabinet $300 for supplies	August 2004	Bobby Mabery, Troy Green, Granbury Police Dept.	Resource officer in place. Log of officer's activities, including safety issues and classes taught.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain and improve communication between faculty, staff, and administration through an established , effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Provide opportunity for faculty feedback.							
	a) Develop surveys regarding concerns and interests of the school.			$200.00 from local funds for paper, surveys	September 2004	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team	Copies of surveys and results of surveys.	
	b) Evaluate information provided from December and May surveys and distribute to administration and staff.			Surveys No additional cost expected.	September 2004, as surveys are needed and completed.	Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, and Jane Ann Blasingame.	Copies of survey evaluations, use of feedback to improve campus efficiency, morale, and student success.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Promote a spirit of camaraderie and boost school spirit.							
	a) Staff meal with families to get to know one another.			$500.00 Principal's Fund	August 2004	Bobby Mabery, Jane Ann Blasingame		Purchase orders and direct pays.
	b) Provide staff with items in school colors with school mascot (i.e. bags, note pads, etc.)			$1000.00 Principal's Fund	August 2004 and on-going	Bobby Mabery, Jane Ann Blasingame		Purchase orders and direct pays.
	2. Provide incentives for staff attendance.							
	a) Staff drawings for 3 $50 awards for perfect attendance each 6 weeks.			Principal's Fund $900.00, 3 $50.00 drawings per six weeks AS 400 Staff attendance records	End of each six weeks.	Bobby Mabery, Jane Ann Blasingame		Signatures for winners, staff records showing attendance.
	b) Money given to all teachers who have perfect attendance each 6 weeks, $10 per teacher.			$2000.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	

Granbury Independent School District

Campus Improvement Plan

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Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Money given to all teachers with perfect attendance for the whole year, $100.00 each.			$500.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	
	d) Offer bonus for perfect attendance of $500.00 per year per teacher.			$2500.00, use CF funds		Bobby Mabery, Jane Ann Blasingame	List of teachers with perfect attendance, sign sheet for money.	
	e) Incorporate teacher/staff recognition program, ABCD, nominating those who go Above & Beyond the Call of Duty for school related achievement and dedication.			$100 for printing forms from local funds; PTO providing gift certificates for monthly drawing	August 2004 and on-going	Marc Malloy, Edwin Young		Teacher survey at end of 5th 6 weeks to measure program effectiveness.
	3. Continue to incorporate new staff into leadership roles on campus.							
	a) Campus Leadership Team			No additional expenses	August 2004	Bobby Mabery, AMS staff		List of Campus Leadership Team members

Granbury Independent School District

Campus Improvement Plan

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Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Department Heads			Department Head stipends	August 2004	Bobby Mabery		Master schedule showing department heads
	c) UIL literary and extra-curricular coaches			UIL stipends	August 2004 and spring 2005 for UIL literary	Bobby Mabery		Lists of coaches
	d) Committee members			No additional expenses	August 2004	Bobby Mabery, AMS staff		Lists of committees
	e) Attend workshops and staff development				August 2004 and on-going throughout the year	Bobby Mabery, Jane Ann Blasingame		Travel authorizations, purchase orders, registrations
	f) New teacher orientation, providing information to new teachers on campus policies, equipment, personnel, etc.			No additional expenses	August 2004, and monthly for 3-4 months	Leslie Lee		
	4. Provide transition activities to assist students in moving from one campus to another.							

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) 6th graders visit AMS campus.			$500 in local funds for transportation	Early May 2005	Bobby Mabery, "feeder school" principals, Diane Fullerton, Holli Howard, Denise Watson, Jane Ann Blasingame.		Transportation requests, flyers.
	b) Send supply list and dress code to intermediate schools to send home in last report card of 6th graders.			No additional expenses	May 2005	Bobby Mabery, Diane Fullerton, Holli Howard, Denise Watson.		Supply lists and dress code.
	e) "Meet the Teacher" Night			No additional expenses	September 9, 2004	All faculty.		Flyers
	g) Add a program for 7th grade and new student orientation in the evening before school starts to go through procedures and allow students and parents to ask questions.			No additional expenses	August 2004, one week to 10 days before school starts	Holli Howard and Diane Fullerton, other teachers (comp time) and NJHS or Student Council members	Notices of orientation	Flyers

We, the members of the Acton Middle School Campus Improvement Team, respectfully submit the Campus Improvement Plan for your consideration. It has been a privilege to serve in this capacity.

Bobby Mabery, Principal	**Julie Morris, Member**
June Perkins, Member	**Stephen Hartzoge, Member**
Tim Teague, Member	**Patricia Yelverton, Member**
Lorrie Gann, Member	**Diane Fullerton, Member**
Butch Barton, Member	**Glenda Collins, Member**
Mark Webb, Member	**Bill Martin, Member**
Rita Tilley, Member	**Joyce Melton Pagés, Member**
Lynn Galloway, Member	**Sharay Boynton, Member**

DATE:_____

Granbury Middle School
2004-2005
Campus Plan



Granbury Independent
School District
Hood County
Granbury, Texas

GRANBURY INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
GRANBURY MIDDLE SCHOOL

The mission of Granbury Middle School is to provide a safe instructional environment that develops good citizens by equipping students with the knowledge and skills necessary to achieve their potential as lifelong learners.

GRANBURY MIDDLE SCHOOL GOALS

GOAL # 1

Granbury Middle School will provide a safe and positive environment.

GOAL # 2

Granbury Middle School will promote character education.

GOAL # 3

Granbury Middle School Students will achieve Academic Excellence.

GOAL # 4

Granbury Middle School will cultivate parent and community involvement through effective communication.

GOAL # 5

Granbury Middle School will expect 96% attendance rate by all students.

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #1 Granbury Middle School will provide a safe and positive environment.
Objective 1: Student behavior and academic progress will be monitored.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Academic Team will monitor student discipline records.	Teacher discipline	Academic Team	Aug 04 May 05		Team Records			
2. Conference will be held with students with academic or behavioral difficulties.	Grades & Discipline Reports	Classroom teacher, Academic team & Counselors	Aug 04 May 05		Log of Conferences			
3. Academic Teams will conference with parents or guardians of students with academic or behavioral difficulties.	Academic Team SAT (Student Assisted team)	Counselors	Aug 04 May 05		Log of conferences			
4. The use of Lunch Detention, Campus & Teacher Detention, ISS, OCS and BTC will be utilized through effective discipline steps.	Discipline Referrals	AP's Classroom Teachers	Aug 04 May 05		Log of Discipline Referrals			
5. Behavior Checklist	Checklist	Classroom Teachers AP's	Aug 04 May 05		Log of Checklist			
6. Positive Parent Contacts by all GMS Staff.	Academic Team	GMS Staff	Aug 04 May 05		Contact Log			
7. Rewards & Incentives for positive behavior will be listed through Character Education.	Certificates & Prizes PTO Funds	Stacey Gillum Jimmy Dawson	Aug 04 May 05		Log of Students			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #1 Granbury Middle School will provide a safe and positive environment.
Objective 1: Student behavior and academic progress will be monitored.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
8. Staff training on classroom management/referral process	$300 Staff Development supply	Administration	Aug 04 May 05		Log of Discipline Referrals			
9. Students are supervised and assigned designated areas.	Staff Handbook	GMS Staff	Aug 04 May 05		Log of Students Referred			
10. End of year awards assembly	Certificates, Pins, Medals $500 awards & supplies	Dawson	May 05		List of Students			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #1 Granbury Middle School will provide a safe and positive environment.
Objective 2: Students will receive safety and drug prevention education

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Red Ribbon Week	Prizes, Decoration Supply, & Guest Speaker $1000 Safe Drug Free Schools	Bishop	Oct 04		Student/Teacher Evaluation			
2. Surveys will be conducted from students regarding safety and drug use knowledge and views.	Texas A & M Survey	Bishop & Thompson	Aug 04 May 05		Student/Teacher Evaluation			
3. Safety and disaster drills will be conducted on a regular basis.	Copies of Posted Evacuation Routs	Assistant Principals	Aug 04 May 05		Student/Teacher Evaluation			
4. Students will receive instruction regarding appropriate behavior in the area of sexual harassment.	Sexual harassment videos and curriculum	Bishop & Thompson	Aug 04 May 05		Log of incidents reported			
5. Drug testing for extra curricular activity participants.	Private Contract	Leach	Aug 04 May 05		Drug test results			
6. Staff training for in-depth knowledge of drugs & bullying.	Staff In-Service	Counselors	Aug 04 May 05		Teacher Evaluation			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #1 Granbury Middle School will provide a safe and positive environment.
Objective 2: Students will receive safety and drug prevention education

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
7. Canine dog detection will be utilized at the GMS Campus.	Campus Budget $1000 Security Budget	Assistant Principal	Aug 04 May 05		Log of incidents			
8. A police officer will attend athletic events and school sponsored dances at the GMS campus.	Community Ed Funding	Dawson	Aug 04 May 05		Safe and drug free schools annual report			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #2: Granbury Middle School will promote Character Education
Objective 1: Granbury Middle School will provide opportunities for students to grow, develop, and demonstrate positive character traits.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Educate students about Character Counts and the 6 Pillars of Character. Trustworthiness, Responsibility, Respect, Fairness, Caring, and Citizenship	Staff Training	Gillum & Classroom Teachers	Aug 04 May 05		Student/Teacher Log of Completed Activities			
2. Character Counts Club a. relay for life b. Christmas for children	Fund Raisers $600.00	Gillum	Aug 04 May 05		Membership Log			
3. Student Council Leadership	Fund Raisers	Allison	Aug 04 May 05		Membership Log			
4. Academic Teaming and Interdisciplinary Studies	No Additional Cost	Team Leaders	Aug 04 May 05		Weekly Team Meetings			
5. Providing Character Counts Curriculum	Copies of Curriculum Donated by HCEA	Gillum	Aug 04 May 05		Copy of Curriculum			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #2: Granbury Middle School will promote Character Education
Objective 1: Granbury Middle School will provide opportunities for students to grow, develop, and demonstrate positive character traits.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
6. Spanish Club will be offered as a campus organization. a. Campus will have a Cinco de Mayo Program	Fund Raisers $500.	Byles	Aug 04 May 05		Number of students in events			
7. GMS Teams will recognize 2 students from each grade each six weeks with a lunch with the principal "PROUD PIRATES".	Pizza $500. CF Funds	Academic Teams	Aug 04 May 05		List of Students Participating			
8. Students involved in violent incidents at school will be provided with anger management education.	Counselors budget	Bishop& Thompson	Aug 04 May 05		Safe & drug free schools annual report and Students will complete ISS Assignment			
9. Students may earn TEAM Rewards and Incentives through good behavior.	PTO Funds	Team Leaders	Aug 04 May 05		List of Qualifying Students			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #2: Granbury Middle School will promote Character Education
Objective 1: Granbury Middle School will provide opportunities for students to grow, develop, and demonstrate positive character traits.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
9. Pirate Parties earned through A, B honor roll, perfect attendance and zero tardy students	PTO Funds	Academic Team	Aug 04 May 05		Opportunities for all students			
10. Field trips will be provided to enhance student experiences	PTO Funds & $1000 Sci Dept $1000 SS Dept	Academic Team	Aug 04 May 05		Opportunities for all students			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #2: Granbury Middle School will promote Character Education
Objective 2: Granbury Middle School will provide pregnancy related services to 100% of its pregnant students.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Provide Comprehensive Homebound for pregnant students.	Homebound teachers/Classroom Assignments Comp Ed Funds	Bishop	Aug 04 May 05		Student grade			
2. Provide Special Education for pregnant students.	Homebound teacher/ARD committee/SPED	Bishop/Parker	Aug 04 May 05		ARD/Student Graded			
3. Investigate programs and funding for alternative education for pregnant students at the middle school level.	TEA Grant Websites	Thompson Dawson	Aug 04 May 05		Report with Recommendations			
4. Brazos Pregnancy Center presentation to 7th grade students.	Community Inv.	Bishop	Oct 04		Student Parent Evaluation			Evaluation provided by center

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 1: Students will gain/maintain 90% passing rate on Reading TAKS

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Students will use Accelerated Reader program to practice reading skills.	AR Software and AR Books	Dove DH ELA Staff Reading Teachers	Aug 04 May 05		AEIS			
2. Teachers will use STAR reading assessment program and Accelerated Reader program to create a personal reading achievement plan for each student.	STAR Software, AR Software and Library Books	Dove DH ELA Staff Reading Staff	Aug 04 May 05		Pre & Post test/Reading Records on each student			
3. Offer TAKS Reading classes to improve reading skills on designated students.	TAKS remediation materials, Computer Labs, KAMCO materials	Dove DH ELA Staff	Aug 04 May 05		AEIS			
4. New Jersey Writing Program	Trained Teachers by District Budget	S. Whitefield	Aug 04 May 05		TAKS results			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 1: Students will maintain 90% passing rate on Reading TAKS

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
5. Offer ESL classes to those students who qualify.	Curriculum/AR Materials in Spanish/Books on tape/Vocabulary building software from ESL budget.	Lopez	Aug 04 May 05		Star Reading & TAKS results			
6. Identify strengths and weakness in student performance on 2004 TAKS reading objectives.	2004 TAKS results and AEISIT software	Bishop	Aug 04 May 05		TAKS Results			
7. Require Reading for 7th grade.	Classroom Teacher $2000 ELA Funds	Dove DH Willmeth Murdoch	Aug 04 May 05		Reading records and test results for each student.			
8. Provide Benchmark Testing	Released TAKS test/NCS forms	Bishop	Aug 04 May 05		TAKS results			
9. After school tutoring	Title I funds	Dove—DH ELA Staff	Aug 04 May 05		TAKS & Benchmark Testing			
10. Staff Development & Student Support Services	Title I funds $1000 ELA Travel	Dove—DH ELA Staff	Aug 04 May 05		TAKS & Star Reading Assessment			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 2: Campus Mastery on TAKS will maintain 88% in Writing

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Identify strength and weaknesses in student performance on TAKS writing objectives.	2004 TAKS Results	Dove-- DH	Aug 04 May 05		TAKS Results			
2. New Jersey Writing Program	Curriculum	Dove--DH	Aug 04 May 05		TAKS Results			
3. Provide Benchmark testing	Released test/NCS forms	Bishop & Curriculum Dept	Aug 04 May 05		TAKS Results			
4. Staff Development & student support services	Title I funds $1000 ELA Funds	Dawson	Aug 04 May 05		Participation Log			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 3: Campus mastery on TAKS will be 80% in Math.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Identify strengths and weakness in student performance on 2004 TAKS Math objectives	2004 TAKS Results Ed Soft Data	Been DH	Aug 04 May 05		TAKS results AEIS			
2. Offer Math Lab classes for math to those students with previous low TAKS scores.	TAKS Materials Title I Funds	Been DH	Aug 04 May 05		Six weeks grade and TAKS results			
3. Provide practice for TAKS test.	Released TAKS Test	Been DH	Aug 04 May 05		Comparison of results			
4. Provide tutoring for math classes.	Title I Funds	Been DH	Aug 04 May 05		Six weeks math grades			
5. Use various Math software programs to provide individualized Math instruction .	Sleek, AR Math Software	Been DH	Aug 04 May 05		Test results & student data records			
6. Provide Benchmark testing	Released test/NCS forms	Bishop & Curriculum Dept	Aug 04 May 05		TAKS results & Student improvement			
7. Vertical & Horizontal Team In-Service	Staff Development & Substitutes	Been DH Secondary Curriculum Coordinator	Aug 04 May 05		Student Improvement			
8. Provide Math Labs	Comp Ed Funds	Been DH	Aug 04 May 05		TAKS results & Student improvement			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 3: Campus mastery on TAKS will be 80% in Math.

9. Provide Math Staff Development	$1000 Travel In-service	Been DH	Aug 04 May 05		TAKS Results & Student Improvement			
10. Provide Math Dept with additional Math Supplies	$8100 for Math Dept	Been DH	Aug 04 May 05		Daily Instruction & TAKS Improvement			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 4: Campus Mastery on TAKS will gain 90% in Social Studies.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Identify strengths and weaknesses on 2004 TAKS Social Studies results.	2004 TAKS results	Perry DH	Aug 04 May 05		AEIS TAKS Results			
2. Offer Study skills	TAKS Materials	Perry DH	Aug 03 May 05		Six Weeks Grades & TAKS Results			
3. Provide Tutoring for Social Studies classes.	Campus funds	Perry DH	Aug 04 May 05		Six Weeks Grades & TAKS Results			
4. Incorporate historical literature studies into the Social Studies Curriculum.	Classroom Books/Library Books	Perry DH	Aug 04 May 05		TAKS Results			
5 Staff Development and Student Support Services	$1000 SS Travel	Perry DH	Aug 04 May 05		TAKS Results			
6. Create test in TAKS format.	Copy Paper & Copier	Perry DH	Aug 04 May 05		Copies of exams & Student Success			
7. Review TAKS terms constantly.	Classroom Teacher	Perry DH	Aug 04 May 05		TAKS Results			
8. Provide high quality SS instruction daily	$2400 SS Funds	Perry DH	Aug 04 May 05		Student Achievement & TAKS			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 5: Campus will provide in-depth Science Curriculum

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Vertical & horizontal alignment of Science Curriculum & Staff Development	TEKS Alignment	Dafoe DH	Aug 04 May 05		Six Week Grades			
2. Offer Study Skills for Science.	Student Assessment results	Dafoe DH	Aug 04 May 05		Six Week Grades			
3. Provide tutoring after school for science classes.	Campus Funds	Dafoe DH	Aug 04 May 05		Six Weeks Grades			
4. Use Advanced Technology during instruction.	Campus Technology Funds	Dafoe DH	Aug 04 May 05		Six Weeks Grades & TAKS Results			
5. Teach students to apply Advanced Technology	Class & Campus Computer Labs	Dafoe DH	Aug 04 May 05		TAKS Results			
6. Offer the Students the opportunity to attend science club and extra curricular science activities.	Fund Raisers	Dafoe DH	Aug 04 May 05		Student Participation			
7. Provide high quality daily instruction in Science	$5000 Science supply funds	Dafoe DH	Aug 04 May 05		Student Acheivement			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 6: Granbury Middle School will provide enrichment for GT students.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Offering a Pre AP course in Science for each grade .	Pre AP trained teachers, Curriculum $500 GT Funds	Dafoe DH	Aug 04 May 05		PSAT Scores TAKS Scores Recommendations for AP program			
2. Offering a Pre AP course in Language Arts for each grade.	Pre AP trained teachers, Curriculum $500 GT Funds	Dove DH	Aug 04 May 05		PSAT Scores TAKS Scores Recommendations for AP program			
3. Offering a Pre AP course in Social Studies in each grade.	Pre AP trained teachers, Curriculum $500 GT Funds	Perry DH	Aug 04 May 05		PSAT Scores TAKS Scores Recommendations for AP program			
4. Offering a Pre AP course in Math for each grade.	Pre AP trained teachers, Curriculum $500 GT Funds	Been DH	Aug 04 May 05		PSAT Scores TAKS Scores Recommendations for AP program			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 6: Granbury Middle School will provide enrichment for GT students.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
5. Offering Academic UIL Literary programs to 7th & 8th grade students.	Personnel & UIL Materials & Supplies $7400 stipends $2900 supplies	Ray	Aug 04 May 05		UIL Results & Participation			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 7: Students will be provided with exposure to Foreign Languages and culture.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Spanish will be offered s an elective for 8th & 9th grade to receive high school credit	Textbook & Curriculum	Vazquez	Aug 04 May 05		Percentage of students successfully completing Spanish I			
2. Spanish Club will be offered as a campus organization.	Sponsor/PTO	Byles	Aug 04 May 05		Number of students in events			
3. Campus will have a Cinco de Mayo program.	Decorations, Music, Costumes Spanish Club Funds	Byles	Aug 04 May 05		Campus calendar of events			
4. French will be offered to 8th & 9th grade students to receive high school credit.	Textbook & Curriculum	Meyer	Aug 04 May 05		Number of students successfully completing French			
5. German will offered to 8th and 9th grade students for high school credit.	Textbook & Curriculum	Newton	Aug 04 May 05		Number of students successfully completing German			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 8: Granbury Middle School will incorporate Inclusion for Special Education students

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Selected staff will attend summer institute on inclusion .	Institute tuition and materials	Parker DH	June 04 May 05		Attendance & completion certificates from staff			
2. Red folders will be used to monitor SPED students, success and modification, implementation in the regular classroom.	SPED Funds $500 SPED Funds	Parker DH	Aug 04 May 05		Six Weeks Grades and TAKS results			Audit Form from Mrs. Parker
3. Inclusion in grades 8 & 9 only extended into areas of science and social studies.	SPED	Parker DH	Aug 04 May 05		Six Weeks Grades and TAKS results			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 9: Students will be exposed to a variety of Fine Arts.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Offer Band as an elective.	Curriculum, Music, and instruments $14,000 Band Funds	Band Director	Aug 04 May 05		Course completion by 25% of student population			
2. Offer Jazz Band as an elective.	Curriculum, Music, and instruments	Band Director	Aug 04 May 05		Course completion by 25% of student population			
3. Offer Choir as an elective.	Curriculum, Music, $14,200. Choir	Choir Directors	Aug 04 May 05		Course completion by 25% of student population			
4. Offer Theatre Arts as an elective.	Curriculum, Props, plays $2000.00 Th Arts Funds	Theatre Arts Instructor	Aug 04 May 05		Course completion by 20% of student population			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 9: Students will be exposed to a variety of Fine Arts.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
5. Offer Art as an elective.	Curriculum & art supplies $3500 Art Funds	Henderson	Aug 04 May 05		Course completion by 20% of student population			
6. Offer Yearbook/ Journalism as an elective.	Curriculum, materials $250. Journalism Funds	Dove	Aug 04 May 05		Course completion by 20% of student population			
7. Provide music and theatrical performances for the student body and community.	Music & Scripts	Fisher Henderson	Aug 04 May 05		Calendar of Events			
8. Display art projects on campus and off campus venues.	Lesson Plans Display Case	Henderson	Aug 04 May 05		Pictures of Displays			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #3: Granbury Middle School will achieve academic excellence.
Objective 10: Students will be provide with exposure to a variety of Technology

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Keyboarding required as ½ year course for 7th or 9th grade.	Curriculum, Computer Lab, upgrades, & CATE Teacher $1700 Comp Lit Funds	Bearce & Antley	Aug 04 May 05		All 7th graders enrolled, Increase Technology Skills			
2. Have an open lab available for student use during each academic period.	Computer Lab & Up grades	Bearce & Antley	Aug 04 May 05		Increase Technology Skills			
3. Offer Technical Applications as an elective for 8th grade.	Computer Lab & Upgrades	Bearce	Aug 04 May 05		Increase Technology Skills			
4. Offer BCIS as an elective for 9th grade.	Computer Lab & Upgrades	Bearce	Aug 04 May 05		Increase Technology Skills			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #4: Granbury Middle School will cultivate parent and community involvement through effective communication.
Objective 1: Granbury Middle School will continue to develop a working relationship with our parents and our community.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Mentor programs for students at-risk for not being successful in school.	PTO Masonic Volunteers	Thompson	Aug 04 May 05		Volunteer and student evaluations			
2. PTO will recruit parents to participate in and provide support for student activities.	PTO PTO Board	Dawson	Aug 04 May 05		Log of volunteer hours			
3. Offer campus organizations that sponsor benevolent activities.	Organizations Sponsors	Dawson	Aug 04 May 05		Sponsor/ Student survey			
4. Tutoring in reading by community members.	PTO		Aug 04 May 05		Student survey			
5. Progress Reports will be mailed to parents in the middle of each grading period.	Supplies & postage $1600. Postage	Campbell	Aug 04 May 05		Copies of Reports			
6. Positive parent contacts by teams	Email & Phone	Academic Teams	Aug 04 May 05		Increase Parent Involvement			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL #4: Granbury Middle School will cultivate parent and community involvement through effective communication.
Objective 1: Granbury Middle School will continue to develop a working relationship with our parents and our community.

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
6. All staff will give an itemized progress report to each student in the middle of each grading periods.	Supplies/ Grade Quick	Classroom Teachers	Aug 04 May 05		Detailed Grade information			
7. Meet your teacher nights in fall & spring	Title I Parent Involvement Funds	Dawson & Teachers	Aug 04 May 05		Parent Sign In			
8. TAKS * Tacos night for Parent information on TAKS exam	Title I Parent Involvement Funds	Dawson			Parent Sigh In			
9. Email newsletter and continued communication with parents through email.	Title I Parent Involvement Funds	Dawson	Aug 04 May 05		Parent Community Feedback			
10. Additional information to parents through report cards and progress reports.	Campus Funds	Dawson	Aug 04 May 05		Copies of Report Cards & progress reports			
11. GMS website provides information to assist parents and community.	Technology	Dawson	Aug 04 May 05		Hit Counter Report			
12. Parental & Community representatives assist in campus advisory committee.	Campus Funds	Dawson	Aug 05 May 05		Sign In Sheets			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL # 5: Granbury Middle School will expect 96% attendance rate by all students.
Objective 1: Granbury Middle School will increase its ADA from 95% to 96%

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
1. Provide positive incentives including, but not limited to end of year recognition and six week incentive drawings for prizes. One major drawing per year.	Certificates PTO	Assistant Principals PTO	Aug 03 May 05		Comparison of attendance reports			
2. Truancy charges filed against parents of students with excessive unexcused absences.	Attendance Records Collaboration w/ Judge Wilson	Paschal	Aug 04 May 05		Improved Attendance			
3. Send notices to parents whose children are at risk for failure due to excessive absences.	Letters & Attendance Records	Paschal	Aug 04 May 05		Improved Attendance			
4. Phone contact with parents regarding student absences.	Attendance Records	Paschal	Aug 04 May 05		Improved Attendance			
5. Pursue Homebound services, referrals for chronically ill students.	SPED	Parker	Aug 04 May 05		Evidence of completion			

Granbury Independent School District
GRANBURY MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
GOAL # 5: Granbury Middle School will expect 96% attendance rate by all students.
Objective 1: Granbury Middle School will increase its ADA from 95% to 96%

Activities Implementation	Resources Required Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP Pop	Documentation
6. Parent Contacts through Phone Master	Technology & Training	Paschal	Aug 04 May 05		ADA Accountability			
7. Create peer accountability through courtesy calls to check absent students.	Available Phones	Teachers	Aug 04 May 05		Increased Attendance & ADA			

GRANBURY HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2004-2005

GRANBURY HIGH SCHOOL

CAMPUS LEADERSHIP TEAM (CLT)
SY 2004-05

Bob Small	**Principal**		
Stacie Brown	**GISD Representative**	**1st Year**	**1st Term**
Ann Mitchell	**Classroom Teacher**	**1st Year**	**1st Term**
Rachel Kammerer	**Classroom Teacher**	**2nd Year**	**1st Term**
Jim Lenard	**Classroom Teacher**	**1st Year**	**1st Term**
Gary Best	**Classroom Teacher**	**2nd Year**	**1st Term**
Tammy Bodine	**Classroom Teacher**	**1st Year**	**1st Term**
Kerek Hogg	**Classroom Teacher**	**1st Year**	**1st Term**
Connie Sanderson	**Non-Teaching Prof.**	**2nd Year**	**2nd Term**
Gloria Canales	**Parent**	**2nd Year**	**1st Term**
David Weyandt	**Parent**	**1st Year**	**1st Term**
	Business	**1st Year**	**1st Term**
Ginger Watson	**Community**	**1st Year**	**1st Term**
Terry Mayberry	**Community**	**1st Year**	**1st Term**
Barry Clark	**Business**	**2ndt Year**	**1st Term**

Note: Officers of the Student Council attended each meeting and provided input on all decisions

GRANBURY HIGH SCHOOL
MISSION STATEMENT

To provide a safe and caring environment where a highly qualified and dedicated staff prepare students for the future through pursuit of excellence in all areas of campus life.

GRANBURY HIGH SCHOOL

Goals and Objectives

ABREVIATED COLUMN CODES

Needs Assessment: **AEIS=Academic Excellence Indicator System; CLT=Campus Leadership Team; SC=Student Council; SI=Staff Input; TPC=Teacher/Parent Conferences; DI=Discipline Indicators; FSD=Federal/State Directive**

SW Comp (Schoolwide Component): **PD=Professional Development; SS=Student Supported; SR=School Reform; SI=Strategic Initiative; A=Assessment**

SP Pop (Special Population): **GT/AP=Gifted and Talented/Advanced Placement; ESL=English as a Second Language; AR=At Risk; SE=Special Education; ED=Economically Disadvantaged; NA=Not Applicable**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #1: Alternative resources supplement tax revenues

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Monitor resources generated by Booster Clubs and organizations to supplement budgeted fund in accordance with GISD policy.	**None**	**Principal**	**8/04-5/05**	**CLT**	**Activities are conducted to raise funds**	**SS**	**NA**	**All funds raised are used to benefit students.**
b. Allocate school activity fund (Coke Fund) to benefit students and staff.	**$18,000 (Coke Fund)**	**CLT**	**6/04-5/05**	**CLT**	**Funds are approved for expenditure by the CLT**	**SS**	**NA**	**All funds are used to benefit students and staff members.**
c. Work with district staff to identify and secure grants in support of instruction.	**None**	**Principal CLT**	**7/04-5/05**	**CLT**	**Application made.**	**SI**	**NA**	**Grant secured and used.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. The percentage of students passing the TAKS will meet or exceed the following pass rates: At least 20% of examinees will score at the commended level.		**Principal**	**7/04-4/05**	**AEIS FSD**	**Students scores from pilot exam.**	**A**	**NA**	**Scores on TAKS** All H Econ. Dis ELA 80% 70% 70% Math 80% 79% 70% Sci. 80% 70% 70% Soc. St 85% 70% 75% All 54% 50% 50%
a.1. Necessary materials purchased for preparation.	**$3,000 (local)**	**Mitchell Brown Maine Adkins**	**9/04-4/05**	**AEIS Ed Soft**	**Identified materials received.**	**A**	**NA**	**Materials are used to benefit student preparation.**
a.2. Counselors confer with parents of students failing TAKS and provide them prep materials.	**None**	**Sanderson Schmidt Seilheimer Spencer Struthoff**	**9/04-4/05**	**AEIS Ed Soft**	**Failures identified**	**A**	**AR**	**Parents notified and materials provided.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a.3. TAKS prep/remediation classes required for all students failing exams.	$500 materials Salaries for FTE teacher (comp ed)	Sanderson Mitchell Brown Maine Adkins	7/04-4/05	AEIS Ed Soft	Students scheduled into classes	A	AR	Students improve scores to passing level.
a.4. Accelerated Reader is available to all students.	$500 license (local)	Mitchell McKamy Stewart, K.	8/04-5/05	AEIS	Program is on computers in labs and classrooms	A	NA	Students use program to improve reading skills.
a.5. Schedules of at-risk students are manipulated to ensure core courses taken during first and second trimester.	None	Sanderson Schmidt Seilheimer Spencer Struthoff	6/04-3/05	AEIS	Students are placed in core courses in first and second trimesters.	SI	AR	Students are better prepared for TAKS exams and scores reflect preparedness.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a.6. TAKS training will be conducted for all staff on at least two staff development days.	$1,000 stipend for trainer (local)	CLT Principal Sanderson	6/04-3/05	AEIS	TAKS training is conducted	PD	NA	Staff members have greater understanding of TAKS prep.
b. Decrease the dropout rate.		Principal	6/04-5/05	AEIS CLT	Dropout rate decreases.	SR	AR	Objectives for all sub-groups and campus are met.
b.1. Constantly review student needs for enrollment in STARS and the Credit Retrieval Program (SOAR)	None	Principal Sanderson Schmidt Seilheimer Spencer Struthoff	8/04-5/05	CLT SI	Dropout rate decreases.	SR	AR	Objectives for all sub-groups and campus are met.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
b.2. Reduce Special Education dropouts to equal or below the overall rate by identifying ultra-high risk students and mentoring them.	None.	Sanderson Burden Jones McKamy	6/04-5/05	FSD	Dropout rate decreases.	SI	SE	Objective for special education is met.
b.3. Identify and recruit students who can be most successful in the VAC program.	None.	Sanderson Burden Best McKamy	6/04-5/05	AEIS DI	Students enroll in VAC.	SR	SE	VAC students complete school and graduate.
b.4. Provide pregnancy related services to all eligible students.	$1,000 (sp. ed.)	Schmidt Seilheimer Spencer Struthoff	8/04-5/05	FSD	All eligible students offered services.	SI	AR	All students are provided PRS.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
b.5. Provide extracurricular buses for student activities after school.	**$5,000 (local)**	**Principal**	**8/04-5/05**	**CLT SC SI**	**Buses provided.**	**SS**	**AR**	**Students served.**
c. Increase student preparation for future education success								
c.1. Increase the percentage of students on the recommended and distin-guished achievement graduation plans.	**None**	**Sanderson Schmidt Seilheimer Spencer Struthoff**	**7/04-5/05**	**AEIS**	**All students begun on plans.**	**SI**	**NA**	**Recommended >55%; Distinguished Achievement >10%.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
c.2. Increase the number of students completing AP courses 25% or more. c.3. Increase the percent of 10-12 graders receiving credit for completing at least one advanced course	None	Schmidt Seilheimer Spencer Struthoff	8/03-5/04	AEIS	Enrollment in AP courses increases.	SI	GT/ AP	225 students complete AP courses. At least 20% of eligible4
c.4. Increase the number of students taking AP exams.	None	All teachers.	12/04-5/05	AEIS	Students ordering exams increase.	SI	GT/ AP	At least 250 students take AP exams.
c.5.Increase the percentage of juniors and seniors taking at least one AP exam	None	AP Teachers	12/04-05/05	AP report/ AEIS	Students Completing Exams	SI	FT/ AP	At least 18% of students take exams

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
c.6. Increase the percentage of student passing AP exams.	None	AP teachers	4/5-6/5	AEIS	Student preparation is improved.	SI	GT/ AP	At least 53% of AP exams are passed.
c.7. Offer selected juniors the PSAT and sophomores the PLAN at GISD expense.	$5,000 (local)	Sanderson Schmidt	8/04-2/05	AEIS CLT SI	All students contacted	SR	NA	At least 500 students are tested
c.8. Increase ACT/SAT scores by increasing prep course enrollment.	$300 training fees (local)	Sanderson Schmidt Seilheimer Spencer Struthoff	6/04-5/05	CLT SI	All students advised of course value.	SI	NA	At least 50 students take prep course.
C9. Increase ACT/ACT scores by purchasing prep software and encouraging use..	$4,500 licensing Fee	Seilheimer	6/04-5/05	AEIS	All students provided access to software	SI	NA	At least 300 students use new software

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
c.10. Increase percentage of students taking ACT/SAT.	None	Schmidt Seilheimer Spencer Struthoff	8/04-4/05	CLT AEIS	All students contacted in group session.	SI	NA	At least 75% students take ACT/SAT.
c.11.Increase percentage of students scoring at or above the criterion score (SAT 1110; ACT composite 24)	None	Sanderson Seilheimer Mitchell Brown	8/04-5/05	SI AEIS	Software and class scores reflect improvement	A	NA	At least 20% score above the criterion score.
c.12. Conduct vertical team meetings to coordinate plans and actions.	$2,000 for subs, materials (local)	Mitchell Brown Maine Adkins Daskam	8/04-5/05	CLT SI	At least two meetings are conducted. (One regular and one AP)	SR	NA	Teams are trained and plans and actions are coordinated.
c.13. Review and refine CATE curriculum with emphasis on vocations and current and future technology.	$4,000 for summer conferences (CATE)	Calhoun, B. CATE Teachers	8/04-6/05	CLT SI	Courses identified for addition and deletion.	SR	NA	Course catalog reflects align-met for student needs.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d. Reduce the student failure rate.								
d.1. Offer core department tutorials before and after school each day.	**None**	**Mitchell Brown Maine Adkins**	**8/04-5/05**	**FSD CLT SI**	**Tutorials are provided and students benefit.**	**A**	**AR**	**Student performance reflects improvement with tutorials.**
d.2. Incentives are offered for passing grades.	**None**	**SWORD Committee of Academic Booster Club**	**9/04-4/05**	**CLT SC**	**Students take advantage of offerings.**	**SS**	**AR**	**Passing rate for six weeks improves to 82%.**
d.3. Maintain the exam exemptions policy based on attendance, grades and discipline.	**None**	**Teaching Staff.**	**9/04-5/05**	**CLT SC SI**	**Students strive to meet exemption requirements**	**SS**	**NA**	**Percentage of exemptions increases each six weeks.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d.4. National Honor Society members provide peer tutoring to other students.	None	Boomer Bodine	9/04-5/05	SI SC	Log of number of students receiving assistance.	SS	NA	Number of students receiving assistance increases each six weeks.
d.5. Achieve class size maximum of 28 students.	None	Sanderson Pendergrass Schmidt Seilheimer Spencer Struthoff	6/04-4/05	CLT SI	Initial enrollment rosters for courses and sections.	SR	NA	Final enrollments after leveling has been completed.
d.6. Maintain a reading program for all students (resource through AP).	None	Mitchell McKamy	8/04-5/05	CLT SI	Program is in effect.	SS	NA	Reading skills are improved as demon-strated on TAKS results.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d.7. Achieve recognized standards for libraries as determined by Texas State Library and Archives Commission.	$12,000 (local)	Stewart, K. Principal Mitchell Adkins Hadley	6/04-5/05	CLT FSD	Holdings are reviewed and culled.	A	NA	New holdings are purchased to meet needs of students and staff.
d.8. Selected failed students assigned to PLATO Credit Recovery Class.	$1,000 PLATO program updates	Sanderson Schmidt Seilheimer Spencer Struthoff	8/04-5/05	SI TPC	Students are identified and assigned	SI A	AR ED ESL	28% students regain credits.
e. Provide support systems to students with special needs.								
e.1. Assign Hispanic Club members as mentors for LEP students.	None	Herrera Hadley Daskam	8/04-5/05	AEIS SC	Log of students assisted is maintained.	SI	ESL ED AR	Feedback from students assisted reflects value.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
e.2. Priority to TAKS prep and remediation classes will be provided to LEP, 504, economically disadvantaged students.	**None**	**Sanderson Schmidt Seilheimer Spencer Struthoff**	**7/04-3/05**	**AEIS CLT SI**		**A**	**SE ESL ED AR**	
e.3. Expand /improve vocational programs for students who need direct job skills after HS.	**As necessary for program changes**	**Principal Sanderson Calhoun, B. Hadley McKamy**	**10/04-5/05**	**CLT EI**	**Identification of targeted students and needs.**	**SR SI**	**AR ESL ED SE**	**Enrollment in vocational programs includes at least 80% of targeted students.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
e.4. Provide Sheltered Instruction to LEP students in all core courses.	**$5,000 for instructional materials, textbooks and training (Comp Ed, ESL)**	**Principal Sanderson Hadley Schmidt Seiheimer Spencer Struthoff**	**6/04-5/05**	**AEIS CLT SI**	**All identified students in Sheltered Instruction**	**SI**	**ESL**	**LEP student attendance and failure rate improve and dropouts decrease.**
e.5. Continue the Accelerated Learning Program for Freshman Students (ALPS) with multiple course failures.	**Salaries and materials (Comp Ed)**	**Sanderson Schmidt Seilheimer Spencer Struthoff**	**6/04-11/05**	**AEIS SI CLT DI**	**All targeted students scheduled**	**SI**	**AR**	**Students earn an average of two credits each with at least 50% earning sophomore status.**
e.6. Plan and implement learning activities in support of Hispanic Heritage Month (9/15-10/15).	**$2,000 materials for activities (local, ESL)**	**Hadley Herrera Sanderson**	**8/04-10/04**	**CLT**	**At least six events are planned**	**SR**	**ESL**	**All events are successfully completed.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
f. Improve student attendance to a minimum of 94.5%.								
f.1. Regularly brief students on attendance expectations.	**None**	**Principal**	**8/04-5/05**	**CLT**	**At least monthly briefings are provided.**	**SI**	**NA**	**Attendance improves to 94.5%.**
f.2. Notify parents of absences by phone on day of absence.	**None**	**Fletcher Grissom Calhoun, B.**	**8/04-5/05**	**CLT SI**	**Daily notification is made by Autocall or in person.**	**SI**	**NA**	**Attendance improves to 94.5%.**
f.3. Teachers will call parents of students absent 3 or more consecutive days.	**None**	**All teachers**	**8/04-5/05**	**CLT SI**	**Calls are completed.**	**SI**	**NA**	**Attendance improves to 94.5%.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
f.4. Assistant Principals take disciplinary action on all students having unexcused absences.	**None**	**Assistant Principals**	**8/04-5/05**	**CLT SI**	**Disciplinary action consistently taken.**	**SI**	**NA**	**Attendance improves to 94.5%.**
g. Provide personnel to support all compensatory education programs (CM, ALPS, TAKS prep, Sheltered Instruction, PLATO lab, ISS)	**Salaries for 7.6 FTE, plus $20,000 materials, software, etc. (Comp Ed)**	**Principal Sanderson Grissom**	**8/04-5/05**	**CLT FSD AEIS**	**Positions are filled with qualified personnel**	**A**	**AR**	**Students are provided the range of services essential for success.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #3: An established, effective communication network exists.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. The GHS web page will include events, activities, personnel information, awards and other information of importance.	One teacher period is made available to regularly update the site.	Principal Bodine	8/04-5/05	CLT SI	The site will be updated at least twice weekly	SI	NA	All significant information will be on the site.
b. Open houses will include a presentation on school status and activities, counselor presentations, as well as student performances.	$200 for materials and refreshments (local)	Principal Counselors	9/04-3/05	AEIS CLT	Two open houses will be conducted in Sep and Mar	SI	NA	Parents will indicate the open houses were of high value.
c. Report cards will be mailed to parents each six weeks.	$3,000 postage (local)	Sanderson	9/04-6/05	CLT SI	Parents receive grades	SI	NA	Grade issues are identified and resolved.
d. The community will be informed of GHS activities on Channel 7, KPIR and Hood County News.	None	Principal Coaches Sponsors	8/04-7/05	CLT	News is monitored on various media.	SI	NA	Community is aware of events and activities.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #3: An established, effective communication network exists.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
e. A parent newsletter is published each trimester and put on the website.	$1,000 postage (local)	Principal Bodine	9/04-5/05	CLT SI	Newsletters reach 100% of parents.	SI	NA	Parents use the information to make decisions about their students.
f. Counselors will provide students with information on college admissions, scholarships, financial aide and grant programs.	$500 for speakers and travel (local)	Schmidt Seilheimer Spencer Struthoff	9/04-5/05	SI	All senior students receive the information by Mar 2005.	SS	NA	Students and parents have the information necessary to make decisions.
g. Develop and execute a Public Relations plan.	None	Principal Grissom	9/04	CLT	Plan is completed	SI	NA	Plan is implemented.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #4: A supportive community and staff are involved in our schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Work with law enforcement and judicial personnel on truancy and refer all students meeting criteria for court resolution.	Police, Sheriff, Juvenile Probation, Resource Officer, $0	Principal Assistant Principals Hunstable	8/04-5/05	AEIS CLT	Truants ID'd and charges filed in a timely manner.	SR	AR	Court action taken. Attendance % improves from prior year.
b. Reward academic excellence with Academic Blanket/Jacket.	Academic Booster Club (ABC), $5,000 (local)	Principal Pendergrass ABC	8/04-10/04	CLT SC SI	Roster of eligible students generated.	SS	NA	Students receive recognition.
c. Two open houses and a college night are hosted at GHS each school year.	Faculty, $500 (local)	Principal Schmidt	9/04-4/05	CLT TPC	Events hosted.	SI	NA	At least 20% of parents and 50% of senior students take part.
d. Use parent volunteers in support of specific events (e.g., 1st day, awards)	Faculty, ABC, parents, community members	Principal	8/04-5/05	CLT SI	Events identified.	SR	NA	Volunteers are adequate to support events.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #5: Students are competent in technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Provide each department computer projection capabilities for two classrooms.	**$10,000 (local)**	**Principal Dept Chairs**	**8/046/05**	**SI**	**Teachers identified.**	**SI**	**NA**	**Equipment purchased and in use.**
b. Replace computers in one classroom or lab.	**$30,000 (local/CATE)**	**Calhoun Principal**	**7/04-5/05**	**SI**	**Obsolete or non-function-al equipment identified.**	**SI**	**NA**	**Equipment purchased.**
c. Review and update technology curriculum offerings.	**None**	**Principal Sanderson Calhoun**	**10/04-1/05**	**SI**	**Courses identified to add or delete.**	**SR**	**NA**	**Courses approved by the Board.**
d. Provide access to computer labs for tutorials before and after school.	**$5,000 for teacher/aide overtime. (local)**	**Principal Hadley Homan**	**8/04-5/05**	**SI**	**Lab made available.**	**SR**	**ESL AR ED**	**Student use warrants continuance.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #5: Students are competent in technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
e. Purchase software for TAKS prep instruction.	**$4,000 (local)**	**Calhoun Mitchell Brown Maine Adkins**	**8/04-5/05**	**AEIS SI**	**Software identified and purchased.**	**A**	**NA**	**Students use software and improve skills.**
f. Train two teachers in the Region XI ESC Master Technology Teacher program or equivalent.	**$3,000 (local)**	**Calhoun**	**8/04-5/05**	**SI CLT**	**Teachers identified and enrolled.**	**PD SI**	**NA**	**Teachers complete training and begin work.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #6: Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Install lowered ceiling and drop-in fixtures in the photography room.	$10,000 (local)	Principal Olson Anderson Gehrke	May 2005	CLT SI	Project approved and scheduled.	SI	NA	Project complete.
b. Install ceiling fans in computer labs.	$1,000 (CATE)	Calhoun	Dec 2004	SI	Project approved and scheduled	SS	NA	Project complete.
c. Install JROTC obstacle course.	$500 (activity fund)	Lenard Anderson	Dec 2004	SI	Project approved and scheduled	SS	NA	Project complete.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #6: Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d. Assist development of long term facility needs through superintendent and Board.	**None**	**Principal CLT Department Chairpersons**		**SI**	**Plan developed and approved**	**SI**	**NA**	**Plan implemented through bond approval**
e. Replace carpet in all areas with tile.	**Per GISD maintenance**	**Principal**	**5/5-8/5**	**CLT SI**	**Project approved and scheduled**	**SI**	**NA**	**All carpet removed.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #7: An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Train selected staff members to provide Sheltered Instruction for LEP students.	$5,000 for reference materials	Principal	8/04-5/05	CLT SI	Teachers trained in all core course areas	PD	ESL AR	Teachers able to effectively train LEP students.
b. Provide training on TAKS examination preparation.	$1,000 for materials (local)	Principal Sanderson	8/04-5/05	AEIS	Training is conducted	PD	NA	Teachers demonstrate knowledge of TAKS exams.
c. Provide staff development on character education strategies.	$1,000 for character education materials	Principal	8/04	CLT SC	Training completed.	SR SI	NA	Character education program successfully implemented.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #7: An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d. Provide staff training in inclusion, accommodations, and modifications for special program students (e.g., sp ed, 504, ESL).	None	CLT Sp Ed staff ESL staff	8/04-5/05	SI FSD	Training completed.	PD	SE ESL ED AR	Staff understanding verified and implementa-tion completed successfully as determined by observations and student performance.
e. Provide staff development on strategies influencing security and safety (e.g., conflict resolution, mentoring, student drug use).	$1,500 for materials and trainers (local)	Principal CLT Mancini	8/04-5/05	CLT SC SI	Training completed.	PD	NA	Staff understands methods to deal with safety and security issues.
f. Provide appropriate tech-nology training on software, equipment, and instructional materials.	None	Calhoun	8/04-5/05	SI	Training completed.	PD	NA	Staff can use all necessary software and equipment.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #8: Student safety and well being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Continue the random drug testing for students which is mandatory for students in extracurricular activities and other volunteer students.	$18,000 (local)	Calhoun Leach	8/04-5/05	CLT SI SC DI	Tests administered to randomly selected students.	SR SI SS	NA	Students identified who are in violation.
b. Administer a voluntary drug survey to students.	$1,500 (local)	Principal Sanderson	4/05-5/05	CLT SC DI	All students complete the survey.	SI	NA	Results available to review programs.
c. Renew the drug dog contract for at least three visits per month.	$5,500 (local)	Principal Mancini	9/04-5/05	CLT SC SI	Contract secured.	SI	NA	Visits completed and appropriate action taken.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #8: Student safety and well being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
d. Randomly use hand-held metal detectors at school activities and during high alert periods.	None	Principal Grissom Calhoun Mancini	8/04-5/05	CLT SC SI	Detectors are in use as appropriate.	SI	NA	Use of detectors deters weapon possession.
e. Continue the Crimestopper program.	$1,000 (Crimestopper Fund)	Mancini	8/04-5/05	CLT SC	Announce-ments are made as appropriate.	SS	NA	Perpetrators are identified and action taken.
f. Conduct conflict resolution training for all staff.	$1,000 for trainers. (local)	Calhoun	8/04-5/05	CLT	Training is scheduled & conducted.	PD	NA	Staff members can deal with conflict.
g. Communicate emergency evacuation plan to students and staff at the start of each school year.	None	Principal	8/04	FSD CLT	Plan communi-cated.	SI	NA	Plan is understood by all concerned.
h. Train the staff and Crisis Management Team on plans.	None	Principal Mancini	8/04	FSD CLT	Training conducted.	PD	NA	Plan is under-stood by all.

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2004-05

GOAL #8: Student safety and well being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
i. Continue the character education program with "The Power of Choice" Video Series.	None	Principal	8/04-5/05	CLT SC	Program continued.	SR	NA	Student character improves as indicated by behavior.
j. Continue and expand the student mediation program	$1,000 training and materials (local)	Principal Spencer Struthoff	8/04-5/05	CLT SC DI	Program expanded and referrals increase	SS SR SI	NA	Conflict is resolved without harm to students

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #1: Alternate Resources Supplement Tax Revenues

Campus Goal: Obtain alternative funding of benefit to at-risk students.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Obtain community sponsorships (for student activities)	$700 (Granbury Police Assoc., First Nat'l Bank – Acton, PLATO, Granbury Optimist Club	Staff, CLT	Fall, '04 and Spring, '05	Budget Needs	Receipt of donation	Yes	At-Risk	Budget Amendments
2. Obtain community mentorships (sponsoring graduation receptions; student gifts/lunches, etc.)	None (Acton Baptist Church - AGAPE	Staff, CLT	12/04 & 6/05 and, throughout the school year	Budget Needs	Notification from benefactors	Yes	At-Risk	Evidence of Events

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #1: Students will participate in an academically challenging curriculum that employs effective instructional strategies ensuring scholastic success.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Alignment of American History with American Literature.	Staff Development Days (No Costs)	History/ English Teachers	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
2. Alignment of mathematics with Microsoft Excel (BCIS).	Staff Development Days (No Costs)	Math / Business Teachers	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
3. Alignment of mathematics with economics.	Staff Development Days (No Costs)	Math / Business Teachers	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
4. Alignment of economics with government.	Staff Development Days (No Costs)	Social Studies Teacher	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
5. Horizontally align English I,II,III, & IV.	Staff Development Days (No Costs)	English Teachers	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
6. TAKS/TEKS, standards aligned.	Staff Development $500/teacher/SCE	Teaching Staff	8/04 thru 6/05	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
7. Integrate & coordinate between grade levels & subject areas.	Staff Development Days (No Costs)	Teaching Staff	8/04 thru 6/05	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Amended Syllabi
8. Opportunities for collaboration among teachers and staff.	Staff Development Days (No Costs)	Staff	8/04 thru 6/05	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Staff Meeting Agendas
9. Assess student performance & create database & correlate test scores, demographics, etc. for individualized curriculum.	Review individual student performance records (No costs)	Principal/ Teachers	8/04 thru 6/05	TEKS / TAKS Review	Completion of database	Yes	At-Risk	Transcript Analyses

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #2: STARS will achieve *EXEMPLARY* rating.

1. TAKS – 90% Completion Rate 95%

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Improved study skills.	PLATO Maintenance & upgrading software ($2,000 SCE)	Principal	9/04	Past Grades	# of graduates; course completions	Yes	At-Risk	Purchase Order
2. Maintain individualized instruction.	None	Teachers	8/04 – 6/05(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Student Schedules
3. Mastery learning for earning more credits.	None	Teachers	8/04 – 6/05(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Course Completion Certificates
4. TAKS Breakout Sessions.	None	Principal/ Teacher	Fall,04; Spring, 05	Student Transcript	Percent passing TAKS	Yes	At-Risk	Student Schedules
5. Reporting of absences on progress report.	None	Secretary	8/ 04 – 6/05(every three weeks)	Attendance Records	Data generated from daily attendance / attendance rate	Yes	At-Risk	Attendance Reports (every 6 weeks)
6. Incentives for perfect attendance.	$100 per month (Campus Fund)	Principal	8/04-5/05	Attendance Records	Data generated from monthly attendance	Yes	At-Risk	Attendance Reports
7. Provide Pregnancy Related Services (PRS) offered: CEHI; Counseling, School services; Parenting/Child Devel courses; job readiness; case mgmt.	$4,428 per student (SCE)	Principal; Secretary And Counselor	8/04 –6/05 (Immediately after statement from physician)	Identify PRS Student(s)	Number of students receiving services; Verification of Pregnancy; PRS Entry date;CEHI Instructor's log; Date of delivery; Physician's statement; Exit Date	Yes	At-Risk	PRS Documentation
8. Maintain flexible scheduling	None	Principal	8/04-6/05	Student Transcripts	Number of graduates	Yes	At-Risk	Student Schedules
9. Increase Completion Rate	Campus SCE Budget	Staff	8/04-6/05	AEIS	% Completion Rate for 2003-04	Yes	At-Risk	PEIMS Report

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #3: Students will be able to transfer school skills to job skills and higher education learning.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Students will be taught a variety of learning strategies, time management, and personal skills to enhance their learning.	$250 supplies and materials (SCE)	Teachers	8/04 – 6/05	At-Risk Identifi-cation	Course completions; schedule of assembly	Yes	At-Risk	Student Transcripts; Course Completion Certificates
2. Conduct Personal Development Resiliency training	$450 supplies and materials (SCE)	Counselor	8/04 – 6/05	As needed	Log of student participation; student surveys	Yes	At-Risk	Student Sign-in Sheets
3. Emphasize success through motivational exercises; Excellence in the Workplace; Leadership	$150 supplies and materials (SCE)	Teachers	8/04 – 6/05	Survey	Student participation; surveys	Yes	At-Risk	Surveys
4.Military Career Day – Armed Forces' reps on campus for student information	No Costs	Military Recruiters	Fall, 2004	Survey	Evidence of project completion; log of student participation	Yes	At-Risk	Survey; Sign-in sheets
5. Weatherford College Field Trip – Visit college / reps	$300 Travel (SCE)	Teachers	Spring, 2005	Survey	Evidence of student participation	Yes	At-Risk	Student Roster of attendees
6. Career Inventory Testing / ASVAB	$500 (SCE) for Career Inventory tests; ASVAB at no cost	Military Recruiters	Fall, 2004 and Spring,05	Grades 10-12	Evidence of student participation; results of tests	Yes	At-Risk	Student Test Reports

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #3: An established, effective communication network exists

Campus Goal: Maintain efficient and appropriate communication with parents and students.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Progress Reports sent to parents/guardians every three weeks.	Printing/Postage ($500 – SCE)	Principal Secretary Teachers	8/04 – 6/05 (every 3 weeks)	Survey	Printing & mailing of progress reports	Yes	At-Risk	Three-week reports
2. Open House- Meet Staff/AEIS Reports	Invitations;refresh-ments ($200-SCE)	Principal Secretary	9/04	Survey	Roster of parents/students attending	Yes	At-Risk	Sign-in sheets
3. Dare-to-Share – Parents/guardians to spend time with student during school day.	Invitations; refreshments ($100-SCE)	Principal Secretary	9/04 & 2/05	Survey	Roster of parents attending	Yes	At-Risk	Sign-in sheets
4. Follow procedure for Referrals for Special Education Services.	Printing – Sp Ed	Principal Teachers Diagnost.	8/04- 6/05	Referral	Tracking of referrals in referral logs	Yes	At-Risk	ARD
5. Develop Individual Transition Plans for Special Education students.	Printing – Sp Ed	Diagnost. Teachers Principal	8/04 – 6/05	Referral	Completion of report, distribution and scheduling	Yes	At-Risk	ITP
6. Provide hands-on training to ensure utilization of current technology to enhance communication both internally & externally.	None	Principal Staff	8/04 – 6/05	Trans-cripts	Documentation for technology training; Sign-in sheets; certificates of completion	Yes	At-Risk	Student Schedules
7. All “at-risk” students will be identified, monitored, & supported to their highest levels of academic success.	At-risk identification code sheets	Principal Teachers	8/04 – 6/05 (on student entry)	PEIMS	Documentation of those at-risk students	Yes	At-Risk	At-Risk I.D. Sheets

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #4: A supportive community and staff are involved in our schools.

Campus Goal: Develop activities to increase awareness in the community.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Parent Involvement – Open House, Dare-to-Share Day.	$200-(SCE) - Invitations/ Refreshments	Principal Staff	19/03 & 2/05	Survey	Completed parent surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
2. Support Groups – Granbury Police Assoc., 1St National Bank-Acton, AGAPE, Granbury Optimist Club	Financial contributions	CLT Staff	8/04 – 6/05	Budget	Receipt of donations	Yes	At-Risk	Evidence of donation
3. Community Involvement – Acton Baptist Church (Over 55 group) – Career Awareness.	None	CLT Staff	Fall, 04 & Spring, 05	Budget	Participation; contribution	Yes	At-Risk	Evidence of donation
4. Career Day: Guest speakers from community; Military Recruiters	None	Principal Counselor	Fall, 04	Survey	Student participation (surveys)	Yes	At-Risk	Sign-in Sheets
5. Develop Individual Transition Plan for Special Education Students.	Correspondence	Diagnost. Principal Counselor	8/04 - 6/05	Referral	Scheduling of students and completion of ITP's	Yes	At-Risk	ITP
6. Student recognition ceremonies.	Certificates - $75 paper (SCE)	Secretary Teachers Principal	8/04 – 6/05 (Weekly)	Student Survey	Number of courses students complete and number of graduates	Yes	At-Risk	Course Completion Certificates
7. Tutoring Program – Acton Elementary	None	English Teachers Principal	Fall, 04 & Spring, 05	Acton Elem. Student Needs	Number of participants; individual evaluations	Yes	At-Risk	Sign-in sheets; Course Completion Certificates

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal # 5: Students are competent in technology.

Campus Goal: Students will be able to use a variety of technological tools to enhance their future success as students and workers.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/ Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Schedule Bus.Computer Info Systems so that students learn how to use the computer properly before having to use for other classes.	None	Principal	8/04- 6/05	Grad Plan	Scheduling of students in BCIS	Yes	At-Risk	Student Schedules
2. Students will use technology to access, retrieve, interpret, & evaluate visual & auditory information.	None	Teachers	8/04 – 6/05	Grad Plan	Evidence of requirements completed; syllabi revisions	Yes	At-Risk	Student Schedules; Course Syllabi
3. Add licenses / software; Extend service contracts with PLATO/Sleek.	$1,800 (SCE)	Principal	9/04	Survey	Evidence of Purchase Order to renew service contracts; additional software	Yes	At-Risk	Purchase Order
4. Add Digital Camera	$500 (SCE)	Principal	9/04	Survey; # of Students	Evidence of Purchase Order / receipt of equipment	Yes	At-Risk	Purchase Order
5. Staff development in uses of technology.	Staff development days	Principal Teachers	8/04 – 6/05	Survey	Staff surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
6. Upgrade one-fourth of student computers	$12,000 (SCE)	Principal	9/04	Replace. Schedule	Evidence of purchase; receipt of equipment	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #6: Adequate facilities and equipment exist to meet the needs of our students.

Campus Goal: Improved facilities and equipment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Add digital camera to student computer laboratory	$500 (SCE)	Principal	9/04	Survey / Needs	Evidence of purchase of printer	Yes	At-Risk	Purchase Order
2. Replace one-fourth of student computers	$12,000 (SCE)	Principal	9/03	Outdated Equip-ment	Evidence of purchase of computers	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #7:An adequate, trained staff exists to meet the needs of our students.

Campus Goal: Enhanced student instruction and support services.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Training for Video Conferencing	No Cost	Principal Technology	8/04 – 6/05	Survey	Successful completion of training (sign-in sheets)	Yes	At-Risk	Sign-in Sheets
2. Continue Summer Workshops; TAAE Conf.; PLATO Conference; other TAKS training opportunities	$2,000 (SCE)	Principal Teachers	8/04 – 6/05	Survey	Sign-in sheets; conference certificates	Yes	At-Risk	Sign-in Sheets
3. 4 FTE's provide accelerated instruction to students who are at-risk.	$175,000 SCE (See attached budget summary)	Business Office	8/04 – 6/05	At-Risk Campus	Salary / Contracts through Business Office; Time and Effort Worksheets	Yes	At-Risk	Contract; Salary Receipts
4. Sheltered Instruction and Technology training	No Cost (Summer Conference)	Curriculum	8/04 and 6/05	At-Risk Campus	Sign-in sheets; conference certificates	Yes	At-Risk	Sign-in Sheets

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #8: Student Safety and Well Being

Campus Goal: STARS Academy will be a safe and drug free environment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Develop a comprehensive crisis management plan.	Manuals	Staff	8/04 – 6/05	Safety Committee	Crisis Management Plan is in place and all staff members	Yes	At-Risk	Safety Mgmt. Plan
2. Implement the Personal Development Resiliency program	$450 (SCE)	Counselor	11/04 & 4/05	Survey	Roster of students who complete course	Yes	At-Risk	Sign-in sheets; Schedule
3. Develop & implement Suicide Prevention Program.	Training $500 (SCE)	Counselor	8/04	Survey	Survey	Yes	At-Risk	Counselor log
4. Develop crisis response packet for staff and students	Staff Development fees (GISD)	Counselor	8/04	Survey	Sign-in sheets; attendance by students	Yes	At-Risk	Sign-in sheets
5. Provide students with Violence Prevention & Intervention Strategies through selected programs.	Safe & Drug Free Schools funds;	Counselor Health Teacher	8/04 – 6/05	Survey	Student surveys	Yes	At-Risk	Counselor log
6. School Safety Program.	Breakout Sessions	Staff	8/04 – 6/05	Survey	Student surveys	Yes	At-Risk	Sign-in sheets
7. Drug Dog will continue to visit campus.	$1,500 – (Local Funds)	Principal	8/04 – 6/05	Student Surveys	Documentation of visits	Yes	At-Risk	Payment Authorization
8. Monthly Fire Drills	No Costs	Principal	8/04 – 6/05	Fire Marshall	Documentation of drills	Yes	At-Risk	Annual Report
9. Severe Weather / Tornado Drills	No Costs	Principal	9/04 & 3/05	Safety Plan Requirements	Documentation of drills	Yes	At-Risk	Monthly Report

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 1: Alternative Resources to Supplement Tax Revenues

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Organize a grant committee on the BTC campus to pursue any and all Federal and State grants	Staff development on grant writing $200.00	Counselor	August 18, 2004		Federal and State grants that are issued to BTC	**NA**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: A Comprehensive District Curriculum is Aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue 80% mastery of all written academic daily assignments	* Daily assignment sheets * After school detention * Phone calls to parents	Classroom Teacher	August 16, 2004		Daily Grades	**NA**	**All**	
2. Continue to provide tutoring for one-on-one or small group instruction	Tutor s	Counselor	August 16, 2004		Daily/Weekly Grades		All	
3. Continue to provide all students a reading and math entry level test that will be evaluated to attain student level of ability	Computers	Alan Ford	August 16, 2004		Alignment of Curriculum to students ability will increase their success in the classroom (grades)		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: (Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Provide all students (gifted, low SES, ESL, Hispanic, African American, At-Risk, Special Education and Regular Education) a District-wide scope and sequence content in all core curriculum classes that will allow them to increase scores in all State-mandated tests	* Curriculum Department * Special Education Department (ARD's) * Ed Soft, Phone Calls, E-mail, Proper paperwork that follows student, Inspiration Software * Textbooks $4,000.00	* Principal at BTC and from Home Campus * Home Campus Teachers * BTC Teachers	August 16, 2004		* State mandated test scores * Report Card Grades			
5. Provide all teachers the Accelerated Reader Program for their students	5. Provide all teachers the Accelerated Reader Program for their students	Alan Ford	August 16, 2004		* AR Reading Test Scores * ½ day on Friday off when points are made		All	
6. Provide all students' benchmark tests in all cores Curriculum content areas in order to measure student progress	* Ed Soft Software * Paper	Core Curriculum Teachers	August 16, 2004		Benchmark Test Scores		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: (Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Provide students with an art program that will allow them the opportunity to express their emotions	Art Supplies Staff Development	Teachers/Staff	August 16, 2004		* Number of office referrals are reduced * Number of counselor referrals are reduced		All	
8. Plato			August 16, 2004				All	
9. Study Island			August 16, 3004				All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to meet with home campus staff to align curriculum	* Phone * Computer * Ed Soft; E-mail * Cumulative Folder	Debbie Perkins	August 16, 2004		* Paperwork and communication is consistent * Chart communication	NA		
2. Continue daily phone calls to students not in attendance	* Phone Calls * Attendance form to principal daily	Teachers/Staff	August 16, 2004		* Increase attendance to 95%			
3. Continue to follow up on excessive absences with letter and if necessary,	* Phone call * Letter * Juvenile Probation	Mary McCullough Teachers	August 16, 2004		Increase Attendance to 95%			
4. Continue Parent Meetings every six weeks	* Speakers * Letters sent home $150.00	Counselor	August 16, 2004		90% of parents attend meeting			
5. Continue Parent-Teacher meeting once a semester if needed	* Phone call * Letter	Teachers	August 16, 2004		Number of students failing a class decreases			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Continue to participate in District decision making by staff members serving on Superintendent's Advisory Committee	2 Teachers 1 Paraprofessional	2 Teachers 1 Paraprofessional	August 16, 2004		* 100% Attendance at meetings			
7. Continue to maintain unity and effectiveness with students and parents by discussing needs and accomplishments in weekly staff meetings	Campus staff meeting notification	Principal	August 16, 2004		Staff meeting agenda sent to Mrs. VanDorn's office			
8. Continue to provide parents with information regarding their child's progress and needs through daily behavior chart	* Parent Conference * Charts * Phone Calls	Teachers	August 16, 2004		Decrease in the number of office referrals			
9. Continue to hold Intake Meetings to fully inform student and parent of BTC Rules and Procedures	* Intake Packets * Phone Calls * BTC Rules and Procedures Packet	Principal	August 16, 2004		* Intake Agreements and signatures * Placed in student folder			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
10. Continue Exit Review Meetings with student, parent and home administrator to review student's progress and the return to the home campus 11. Provide S.A.T. conference for students and parents for excessive absences 12. Look at Saturday School	* Phone Calls * Leaver Documentation * Exit Form * Home Campus Administrator * Behavior Check List Form	Debbie Perkins	August 18, 2004		Reduce recidivism rate at BTC			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 4: A Supportive Community and Staff are Involved in our Schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue providing students at BTC a mentor to decrease percentage of students returning to BTC	* Mentor Packets * Phone Calls * Letters * Meal for Appreciation $300.00	Counselor	August 16, 2004		Number of mentors that serve the BTC students increases	**NA**	**All**	
2. Continue to bring in community agencies to educate students in social skills areas	Letters	Counselor	August 16, 2004		Decrease number of school office referrals, as well as community arrests		All	
3. Continue to work with law enforcement agencies	* Phone Calls * Letters	Principal	August 16, 2004		Decrease in number of arrests of BTC students			
4. Continue meeting with Campus Leadership Committee to design and implement Campus Improvement Plan	* Phone Calls * Letters * Meal $150.00	Principal	April, 2004					

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 4: A Supportive Community and Staff are Involved in our Schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. Continue to seek community resources for counseling with families, which develops a sense of belonging and a family atmosphere	MH/MR STAR Council Family Care Mission Granbury CRCG Committee	Counselor	August 16, 2004		Increase in the number of family referrals		All	
6. Continue to provide referrals for families in financial need	* Christmas for Children * School Supplies * Health Care * Transit Transportation $700.00	Principal	August 16, 2004		Increase in the number of families that received assistance		All	
7. Expand community service program for students	Grant writer	Counselor	August 16, 2004		Money received from State and Federal funds		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 5: Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to utilize technology assisted instruction and other computer technology equipment at the BTC to improve academic and social skills	API Supplemental Software $350.00	Principal	August 16, 2004		Provide additional elective credits on the BTC campus	NA	All	
2. Continue the use of parents' resource video library	* Boys Town Parent Video * Parenting Skills Video	Counselor	August 16, 2004		Increase the number of parenting videos being checked out to parents			
3. Continue to utilize multi-sensory instructional materials	* Tapes/Cassettes * Tape Recorder * Books on Tape * Books in Spanish * Spanish Books on Tape	Teachers	August 16, 2004		Increase the number of instructional materials on campus		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 5: (Continued) Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Students will continue to use Inspiration software for writing assignments	* Computer * Inspiration software	* English Teacher * All Teachers	August 16, 2004		Writing scores on State mandated tests will increase		All	
5. Provide a minimum of three computers for each classroom	Purchase of 15 computers $22,500.00	Principal	April 2004		Each Classroom has a minimum of three computers			
6. Provide all students the opportunity to participate in the Accelerated Reader Program	* Computer software * Books * Licensing	English Teacher	August 16, 2004		Increase the number of reading tests students participate in		All	
7. Students will learn how to log onto the Internet	Computers	All Teachers	August 16, 2004		All students will demonstrate their ability to log onto the Internet and implement usage		All	
8. Students will take benchmark tests on line	* Computer * Ed Soft	* All Teachers *Curriculum Department	August 16, 2004		All benchmark tests will be taken online		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT
BEHAVIOR TRANSITION CENTER
Goal 5: (Continued) Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
9. Students will interact with computer software in social skills curriculum		Mrs. Perkins	August 16, 2004		Students will actively participate in this program and work will be turned in to Level 3 Teacher		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 6: Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to provide forms that are used for student progress	* Green Sheet * Orange Sheet * Assignment Sheet * Assignment Folders * Graduation Plans	Debbie Perkins	August 16, 2004		All student progress is documented	NA	All	
2. Continue to provide classroom equipment for students that will enable them to be successful both academically and socially	* Computers * Desks * Crates * Pencil Sharpener * Encyclopedias * Textbooks * Software * Trash cans * Binders * Maps/Globes	Principal	August 16, 2004		* All student classrooms will be fully equipped * Inventory will be completed by classroom teacher		All	
3. Continue to provide physical education equipment to meet the needs of the students	* Volleyball * Tennis * Basketball * Badminton * Kickball	P.E. Teacher	August 16, 2004		All students will be able to participate in the 5 sports		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT
BEHAVIOR TRANSITION CENTER
Goal 6: (Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Provide teacher (3) classroom equipment that will enable the teacher to provide a positive learning environment	* Desk * Computer * Chair * Filing Cabinets * Shelves * Tables * Masonite Board * Cabinets * Bulletin Board * Clocks * Hole Punch * Phone * Radio (Hand Held)	Principal	August 16, 2004		All items provided for each classroom (checklist)			
5. Provide additional office space for part-time secretary/office worker	New Facility	Principal	August 16, 2004		Space is provided			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 6: (Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Provide office equipment of additional part-time secretary	* Desk * Chair * Filing Cabinet * Shelves * Computer * Tables * Clock	Principal	August 16, 2004		Equipment in office			
7. 1 Set of Encyclopedias for Level 3		Principal	August 16, 2004					

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue staff development to enhance strategies for District and State reading, math, social studies, science, and language arts objectives and initiatives.	* Membership Professional Organization * Workshops Region XI * Vertical and horizontal alignment with curriculum and home campus * Boys Town	Principal	August 16, 2004		Certificates of Participation			
2. Continue Staff development for special education, 504, ESL, Texas Behavior Support Initiative and sheltered instruction that will allow different methods of presentation and modifying at work	Workshops statewide and Region XI	Principal	June, 2004		* Certificate of Participation * Increase scores in State and local tests			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
3. Continue to provide all staff the opportunity to attend conventions for disciplinary alternative schools and conferences	* Dues * Registration * Travel * Lodging $600.00	Principal	August 14, 2004		Certificates of Participation			
4. Continue to meet the needs of changing student population with flexible staffing	* Substitutes * Training of substitutes * Part-time employees	Debbie Perkins	August 14, 2004		Decrease the number of office referrals when substitutes are used			
5. Continue to provide special education instruction with full-time certified special education teacher	Certified Special Education Teacher $40,000.00	Principal	August 14, 2004		Special Education Teacher on campus full time			
6. Continue to provide counseling services with full-time certified counselor	Certified Counselor $40,000.00	Principal	August 14, 2004		Counselor on campus full time			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Provide a full time certified math teacher to meet student academic needs	* Certified Math Teacher * Educational Supplies $40,000.00	Principal	August 16, 2004		* Full time certified math teacher on campus * State mandated test scores increase			
8. Provide a full-time certified science teacher to meet student academic needs	* Certified science teacher * Educational supplies $40,000.00	Principal	August 16, 2004		* Full time certified science teacher on campus * State mandated test scores increase			
9. Provide a full time certified teacher to meet student academic needs	* Certified elementary teacher * Educational Supplies $40,000.00	Principal	August 16, 2004		* Full time certified English teacher on campus * State mandated test scores increase			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
11. Provide a part-time certified reading specialist to meet student academic needs	* Certified reading specialist * Educational supplies 20,000.00	Principal	August 16, 2004		* Part time certified reading specialist on campus * State mandated test scores increase			
12. Provide a part-time secretary to assist in the handling of paperwork with the increase in student population	Part-time secretary $10,000.00	Principal	August 16, 2004		Part-time secretary on campus			
13. Provide packet to substitutes on rules and procedures at BTC	Rules and Procedures packet with additions and deletions	Staff	August 16, 2004		Packets finished and ready to distribute			
14. Provide staff training in behavioral and academic strategies	Staff Development Boys Town $8,000.00	Principal	August 16, 2004		Teachers have more time to work with teaching of students and not in paperwork			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to hold student and parent orientation meeting (Intake) prior to student enrollment	* Intake Packet * Conference Room	Principal	August 16, 2004		* All families participate * Office referrals decrease	NA		
2. Continue daily assessment of student behavioral process through evaluation by staff	Daily evaluation charts	Teachers	August 16, 2004		Office Referrals Decrease		All	
3. Continue weekly assessment of student behavioral progress through evaluation of staff	Weekly staff meeting	Principal	August 16, 2004		Office Referrals Decrease			
4. Continue to integrate social skills in daily program	Boys Town Curriculum	Teachers	August 16, 2004		Office Referrals Decrease		All	
5. Continue to decrease off-task behaviors and eliminate undesired communication between students in Level 1 and Level 2	Partitions	Level 3 Teacher	August 16, 2004		* Office Referrals Decrease * Daily Grades Increase		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Continue to provide a counseling program for students that are assigned to the BTC for substance abuse	SASSI Forms $130.00	Counselor	August 16, 2004		All students are actually counseled		All	
7. Continue to provide an environment conducive for studying, increase student ability to remain on task and independent	Teacher/student ratio of 1 to 10 (12 at most)	Principal	August 16, 2004		Student ratio stays under 12		All	
8. Continue to hold exit review meetings to determine completion of success criteria before being dismissed from BTC	* Exit Packet * Conference Room * Parent/Student * All staff	Debbie Perkins	August 16, 2004		Recidivism rate drops at BTC		All	
9. Continue to provide immediate response to volatile situations	* Hand held radio * Surveillance Camera in room * Emergency buttons * Entrance Security	Principal	August 16, 2004		Decrease number of office and police referrals		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
10. Continue to provide parking lot monitoring security in afternoon upon request	Security Officer	Principal	August 16, 2004		Decrease in security calls to police			
11. Continue to discourage drug possession on campus with periodic searches by sniff dogs	Drug dogs	Principal	August 16, 2004		Decrease in the number of times drugs are brought on campus			
12. Continue to meet all required district guidelines regarding safety, crisis management and inspection of facilities	* District-wide safety, crisis management and inspection of facilities manuals	Principal	August 16, 2004		All safety, crisis management and inspection of facilities manuals turned in to facilities manager			
13. Continue to wand students upon entering the BTC campus	*Hand-held metal detectors	Cathy Matta Debbie Perkins	August 16, 2004		Decrease attempts by the students to bring weapons on campus		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
14. Provide a suicidal prevention program for students	* Suicide prevention program * Staff development	Counselor	August 14, 2004		This is a Pro-Active Program		All	
15. Provide an anger management program for students	* Anger management program * Staff training	Counselor	August 14, 2004		Pro-Active Program		All	
16. Continue to provide adequate alarm warning of fire or tornado	Alarm system	Principal	August 14, 2004		Reduce student exit time			

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
May 24, 2004

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, May 24, 2004 at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer..... Micky Shearon

Board Members Present

Charlie Cloud
Jerry Campbell
Mark Graves
Brian Condit
Gene Ellis
Brad Johnson

School Officials Present

William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resource
Ton Potappel, Director of Technology
Judy Duncan, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

President, Micky Shearon, called the meeting to order at 6:06 p.m.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:07 p.m. under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters and 551.072 – purchase, exchange, lease or value of real property.

Reconvened

The board reconvened at 7:05 p.m.

Troy Green led in the invocation and Micky Shearon led in the pledge to the U.S. Flag and the Texas Flag.

Superintendent's Report

Recognitions: Mr. Jack Williams from the Masonic Lodge was present to present the Lamar Awards to the following individuals: 6th grade student at Brawner Intermediate, Emily Chastain, GHS student Brittany Wallace, Acton Elementary 3rd grade teacher, Laura Jackson and GHS principal, Bob Small.

Granbury High School students recognized for the State UIL Accounting team were: Diana Azhikova, Erin Cummings, Rick Dempsey and Kimberly Fogelsonger. State UIL Chemistry qualifier, Bobby Carroll was recognized and Nicholas Graves was recognized as the State Honor Crew One Act Play. Also recognized were the following FFA students: Blake Talbor, Katherine Moore, Cory Rose, Dustin Duddington, Josue Tello, Dillon DeWald, Jessica Lock, Brandi Paschal, Morgan Scott, Blaine Gwin, Camille Matthews, Haley Adams and Gina Tramel. Also being recognized was Granbury High School student, Brad Gardner, State track meet participant.

Transportation Director, Terry Slemmons reviewed a letter with the board regarding pick-up and drop-off schedules for the 2004-05 school year. Slemmons stated that all students would be allowed only one pick up location and one drop off location. He stated that the morning and afternoon locations did not have to be the same, but these locations must be the same every day. A letter is being sent to the parents regarding this change.

The board was presented a copy of the Standard and Poor's underlying rating (school bonds) reports for their information.

A copy of the financial statements for the period ending April 30, 2004 was presented to the board as an information item.

A copy of the investment report for the period ending March 31, 2004 was presented to the board as an information item.

Superintendent Harris reviewed the preliminary TAKS test scores with the board. The preliminary scores for the GISD schools are: **Granbury High School,** Academically Acceptable; **Granbury Middle School**, Academically Acceptable; **Acton Middle School**, Recognized; **Crossland Intermediate**, Academically Acceptable; **Brawner Intermediate**, Academically Acceptable; **OakWoods Intermediate**, - Recognized, **Mambrino**, Recognized, **Acton Elementary**, Recognized; **Emma Roberson**, Exemplary and **Nettie Baccus**, Exemplary.

Board Member's Special Reports

Board member, Charlie Cloud reported that he would like for the Granbury ISD Board of Trustees to participate in the July 4th parade and to invite former board members to participate in honor of the July 4th theme, "Celebrating 30 Years".

Jerry Campbell announced that over $4,700 was raised at the AMS garage sale for AMS teacher, Amy Kirkpatrick. Campbell also expressed thanks to Brad Johnson for his service to the GISD Board of Trustees.

Mark Graves announced that the STARS Graduation will be held on June 4, 2004 at 7:30 p.m. at the Acton United Methodist Church. Graves thanked the GHS choir program for their concert on Friday evening and for their performance of Les Miserable. Graves also thanked Brad Johnson for his service to the GISD Board of Trustees.

Charlie Cloud and Gene Ellis expressed their appreciation to Brad Johnson for his service to the GISD Board of Trustees.

President, Micky Shearon thanked Brad Johnson for his service to the GISD Board of Trustees for the past six years and presented him a certificate and a U.S. Flag, which had been flown over the State Capital.

Brad Johnson thanked everyone for their kindness and stated that he has enjoyed his work as a GISD Board member over the past six years and has enjoyed working with the district and the GISD staff.

Consent Agenda Items

A motion was made by Jerry Campbell and seconded by Charlie Cloud to approve the consent agenda items "A" – "E" as presented. **MOTION CARRIED** Yes 7 – Noe 0 The consent agenda items approved were "a" – minutes of the April 27, 2004 special called board meeting and May 3, 2004 regular board meeting; "b" – budget amendments; "c" – disposal of school buses; "d" – instructional supplies career & tech bid no. 2004-11 and "e" – computer and copy paper bid no. 2004-13.

A motion was made by Charlie Cloud and seconded by Mark Graves to approve the agreement of purchase and sell of property and to authorize Superintendent Harris to complete the necessary documents. **MOTION CARRIED** Yes 5 – Noe 0 – Abstained 2 - Gene Ellis and Jerry Campbell abstained

A motion was made by Charlie Cloud and seconded by Gene Ellis to approve the interlocal agreement with Hood County as presented. **MOTION CARRIED** Yes 7 – Noe 0

A motion was made by Jerry Campbell and seconded by Charlie Cloud to approve the interlocal cooperation agreement between the City of Granbury and Granbury ISD and to authorize Superintendent Harris to sign the necessary documents. **MOTION CARRIED** Yes 6 – Noe 0 Abstained 1 – Mark Graves abstained

Public Comments

None

Closed Session

The Board of Trustees convened in closed session at 8:00 p.m. under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters.

Reconvened in Open Session

The board reconvened in open session at 9:09 p.m.

Personnel

A motion was made by Jerry Campbell and seconded by Charlie Cloud to approve the appointments and resignations as presented. **MOTION CARRIED** Yes 7 – Noe 0

A motion was made by Gene Ellis and seconded by Brad Johnson to approve the appointment of Cathy Butler as Granbury High School Principal. **MOTION CARRIED** Yes 5 – Noe 2 - Brian Condit and Micky Shearon voted against

Canvass Board Election

A motion was made by Mark Graves and seconded by Gene Ellis to approve the canvassing of the May 15, 2004 Board of Trustee Election with Barbara Herrington receiving 1110 votes and Charlie Cloud receiving 1431 votes for Place 5, Jerry Campbell receiving 1483 votes and Dale Taylor receiving 1052 votes in Place 6 and Bowen Brawner receiving 1813 votes and Gary Raper receiving 640 votes in Place 7. Charlie Cloud, Jerry Campbell and Bowen Brawner were declared the winners of the election. **MOTION CARRIED** Yes 7 – Noe 0

Administer Oath of Office

Judy Duncan, Notary Public administered the Oath of Office to Charlie Cloud, Jerry Campbell and Bowen Brawner.

The new board took their seats at the board table.

Election of Officers

President, Micky Shearon called for nominations for President. Jerry Campbell nominated Charlie Cloud and Micky Shearon nominated Mark Graves. Mark Graves withdrew his name from the nomination. With no further nominations, Shearon closed the nominations and called for a vote. Charlie Cloud was elected President with a 6/0 vote.

President Charlie Cloud called for nominations for Vice President. Gene Ellis nominated Jerry Campbell and Mark Graves nominated Micky Shearon. Micky Shearon withdrew his name from the nomination. With no further nominations, Cloud closed the nominations and called for a vote. Jerry Campbell was elected Vice President with a 6/0 vote.

President Charlie Cloud called for nominations for Secretary. Brian Condit nominated Gene Ellis and Charlie Cloud nominated Micky Shearon. With no other nominations, Cloud closed the nominations and called for a vote. Ellis received 3 votes and Shearon received 4 votes. Micky Shearon was elected Secretary.

Adjournment

There being no further business, the meeting was adjourned at 9:22 p.m.

Charlie Cloud, President

Jerry Campbell, Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

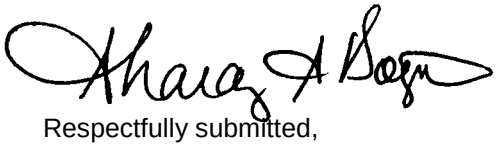
FROM: Sharay Boynton, Finance Director
DATE: June 7, 2004
RE: Budget Amendments

SUMMARY:

Attached are budget amendments that are for Board approval.

RECOMMENDATION:

I recommend the Board approve the amendments.



Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Emmett Whitefield
Date Submitted: June 7, 2004

BUDGET AMENDMENTS RECOGNIZING DONATED & MISCELLANEOUS REVENUES

Fund 199, Mr. Bobby Mabery, Originator
This Amendment recognizes funds in the amount of $69 allocated to function 11. These funds are generated from students, for band instrument rental and will be used for repairs.

Fund 199, Ms. Nancy Alana, Originator
This Amendment recognizes donated funds in the amount of $628 allocated to function 11. These funds are generated within the Campus fund from Walmart and the campus PTO and will be used for faculty T-shirts.

Fund 181, Mr. Randy Leach, Originator
This Amendment recognizes funds in the amount of $1,889 allocated to function 61. These funds are generated from playoff games and will be used to offset expenses related to those playoff games.

Fund 181, Mr. Randy Leach, Originator
This Amendment recognizes donated funds in the amount of $665 allocated to function 36. These funds are donated by the parents of the Tennis team and used for Tennis dinner and awards.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $5,643 allocated to function 34. These funds are generated from proceeds for DOL 4/27/04 – TAPS – Auto Accident and will be used for bus repairs.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes an increase in state revenue of $400,000 of which $358,000 is allocated to function 12 and 42,000 is allocated to function 34.

BUDGET AMENDMENTS RECOGNIZING FUNCTION TO FUNCTION TRANSACTION

Fund 199, Mr. Bob Small, Originator
This Amendment recognizes funds in the amount of $204 allocated from function 23 to function 13. These funds are being transferred from Administration Fees and Dues to Employee Travel for room reservations for the CAMT Conference.

Fund 199, Mr. Bobby Mabery, Originator
This Amendment recognizes funds in the amount of $365 allocated from function 11 to function 51. These funds are being transferred from Supplies and Materials to Furniture to purchase AMS Choral Risers.

Fund 199, Mr. Ralph Purget, Originator
This Amendment recognizes funds in the amount of $110 allocated from function 11 to function 12. These funds are being transferred to Technology Equipment for the AES Library.

Fund 199, Mr. Roger Morgan, Originator
This Amendment recognizes funds in the amount of $200 allocated from function 11 and $100 from function 31 to function 13. These funds are being transferred from Supplies and Materials and Testing Materials to Employee Travel to fund FPS Coaches Training.

Fund 199, Ms. Heather Allen, Originator
This Amendment recognizes funds in the amount of $1,393 allocated from function 11 to function 13. These funds are being transferred from Miscellaneous Operating Expenses to Employee travel for staff development.

Fund 199, Mr. Larry Gehrke, Originator
This Amendment recognizes funds in the amount of $57,353 allocated from function 51 to function 81. These funds are being transferred from Maintenance Replacement Schedule to Building Improvements for Crossland HVAC replacement.

Fund 181, Mr. Randy Leach, Originator
This Amendment recognizes funds in the amount of $112 allocated from function 36 to function 52. These funds are being transferred from Fees and Dues to Professional Contracted Services to fund Drug Testing.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $4,400 allocated from function 51 to function 81. These funds are being transferred from contigency to fund Crossland HVAC Project.

Fund 199, Ms. Sharay Boynton, Originator
This Amendment recognizes funds in the amount of $295,614 allocated from function 11, $10,000 allocated from function 31, $11,517 allocated from function 33, $10,000 allocated from function 36, $20,000 allocated from function 41, $12,196 allocated from function 51, & 109,673 allocated from function 81 to function 34 ($469,000). These funds are being transferred from contingency funds and salary lapse to Transportation Salaries. This will serve as the year end salary amendment.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: June 3, 2004
RE: HVAC Supplies
Bid No. 2002-09 - Renewal

SUMMARY:

A bid was awarded July 22, 2002 to a vendor of HVAC Supplies for the period of award to July 31, 2003. The awarded bid included the option to renew for two additional one-year terms. It was extended last year, so, the current bid will expire on July 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, requested that the award be extended one more time as allowed by the bid. The vendor was contacted and has agreed to extend the bid as awarded.

RECOMMENDATION:

It is recommended that the Board extend the award of HVAC Supplies Bid No. 2002-09 as submitted for the period of August 1, 2004 to July 31, 2005.

Section I:	Filters	United Refrigeration
Section II:	Freon	United Refrigeration
Section III:	Miscellaneous Parts	United Refrigeration
Section IV:	Compressors	United Refrigeration

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Mr. Larry Gehrke

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: July 22, 2002 **Bid Number:** 2002-09

1. Item, material or service (specific or classification): HVAC Supplies

2. Brief description: A bid was let to provide vendors for HVAC supplies for the 2002-2003 school year with the option to renew for two additional years in one year increments.

3. Period of time bid covers: August 1, 2002 through July 31, 2003

4. Person and title responsible for the expenditure: Larry Gehrke – Maintenance Director

5. Number of bids sent to vendors: 15

6. Number of bids received from vendors: 9 (includes 1 no bid and 1 disqualified bid)

7. Listing of recommended vendors and total prices: This bid was divided into 4 categories. Recommendation for award in each category is below. Approximate expenditure on HVAC supplies will be $34,000.

Section I: Filters	United Refrigeration
Section II: Freon	United Refrigeration
Section III: Miscellaneous Parts	United Refrigeration
Section IV: Compressors	United Refrigeration

8. Explanation of other than low recommendations: N/ A

9. Last bid date (bid of comparable nature within last 5 years): 6/27/00

10. Percentage increase or decrease from last bid: Due to the number of items on this bid, a cost comparison was not made.

11. Budget information: Expenditures for HVAC supplies will come from account code(s) 199.51.6316.00.951.3.99.0.57 and 199.51.6316.00.051.3.99.0 51 with a proposed budget of $34,000.

Sharay S. Boynton
Executive Director of Finance

Dale Taylor
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 3, 2004
RE: Electrical Supplies
Bid No. 2002-12 - Renewal

SUMMARY:

A bid was awarded July 22, 2002 to a vendor of electrical supplies for the period of award to July 31, 2003. The awarded bid included the option to renew for two additional one-year terms. It was extended last year, so, the current bid will expire on July 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, requested that the award be extended one more time as albwed by the bid. The vendor was contacted and has agreed to extend the bid as awarded.

RECOMMENDATION:

I recommend the Board extend the award to Barrow Electric for the purchase of electrical supplies for the period of August 1, 2004 to July 31, 2005.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Larry Gehrke

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: July 22, 2002 **Bid Number:** 2002-12

1. **Item, material or service (specific or classification):** Electrical Supplies

2. **Brief description:** A bid was let asking vendors to quote a percentage discount off catalog/shelf prices for supplies to be purchased on an as needed basis.

3. **Period of time bid covers:** August 1, 2002 through July 31, 2003 with the option to renew for two additional years in one-year increments.

4. **Person and title responsible for the expenditure:** Larry Gehrke – Maintenance Director

5. **Number of bids sent to vendors:** 18

6. **Number of bids received from vendors:** 10 (includes 2 “no bids”)

7. **Listing of recommended vendors and total prices:** Expenditures for electrical supplies are estimated to be $24,000. Recommendation for award is to Barrow Electric.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 6/26/00

10. **Percentage increase or decrease from last bid**: Due to the number of items on the bid and a change in some items and brands, a cost comparison was not made.

11. **Budget information:** Expenditures for electrical supplies will be from account code 199.51.6216.00.951.3.99.0.53 with a proposed budget of $24,000.

Sharay S. Boynton
Executive Director of Finance

Dale Taylor
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 3, 2004
RE: Electrical Services
Bid No. 2002 – 16 - Renewal

SUMMARY:

A bid was awarded June 17, 2002 to a vendor of electrical services for the period of award to July 31, 2003. The awarded bid included the option to renew for two additional one-year terms. It was extended last year, so, the current bid will expire on July 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, requested that the award be extended one more time as allowed by the bid. The vendor was contacted and has agreed to extend the bid as awarded.

RECOMMENDATION:

It is recommended that the Board extend the award of the Electrical Services Bid to G & G Electric for the period of August 1, 2004 to July 31, 2005.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Mr. Larry Gehrke

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: July 22, 2002 **Bid Number:** 2002-12

1. **Item, material or service (specific or classification):** Electrical Supplies

2. **Brief description:** A bid was let asking vendors to quote a percentage discount off catalog/shelf prices for supplies to be purchased on an as needed basis.

3. **Period of time bid covers:** August 1, 2002 through July 31, 2003 with the option to renew for two additional years in one-year increments.

4. **Person and title responsible for the expenditure:** Larry Gehrke – Maintenance Director

5. **Number of bids sent to vendors:** 18

6. **Number of bids received from vendors:** 10 (includes 2 “no bids”)

7. **Listing of recommended vendors and total prices:** Expenditures for electrical supplies are estimated to be $24,000. Recommendation for award is to Barrow Electric.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 6/26/00

10. **Percentage increase or decrease from last bid**: Due to the number of items on the bid and a change in some items and brands, a cost comparison was not made.

11. **Budget information:** Expenditures for electrical supplies will be from account code 199.51.6216.00.951.3.99.0.53 with a proposed budget of $24,000.

Sharay S. Boynton
Executive Director of Finance

Dale Taylor
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 3, 2004
RE: Alcohol and Drug Testing Administration
Bid No. 2002-27 - Renewal

SUMMARY:

A bid was awarded in August 2002 to two vendors for alcohol and drug testing administration services for students involved in competitive extracurricular programs and for DOT tests for district bus drivers for the period of award to August 31, 2003. The awarded bid included the option to renew for two additional one-year terms. It was extended last year, so, the current bid will expire on August 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Terry Slemmons, Transportation Director, and Mr. Randy Leach, Athletic Director, were contacted regarding renewal of this bid. They both felt that it would be in the best interest to renew the bid. Vendors were contacted and they have agreed to renew the bid with all terms and conditions remaining the same.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director, and Mr. Randy Leach, Athletic Director.

RECOMMENDATION:

It is recommended that the Board renew the DOT testing services and administration to Compliance Consortium and the student testing to Ron's 24/7Option 1 for the period of September 1, 2004 to August 31, 2005.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Mr. Terry Slemmons
Mr. Randy Leach

Date Submitted: June 3, 2003

BID FOR BOARD APPROVAL

Board Meeting Date: August 12**,** 2002 **Bid Number:** 2002-27

1. **Item, material or service (specific or classification):** Alcohol and Drug Testing Administration

2. **Brief description:** A request for proposal was let for alcohol and drug testing services and administration for DOT tests for district bus drivers and student drug tests for students involved in competitive extracurricular programs.

3. **Period of time bid covers:** 09/01/02 through 08/31/03

4. **Person and title responsible for the expenditure:**

   Randy Leach – Athletic Director
   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 8

6. **Number of bids received from vendors:** 2

7. **Listing of recommended vendors and total prices:** Randy Leach, Athletic Director, has recommended award of the student testing to Ron's 24/7 Mobile Testing at an approximate expenditure of $11,575. Terry Slemmons, Transportation Director, has recommended award to Compliance Consortium for the DOT testing at an approximate expenditure of $3,425.

8. **Explanation of other than low recommendations:** Ron's 24/7 is currently doing DOT testing for only one other entity. Based on a lack of experience in DOT testing, and the service provided by Compliance Consortium last year, it was felt that award to Compliance Consortium for DOT testing would be in the best interest of the district.

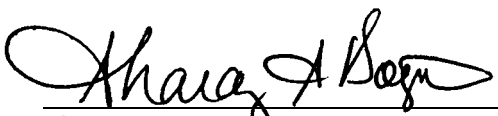
9. **Last bid date (bid of comparable nature within last 5 years):** 07/27/99

10. **Percentage increase or decrease from last bid**:

    DOT testing increased by 5.27%
    Student testing increased by 41.6%

11. **Budget information:** Expenditures for drug testing will be from the following budget codes and proposed budgets.

199.34.6219.00.800.3.99.0.00	$15,000.
199.52.6219.00.042.3.99.0.00	4,600.
199.52.6219.00.041.3.99.0.00	6,275.
199.52.6219.00.001.3.99.F.00	25,000.



Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: June 3, 2004
RE: Beverage Services Bid No. 2002-38 Renewal

SUMMARY:

A bid was let to provide beverage services for the food service program for the District October 2002. A summation of the original process and outcome as well as a copy of the original tabulation is attached for your review. Normally these services are bid through the Texas Purchasing Consortium (TPC) by an Interlocal agreement between the TPC and Granbury ISD. The TPC Cooperative Purchasing Agreement does not prevent any participating school district from accepting and awarding bids for commodities individually and on its own behalf. (TPC Agreement Item #12 Other Individual Purchases Allowed) The Beverage Service awarded by the TPC will not be able to meet the needs of GISD according the Mr. Laine Meek, Food Services Director; so therefore, it was in the best interest of GISD to process an individual bid for beverage services. The current bid will expire August 7, 2004. The original bid had an option to renew for two additional one-year terms. This will be the last extension allowed.

After discussion with Mr. Meek, it was decided that it would be in the best interest to renew. Vendors were contacted and all but Dr. Pepper, have agreed to renew the bid as awarded. Dr. Pepper has not been used for purchases and thus choice not to renew.

The following is the recommendation of Mr. Laine Meek, Food Services Director.

RECOMMENDATION:

That the Board extend the award of the line items as shaded on the attached tabulation, with the exception of the award to Dr. Pepper, for the period of August 8, 2004 through August 7, 2005.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Laine Meek

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: October 21, 2002 **Bid Number:** 2002-38

1. Item, material or service (specific or classification): Beverage Services

2. Brief description: A bid was let to provide beverage services for the food service program for the district. Normally these services are bid through the Texas Purchasing Consortium by an interlocal agreement between the TPC and Granbury ISD. The TPC Cooperative Purchasing Agreement does not prevent any participating school district from accepting and awarding bids for commodities individually and on its own behalf. (TPC Agreement Item #12 Other Individual Purchases Allowed) Our Food Service Director, Line Meek, felt it was in the best interest of the district to process an individual bid for beverages.

3. Period of time bid covers: From written notification of award through August 7, 2003 with the option to renew for two additional one year terms

4. Person and title responsible for the expenditure: Laine Meek – Support Services Director

5. Number of bids sent to vendors: 5

6. Number of bids received from vendors: 4

7. Listing of recommended vendors and total prices: Recommendation for award is shaded on the tabulation in the column under the vendor name. Anticipated expenditures for the 2002-2003 school year are $48,800.

8. Explanation of other than low recommendations: N/A

9. Last bid date (bid of comparable nature within last 5 years): N/A

10. Percentage increase or decrease from last bid: N/A

11. **Budget information:** Expenditures for beverage services will come from budget code 240.35.6341.00.xxx.3.99.0.00 with a budget of $758,861.

Sharay S. Boynton
Executive Director of Finance

Dale Taylor
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: June 3, 2004
RE: Vehicle Fuel Bid 2003-18 - Renewal

SUMMARY:

A bid was let to provide a vendor to supply unleaded and diesel fuel for the transportation department. The original award was made on June 16, 2003. The award included the option to renew for two additional one-year terms. The current bid for fuel will expire on July 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Terry Slemmons, Transportation Director, requested that the bid be renewed. The awarded vendor agreed to renew the bid as awarded.

The following is the recommendation of Mr. Terry Slemmons, Transportation Director.

RECOMMENDATION:

It is recommended that the Board extend the Fuel Bid 2003-18 with Petroleum Traders for the period of August 1, 2004 to July 31, 2005. There will be one more option to extend for an additional one-year term.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Terry Slemmons

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: June 16, 2003 **Bid Number**: 2003-18

1. **Item, material or service (specific or classification):** Vehicle Fuel

2. **Brief description:** A bid was let to provide a vendor to supply unleaded and diesel fuel for the transportation department.

3. **Period of time bid covers:** August 1, 2003 through July 31, 2004 with the option to renew for two additional years

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 8

6. **Number of bids received from vendors:** 1

7. **Listing of recommended vendors and total prices:** Recommendation for award is to Petroleum Traders. All fuel is purchased on an as needed basis from budgeted funds for fuel.
   A total expenditure cannot be identified at this time.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 7/11/00

10. **Percentage increase or decrease from last bid:**

    Unleaded – increase of 576.27%

    Diesel – increase of 44.13%

11. **Budget information:** Expense will come from budgeted funds in account code 199.34.6311.00.800.3(or 4).99.0.00 with a budgeted amount of $142,200.

12. **Other comments:** N/A

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 3, 2004
RE: Grounds Supplies Bid No. 2003-28-Renewal

SUMMARY:

A bid was awarded August 25, 2003 to vendors of grounds supplies for the period of award to July 31, 2004. Therefore the current bid will expire on July 31, 2004. The awarded bid included the option to renew for two additional one-year terms. A copy of the summation and tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, requested that the award be extended as allowed by the bid. All vendors were contacted. All vendors, except for BWI, agreed to extend the bid as awarded. Mr. Gehrke feels that supplies purchased from BWI this past year can be purchased from the remaining vendors.

RECOMMENDATION:

It is recommended that the Board extend the award to the following vendors for the purchase of grounds supplies for the period from August 1, 2004 to July 31, 2005.

Cost Comparison:	John Deere, Lake Lawn, Ewing, Lesco
Soil, Road Base, Sand	LO's Dirt Work
Grounds Equipment	Austin Turf, Lake Lawn

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Mr. Larry Gehrke

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: August 25, 2003 **Bid Number:** 2003-28

1. Item, material or service (specific or classification): Grounds Supplies

2. Brief description: A bid was let to provide vendors for the purchase of grounds supplies. The bid was divided into several sections including a cost comparison section and two sections where the vendors were asked to quote prices that would remain firm for the duration of the contract.

3. Period of time bid covers: From written notification of award through July 31, 2004

4. Person and title responsible for the expenditure: Larry Gehrke – Maintenance Director

5. Number of bids sent to vendors: 32

6. Number of bids received from vendors: 12 (includes 1 no bid)

7. **Listing of recommended vendors and total prices:** Recommendation for award in each category is below. Under Section I, several vendors were selected because of the different areas of need in grounds supplies, including grass seed, fertilizers, tools and irrigation supplies. Approximate expenditures for Grounds Supplies: All campuses - $30,000; Athletic - $30,000; Irrigation - $7,000 for total of $67,000.

Section I:	Cost comparison	John Deere, Lake Lawn, Ewing, BWI, Lesco
Section II:	Soil, Road Base, Sand	LO's Dirt Work
Section III:	Grounds Equipment	Austin Turf, Lake Lawn

8. Explanation of other than low recommendations: N/A

9. Last bid date (bid of comparable nature within last 5 years): 6/18/02

10. Percentage increase or decrease from last bid: Due to the size of the bid and a change in some of the items and brand names, a cost comparison was not made.

11. Budget information: Expenditures for these supplies will be from account codes:
199.51.6317.00.951.4.99.0.00 - All Campuses estimated expenditure $30,000
199.51.6317.00.951.4.99.0.01 – Athletic estimated expenditure $30,000
199.51.6317.00.951.4.99.0.58 – Irrigation estimated expenditure $7,000

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton,
DATE: June 7, 2004
RE: Instructional Tools Bid No. 2004-09

SUMMARY:

A catalog or price list discount bid was let to provide vendors for instructional tools, professional books, and teaching aids. The current instructional supplies did not meet the full need related to these purchases. The bids were let in April and due April 19, 2004. The period of award is for the period starting at time of award and ending May 31, 2005 with the option to renew for two additional one-year terms. A copy of the summation and tabulation is attached for your review.

Ms. Sharon Whitefield, Director of Curriculum, reviewed the responses and the following is her recommendation.

RECOMMENDATION:

It is recommended that the Board award the following vendors for the purchase of Instructional Tools for the period of award to May 31, 2005.

Vendor	% Disc
ETACuisenaire	6-17
Follet	0
Lakeshore Learning	5
QEP	10

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharon Whitefield
Debbie Johnson

Date Submitted: June 7, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: June 14, 2004 **Bid Number:** 2004-09

1. **Item, material or service (specific or classification):** Instructional Tools

2. **Brief description:** A catalog or price list discount bid was let to provide vendors for instructional tools, professional books and teaching aids.

3. **Period of time bid covers:** From written notification of award through March 31, 2005

4. **Person and title responsible for the expenditure:**

   Teachers with campus principal approval
   Sharon Whitefield – Director of Curriculum

5. **Number of bids sent to vendors:** 26

6. **Number of bids received from vendors:** 20 (includes 7 no bids, 1 late bid, 1 disqualified bid)

7. **Listing of recommended vendors and total prices:** It is recommended that award be made to multiple vendors to allow for a better selection of supplies. Since all supplies will be purchased on an as needed basis, the total cost cannot be determined at this time. The following vendors are recommended for award:

QEP	Follett Library Resources
ETA/Cuisenaire	Lakeshore Leaning

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** N/A

10. **Percentage increase or decrease from last bid**: N/A

11. **Budget information:** Instructional tools, professional books and teaching aids will be purchased from budgeted funds for instructional supplies.

12. **Other comments:**

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 7, 2004
RE: Science Supplies Bid No. 2004-10

SUMMARY:

Science supplies for the district are purchased using catalogs and shelf items. The request for catalog bids for science supplies was let in April 2004. Bid responses were received May 4, 2004. The bid will cover the period from award to May 31, 2005 with two additional one-year renewals allowed if agreed to by both parties. A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

The bid was amended to include an area for responses to not only supplies but instructional aids associated with science. Ms. Stacie Brown, Science Coordinator, has reviewed the responses and the following is her recommendation.

RECOMMENDATION:

It is recommended that the Board approve the following vendors for the purchase of science supplies and instructional aids for the period of award to May 31, 2005.

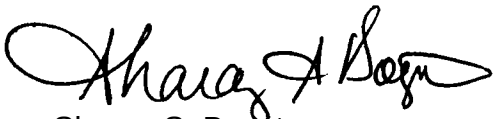
Supplies:

Vendor	% Disc
Carolina Biological	5
Fisher Science Education	20
Flinn Scientific, Inc.	10
Sargeant Welch	18
Ward's Natural Science Est. Inc.	10

Instructional Aids

Vendor	% Disc
Carolina Biological	5
Delta Biological	10
Delta Education	0-15
Frey Scientific	20
Pasco Scientific	0
Science Kit & Boreal	14
Ward's Natural Science Est. Inc.	10

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Stacie Brown
Debbie Johnson

Date Submitted: June 7, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: June 14, 2004 **Bid Number:** 2004-10

1. **Item, material or service (specific or classification):** Science Supplies

2. **Brief description:** A bid was let to establish vendors for the purchase of science supplies and instructional aids for the 2004 – 2005 science program for all campuses. Vendors were asked to quote a percentage discount off catalog or shelf prices.

3. **Period of time bid covers:** June 1, 2004 through May 31, 2005

4. **Person and title responsible for the expenditure:** Campus teacher with campus principal approval.

5. **Number of bids sent to vendors:** 18

6. **Number of bids received from vendors:** 26 (includes 2 no bids)

7. **Listing of recommended vendors and total prices:** The recommendation for award is to Ward's Natural Science, Sargent Welch, Flinn Scientific, Fisher Scientific, Carolina Biological, Delta Biological, Delta Education, Frey Scientific, Pasco Scientific, and Science Kit & Boreal. These vendors represent an award for both the instructional supplies section and the instructional/teaching aids section of the bid.

   Estimated expenditure for science supplies for the 2004-2005 school year cannot be identified at this time as supplies are purchased on an as needed basis from funds budgeted for instructional and science supplies at each campus.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** January 2001.

10. **Percentage increase or decrease from last bid**: This bid is a catalog percentage discount bid and not a line item bid where item cost could be compared.

11. **Budget information:** The funds for these expenditures will come from the budgeted dollars for instructional supplies for each campus.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton,
DATE: May 12, 2003
RE: Athletic Training Supplies
Bid No. 2004-14

SUMMARY:

A bid was let asking vendors to quote a fixed rate percentage discount off catalog prices and to quote pricing on a list of equipment that would be held firm through May 31, 2005. Supplies and equipment will be purchased on an as needed basis. The bids were received on May 24, 2004. A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

The bid responses were reviewed by Ms. Connie Rhodes, GHS Athletic Trainer, Mr. Mark Gilbert, GHS Athletic Trainer, and Mr. Randy Leach, Athletic Director. The following is their recommendation.

RECOMMENDATION:

It is recommended award be made to Henry Schein, Inc. and School Health for catalog discount purchases for the period of written award notification through May 31, 2005. It is also recommended that all items under Section B be awarded as indicated on the tabulation by shading under the vendor name for the period of written award notification through May 31, 2005.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Randy Leach

Date Submitted: June 7, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: June 14, 2004 **Bid Number:** 2004-14

1. **Item, material or service (specific or classification):** Athletic Training Supplies

2. **Brief description:** A bid was let asking vendors to quote a fixed rate percentage discount off catalog prices and to quote pricing on a list of equipment that would be held firm through May 31, 2005. All supplies and equipment will be purchased on an "as needed" basis.

3. **Period of time bid covers:** The bid covers the period from June 1, 2004 through May 31, 2005.

4. **Person and title responsible for the expenditure:**

   Connie Rhodes – GHS Athletic Trainer
   Mark Gilbert – GHS Athletic Trainer
   Randy Leach – Athletic Director

5. **Number of bids sent to vendors:** 13

6. **Number of bids received from vendors:** 4 (includes 1 no bid)

7. **Listing of recommended vendors and total prices:** It is recommended award be made to Henry Schein, Inc. and School Health for catalog discount purchases. It is also recommended that all items under Section B be awarded as indicated on the tabulation by shading under the vendor name. Since supplies and equipment will be purchased on an as needed basis, a total expenditure cannot be identified at this time.

8. **Explanation of other than low recommendations:** N/A - Section B, item #4 will not be awarded at this time.

9. **Last bid date (bid of comparable nature within last 5 years):** 4/9/03

10. **Percentage increase or decrease from last bid:** Some of the bid items and brands have changed so a comparison was not made.

11. **Budget information:** All items will be purchased with budgeted dollars from the following code: 181.36.6395.00.001.4 (or 5).91.0.15

12. **Other comments:** The Athletic Booster Club and the Athletic Activity Club will make donations to cover the additional expense if the items purchased for the program exceed the allotted budget.

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 7, 2004
RE: Building Materials & Supplies
Bid No. 2002-14-Renewal

SUMMARY:

A bid was awarded July 22, 2002 to vendors for the purchase of Building Materials & Supplies for the period of award to July 31, 2003. The awarded bid included the option to renew for two additional one-year terms. It was renewed last year. Therefore the current bid will expire on July 31, 2004. A copy of the summation and tabulation is attached for your review.

Mr. Larry Gehrke, Maintenance Director, requested that the award be extended as allowed by the bid. All vendors were contacted. All vendors, except for Norman Lumber, agreed to extend the bid as awarded. Mr. Gehrke feels that supplies purchased from Norman this past year can be purchased from the remaining vendors.

RECOMMENDATION:

It is recommended that the Board extend the award to the following vendors for the purchase of building materials and supplies for the period from August 1, 2004 to July 31, 2005.

Tools	Grainger and Home Depot
Steel Pipe Supplies	No award
Miscellaneous Building Supplies	Home Depot
Paint Related Items	Kelly Moore Company
Lumber Products	Home Depot
Specialty Hardware	Woodard Builders Supply

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Mr. Larry Gehrke

Date Submitted: June 3, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: July 22, 2002 **Bid Number:** 2002-14

1. Item, material or service (specific or classification): Building Materials & Supplies

2. Brief description: A bid was let to provide vendors for miscellaneous building materials and supplies for the 2002-2003 school year.

3. Period of time bid covers: August 1, 2002 through July 31, 2003

4. Person and title responsible for the expenditure: Larry Gehrke – Maintenance Director

5. Number of bids sent to vendors: 25

6. Number of bids received from vendors: 8

7. Listing of recommended vendors and total prices: This bid was divided into 6 categories. The recommendation for each category is listed below. Approximate expenditure will be $30,000.

A. Tools	Grainger and Home Depot
B. Steel Pipe Supplies	No award
C. Miscellaneous Building Supplies	Norman Lumber and Home Depot
D. Paint Related Items	Kelly Moore Company
E. Lumber Products	Home Depot and Norman Lumber
F. Specialty Hardware	Woodard Builders Supply

8. Explanation of other than low recommendations: N/A

9. Last bid date (bid of comparable nature within last 5 years): 6/26/00 (last year was a renewal)

10. Percentage increase or decrease from last bid: Due to the size of the bid, a comparison was not made.

11. Budget information: Expenditures for building materials and supplies will come from budget code #199.51.6316.00.951.3.99.0.58.

Sharay S. Boynton
Executive Director of Finance

Dale Taylor
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 14, 2004
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: June 10, 2004
RE: 9 Passenger Sport Utility Vehicles
CSP 2004-16

SUMMARY:

A request for proposals was let for the purchase of five(5) 9 passenger sport utility vehicles in May and responses were received June 8, 2004. A summation of the process and outcome as well as a copy of the tabulation is attached for your review.

The RFP requested that delivery be made before 8/31/04. None of the responders are able to guarantee that delivery date. Mr. Terry Slemmons, Transportation Director, reviewed the responses and feels that a delivery after 8/31/04 will not be detrimental to his program. The following is his recommendation.

RECOMMENDATION:

It is recommended that the award be made to Henna Chevrolet, LP as indicated on the tabulation by shading under the vendor name.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Debbie Johnson
Terry Slemmons

Date Submitted: June 8, 2004

BID FOR BOARD APPROVAL

Board Meeting Date: June 14, 2004 **Bid Number:** 2004-16

1. **Item, material or service (specific or classification):** 9 Passenger Sport Utility Vehicles

2. **Brief description:** A proposal was let to provide a vendor for the purchase of five (5) 9 passenger sport utility vehicles.

3. **Period of time bid covers:** Current

4. **Person and title responsible for the expenditure:**

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 14

6. **Number of bids received from vendors:** 4 (1 no-bid)

7. **Listing of recommended vendors and total prices:** Henna Chevrolet, LP for a total of $133,120.

8. **Explanation of other than low recommendations:** NA

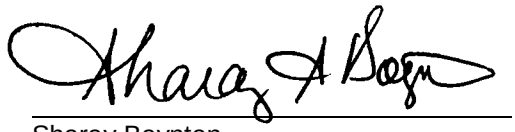
9. **Last bid date (bid of comparable nature within last 5 years):**

   This is the first bid for this type of vehicle

10. **Percentage increase or decrease from last bid**: N/A

11. **Budget information:** 199.34.6631.00.800.4.99.F.00 $140,000.00

    Funds were amended from current budget as a result of year-end planning.



Sharay Boynton
Executive Director of Finance

GRANBURY

INDEPENDENT SCHOOL DISTRICT

2004-2005
PARENT – STUDENT
HANDBOOK

600 WEST PEARL
GRANBURY, TEXAS 76048
(817) 408-4000
www.granbury.k12.tx.us

(La versión en español puede obstenerse en la oficina escolar)

GRANBURY INDEPENDENT SCHOOL DISTRICT
GRANBURY, TEXAS 76048

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Jerry Campbell ..... Vice-President
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Jan Van Dorn ..... Assistant Superintendent (817-408-4009)
Troy Green ..... Executive Director of Human Resources (817-408-4185)
Sharay Boynton ..... Executive Director of Finance (817-408-4015)
Sharon Whitefield ..... Director of Curriculum and Instruction (817-408-4035)
Ton Potappel ..... ~~Executive~~ Director of Technology (817-408-4100)
Cheryl Meger ..... Director of Special Education (817-408-4050)
Randy Leach ..... Director of Athletic/Community Education 817-408-4080)
Larry Anderson ..... Director of Facilities (817-408-4075)
Larry Gehrke ..... Director of Maintenance (817-408-4170)
Terry Slemmons ..... Director of Transportation (817-408-4150)
Laine Meek ..... Aramark Food Service/Custodial Director (817-408-4085)
Vicki Thomas ..... Advanced Academics & Testing Coordinator (817-408-4035)
Vacant ..... English/Language Art & Social Studies Coordinator (817-408-4035)
Stacie Brown ..... Math & Science Coordinator (817-408-4035)
Debbie Richey ..... At Risk Coordinator (817-408-4035)
Carolyn Thomas ..... Extended Day Coordinator (817-408-4035)
Brenda Mabery ..... Special Programs Coordinator (817-408-4035)
Amy Wood ..... Instructional Technology Coordinator (817-408-4035)
Cathy Butler ..... Principal, Granbury High School (817-408-4600)
Bobby Mabery ..... Principal, Acton Middle School (817-408-4800)
Jimmy Dawson ..... Principal, Granbury Middle School (817-408-4850)
Carolyn Horton ..... Principal, Brawner Intermediate School (817-408-4950)
Roger Morgan ..... Principal, Crossland Intermediate School (817-408-4700)
Heather Allen ..... Principal, Oak Woods Intermediate School (817-408-4750)
Rebecca Johnson ..... Principal, Mambrino School (817-408-4900)
Ralph Purget ..... Principal, Acton Elementary School (817-408-4200)
Nancy Alana ..... Principal, Baccus Elementary School (817-408-4300)
Vacant ..... Principal, Roberson Elementary School (817-408-4500)
John Shreve ..... Principal, STARS Academy (817-408-4450)
Biff Peterson ..... Principal, Behavior Transition Center (817-408-4400)

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NOTES

This student handbook contains information needed by both students and parents during the school year. It is organized alphabetically by topic. Students are addressed as "the student," "students," "the child," or "children." The term "the student's parent" refers to the parent, legal guardian, or other person who has agreed to assume the school-related responsibility for the student and filed the appropriate documents thereto.

READ THIS CAREFULLY, IT CONTAINS INFORMATION THAT LEGALLY EFFECTS YOU AND YOUR CHILD.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Rights and Responsibilities of Administrators: References in this handbook to "administrator" or "principal" may include the superintendent, assistant superintendent, principal, assistant principal, or the principal's designee as named on each campus. During the absence of the campus principal, the principal's designee will assume all responsibilities, rights, and duties of the principal. Administrators have the responsibility to:

1. Implement and assess the discipline management program in that school. (SBOE Rule)
2. Respond to discipline problems referred to them by teachers.
3. Assume responsibility and leadership to implement and assess the Discipline Management Plan. Refer appropriate students to school-community guidance programs. (SBOE Rule)
4. Require the development of a student code of conduct that clearly describes the district expectations with respect to student conduct.
5. Promote effective training and discipline of all students.
6. Provide appropriate assistance to students in learning ~~mature~~ self-discipline.
7. Encourage parent communication with the school, including participation in required parent-teacher conferences.
8. Serve as appropriate role models for the students on their campuses in accordance with the standards of the profession.

Rights and Responsibilities of Teachers: Teachers have the responsibility to:

1. Use discipline management techniques developed in the District's Discipline Management Plan.
2. Ensure good student discipline by being in regular attendance and on time.
3. Perform their teaching duties with appropriate preparation, assignments, and resource materials.
4. Comply with State, District and School policies, directives, rules and regulations.
5. Maintain an orderly classroom atmosphere conducive to learning.
6. Teach to the standards of performance required by the District.
7. Establish rapport and an effective working relationship with parents, students, and other staff members.
8. Teach students to strive toward self-discipline.
9. Encourage good student work habits that will lead to the accomplishment of personal goals.
10. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.
11. Be available to students and parents before and after the instructional hours, as appropriate.

Parental Involvement and Responsibilities: Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Throughout this plan, the term "parents" includes single parent, legal guardian, or person having lawful control of the student. The school asks parents to:

1. Sign and return to the school the written statement that the parent understands and consents to the responsibilities outlined in the student handbook. Parents with questions are encouraged to contact the principal.
2. Maintain up-to-date work, home, and emergency telephone numbers and other pertinent information in the child's school records.
3. Encourage their children to put a high priority on education and to commit themselves to making the most of the educational opportunities the school provides.
4. Stay informed on school activities and issues. The District newsletter, Open House opportunities, and parent/booster club meetings provide good opportunities for learning more about the school.
5. Become a school volunteer. For further information, contact the campus principal.
6. Participate in campus parent organizations. The activities are varied, ranging from band boosters to the campus committee formulating campus performance objectives fostering improved educational opportunities for all students. The District will provide all parents a copy of the "school report card" containing a comparison of the school's performance in relation to the District, the state, and a comparable group of schools. For further information, contact the school principal.
7. Monitor their children's progress and contact teachers as needed. Conferences may be arranged as shown in "Conferences."
8. Provide for the physical needs of the child.
9. Teach the child to be attentive and to obey the rules.
10. Ensure regular and prompt school attendance by their child and report and explain absences and tardies to school personnel.

11. Encourage and lead the child to develop proper study habits at home.
12. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare. One or more conferences is required between teacher and parents of a student if the student is not maintaining passing grades or achieving the expected level of performance or presents some other problem to the teacher. (SBOE Rule)
13. Keep informed of school policies and academic requirements of school programs.
14. Discuss report cards and school assignments with their child.
15. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
16. Cooperate with school administrators, teachers and other school staff.
17. Ensure attendance at school tutorials when required of their child, or as the need arises.
18. Become familiar with student code of conduct and submit a signed statement that indicates the parents understand and consent to the responsibilities outlined in that code.
19. Ensure that student is dressed according to the established school dress code.
20. Model appropriate behavior.
21. Control their child: Under Family Code 33.01, a student's parent is legally liable for property damage caused by a) the negligent conduct of the student, if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.

Remember - a child spends the majority of his/her waking hours at school. The school and home must work together to make this a positive experience for everyone concerned. Talk positively about school and encourage your child to come to school every day, prepared for class.

ADMISSION

The Granbury ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Parents or legal guardians of students under 18 years of age will be required to provide information establishing the student as a legal resident of the District for the purpose of enrollment.

Students who leave the STARS Academy and who desire to re-enter Granbury High School may enroll only during the last week or during the first three weeks of the trimester. This is necessary due to the transition from a self-paced modular curriculum to a structured trimester schedule.

Jan Van Dorn has been designated to coordinate compliance with these legal requirements and should be contacted at 600 W. Pearl, Granbury, Texas 76048 or 817-408-4009 for information.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

ATTENDANCE

Compulsory Attendance: A person who is at least five years of age and under 21 years of age on the first day of September of any school year is entitled to the benefits of the available school fund for that year. **Students who are less than six years old who elect to enroll in school are required to attend school and are subject to the compulsory attendance laws**. Students who are within the compulsory attendance age range but who have already graduated from high school or received a high school equivalency certificate are exempt. Students must complete the school year in which they become 18. School employees must investigate and report violations of the state compulsory attendance law. These attendance requirements also apply to any District-required tutorial sessions.

Attendance Requirement for Credit: To receive credit or be promoted in a class, a student must attend at least 90 percent of the days the class is offered**.** The actual number of days a student must attend in order to receive credit will vary, depending on whether the class is for a semester or a full year. A student who attends fewer than 90 percent of the number of days the class is offered cannot be given credit for the class or be promoted to the next grade unless the student petitions the attendance committee for relief because the absences are the result of extenuating circumstances and that committee grants that relief**. If a petition for credit is denied, the student or parent may appeal the decision to the Board by completing a written request to the Superintendent**.

Parents should notify the school when their child or children are absent for any reason. When a medical appointment or some other pre-scheduled event is planned, parents should notify the school before such absence so that arrangements can be made for class work. A student who must leave school during the day must bring a note from his or her parents that morning or the parents must notify the principal's office by telephone.

Excused Absences/Extenuating Circumstances: The district accepts student absences, with the knowledge and consent of the parents, for one of the following reasons as excused and/or extenuating circumstances and for the purpose of granting credit for a class:

1. An excused absence based on personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, any reason which the principal judges an emergency beyond the control of the student or parent and any other unusual cause acceptable to the superintendent, teacher or principal
2. Days of suspension
3. Participation in court proceedings or child abuse/neglect investigation
4. A migrant student's late enrollment or early withdrawal
5. Days missed as a runaway
6. Completion of a competency-based program for at-risk students
7. Late enrollment or early withdrawal of a student under Texas Youth Commission
8. Teen parent absences to care for his or her child
9. Participation in a substance abuse rehabilitation program
10. Homelessness, as defined in federal law

Partial Day Absences for Medical Appointments:

Students who miss a portion of a school day to visit a health care professional should provide documentation of the visit from the office of that health care professional to the school attendance office. When documentation is provided the student will be excused for the absence. However, for grades 7-12 the absence will be listed on the report card for each period missed and will be included in the calculation of *Attendance For Credit* in policy FEC(LOCAL). For grades Pre-Kindergarten – 6, if the student was not present at 10:00 a.m. the absence will be listed on the report card. This type of absence will not be considered when determining perfect attendance.

A student may be excused for temporary absence:

- Resulting from any cause acceptable to the teacher, principal, or superintendent
- A student will not be counted absent for funding for the purpose of observing religious holy days, including traveling for that purpose, if before the absence the parent submits a written request for the excused absence
- For treatment by health care professionals if the student begins classes or returns to school on the same day of the appointment or treatment and brings documentation of the appointment or treatment.

Make-Up Work for Absentees: A student whose absence is excused shall be permitted a reasonable time within which to make up work missed. **A reasonable time is generally defined as the number of days absent, plus one.** Make-up assignments will be graded and averaged with other grades according to the values in Section I of GRADING PROCEDURES. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. Parents may contact the campus office for assignments. In order for assignments to be ready on the day requested, the request must be made before 10:00 a.m. For work not requested prior to the student's return to school, immediately upon the student's return to school the student should ask his/her teachers for detailed assignments covering the work missed and arrange to complete such make-up work promptly. The responsibility for requesting and completing make-up work rests entirely upon the student.

When returning to school after an absence, a student must bring a note signed by the parent, **within three days**, that describes the reason for the absence. Students have only three school days starting on the date of return to provide a note from the parent in order to receive an excused absence. Notes signed by the student, even with the parent's permission, will be considered a forgery and the student will be disciplined. Administration may require a doctor's signature for 3 consecutive days or a pattern of absences.

If the attendance committee finds there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the Board of Trustees by completing a written request to the Superintendent and following the appeal procedure as set forth for student complaints in Board Policy FNG(LOCAL).

The District ~~shall~~ may provide the following alternative ways for students to make up work or regain credit lost because of absences:

1. Complete additional assignments, as specified by the committee
2. Satisfy time-on-task requirements before and/or after school
3. Attend tutorial sessions as scheduled
4. Attend Saturday or evening classes
5. Maintain the attendance standards for the rest of the semester

6. Successfully complete summer school program for K-8 if offered

A student absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Absences and Extra-Curricular Activities: A student must be in attendance at least one-half day to participate in school-related activities on that day or evening. Should the activity be scheduled on Saturday or a school holiday, the student must be in attendance at least one-half day the last day of instruction prior to the activity.

Unexcused Absences and ~~Truancy~~ Failure to Attend: A student absent from school or from any class, without permission, including required tutorials, will be considered truant and subject to disciplinary action. A zero may be recorded for all work missed because of an unexcused absence.

School employees investigate and report violations of the state compulsory attendance law. Truancy is now a Class C misdemeanor, with the courts having greater flexibility in prosecuting truancy cases and in sentencing persons convicted of truancy. The school *will* file a complaint against parents when children are in violation of the compulsory attendance law. **A student who has accrued more than three days of unexcused absence in 4 weeks or more than ten days or parts of days of unexcused absence in a 6-month period shall have a complaint of truancy filed with local authorities.** A parent or guardian's failure to attend a hearing under the truancy statutes is a Class C misdemeanor.

Tardies: Students who are tardy to class shall be disciplined according to campus procedure. Repeated instances of tardiness shall result in more severe disciplinary action. Excessive tardies and missed D-Halls may result in assignment to ISS. Three unexcused tardies equals one unexcused absence. Habitual tardies may be filed with the judicial system.

BEHAVIOR TRANSITION CENTER

PURPOSE: The purpose of the Granbury Behavior Transition Center is to provide an alternative education setting for students in accordance with Texas Education Code Chapter 37.008. The BTC will provide an opportunity for students to perform at grade level in courses specified in the code. In addition, students will have the opportunity to learn behavioral and interpersonal skills and to develop the self-esteem necessary for them to function more effectively both as students and as members of the community.

BUS TRANSPORTATION

Providing transportation to and from school is a service offered by Granbury ISD to all students who will abide by the rules and regulations designed to produce a safe and efficient transportation system. **Riding a school bus is a privilege which will be withdrawn for inappropriate behavior as outlined in these school bus passenger guidelines and conduct rules.** Transportation services on privately owned streets and roadways will be at the discretion of the Granbury ISD.

School Bus Passenger Guidelines:

1. Parents must sign and return Code of Student Conduct within two weeks of registration. Failure to do so will result in the suspension of the bus riding privileges until such time as the signed code is returned.
2. Students will ride their assigned bus unless otherwise approved **in writing by the Principal.**
3. Students are expected to be at their assigned bus stop before the bus is scheduled to arrive. Walking distance to bus stop may be up to 1/4th mile for PK-6 and ½ mile for grades 7-12. The bus must maintain a schedule and **will not wait for late arrivals.**
4. ~~For the safety of students, all students must board the bus at their designated stop and be discharged at the same location. Any permanent changes must be approved by the Transportation Director. Emergency changes are approved by the principal~~ Each child will only be allowed one pick-up and one drop off. These two stops do not have to be the same but the pick-up will have to be the same each day and the drop-off the same each day.

Bus Conduct Rules:

1. Students will remain seated at all times when bus is moving.
2. Absolutely no shoving, tripping, scuffling or fighting will be tolerated.
3. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
4. Talking to a seat neighbor in a normal voice is acceptable. Loud talking or yelling creates a distraction for the driver and will not be allowed.
5. Students are to keep all parts of their bodies inside the bus at all times.
6. Possession or use of tobacco, alcohol, or drugs in any form is prohibited.

7. Eating and drinking on the bus is prohibited.
8. Musical instruments, playground equipment, and other items too large to be held in the student's lap may be allowed on the bus provided there is sufficient room to place them on the seat. If a bus is crowded, such items will not be allowed. No item may be placed in the aisle at any time.
9. The driver is charged with the safety and control of all students on the bus and is authorized to assign seats. Students are expected to be cooperative and responsive to driver's requests. Being argumentative and rude will be grounds for disciplinary action.
10. The bus is an extension of the school and students are expected to exhibit the same type of behavior that would be acceptable in a classroom.
11. The rules of safety and good conduct are common sense rules. No attempt will be made to list all of the undesirable behaviors or all of the appropriate behaviors. Therefore, any activity not listed that is disruptive, dangerous, in bad taste, or creates unnecessary distraction to the driver will be reported and will be subject to disciplinary action.

Disciplinary Procedures Relating to School Bus Conduct:

The principal has the authority to use his/her discretion to supersede the disciplinary punishment listed for bus violations. The principal may consider the age of the student as well as other factors, including whether the violation is a nuisance or a safety factor. **The principal or designee may suspend a student immediately and for a length of time he/she deems appropriate, regardless of the number of times of offense if a student is fighting on the bus, using foul or abusive language, showing disrespect to the driver, or any other flagrant violation.**

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program, as agreed upon in the Admission-Review-Dismissal (ARD) Committee meeting.

1. Misconduct or Violation of Safety Procedures:

First Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee, who will notify the parents that a second offense will normally result in suspension. The principal or designee will meet with the student to discuss the problem behavior and to review all bus conducts rules. It is the parent's responsibility to discipline the student.
Second Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee, who will notify the parents of a suspension from riding the bus for up to five (5) days.

Third Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee who will notify the parents of suspension from riding the bus for ten (10) to thirty (30) days.

Fourth Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee who will notify the parents that the student is suspended from riding the bus for the remainder of the semester or the remainder of the school year.

2. Damage to Seats or Other Equipment:

First Offense: Student(s) or student's parents or guardians will be held responsible for all costs related to repair or replacement of the damaged equipment.

Second Offense: Student(s) or student's parents or guardians will be held responsible for all costs related to repair or replacement of the damaged equipment and may be suspended from riding the bus for the remainder of the school year.

One copy of the "Bus Conduct Report" will be sent to the parent. One copy will go to the Transportation Director, and a copy will be kept in the principal's office.

People who observe misconduct on school buses or school buses in violation of the law are encouraged to report such conduct to the Director of Transportation.

CHEATING/PLAGIARISM/ACADEMIC DISHONESTY

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Original work includes, but is not limited to, other students' works, published material, or material displayed on electronic media. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

COMPLAINTS BY STUDENTS/PARENTS

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. All complaints should be voiced first at the level at which the problem has arisen and it is the District's intent that all complaints be resolved at the campus level, if possible. When resolution at this level is not possible, student/parents will follow appropriate procedures. To review relevant policies or obtain further information, see the principal.

A student and/or parent should contact Jan Van Dorn at the Administration Office at 600 W. Pearl or call 817-408-4009 with a complaint regarding:

- possible discrimination in any school program on the basis of sex;
- the placement of a student with disabilities who is not eligible for special education or about the District's programs and services available to the student.

On all other matters, a student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within seven calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within seven calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy.

COMPUTER ACCESS - ACCEPTABLE USE AND CODE OF CONDUCT

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications services such as the Internet. Prior to such authorization, the student and his/her parents must sign and return the District Acceptable Use Policy acknowledging their responsibilities and the consequences. Students and parents are warned that unauthorized or inappropriate use of District computers may result in loss of privileges, as well as criminal charges.

CONFERENCES

Students and parents may expect teachers to request a conference:

1. If the student is not maintaining passing grades or achieving the expected level of performance;
2. If the student presents any other problem to the teacher, or
3. In any other case the teacher considers necessary.

A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time.

COUNSELING

Students are encouraged to talk with a counselor, teachers, and principal in order to learn about the curriculum, course offerings, graduation requirements, and the differences between graduation programs. All students in grades 7-12 and their parents will be notified annually about the recommended courses for students preparing to attend college. Students who are interested in attending a college, university, or training school or pursuing some other advanced education should work closely with the counselor so that they take the high school courses to best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, or chemical dependency needs~~. Unless consent is refused by an order of a court, a physician, psychologist, counselor, or social worker licensed or certified by the state may consult with a child without the consent of the child's parents, managing conservator, or guardian when that professional has reasonable grounds to believe that a child has been sexually or physically abused, is contemplating suicide, or is involved in chemical addiction, dependency, or abuse~~. A state licensed or certified school counselor, physician, psychologist, or social worker may consult with a child without the consent of the child's parents, managing conservator, or guardian when the professional has reasonable grounds to believe that a child has been sexually or physically abused, is contemplating suicide, or is involved in chemical addiction, dependency, or abuse. The exception to this would be if consent is refused by an order of the court. **Because of the ~~limited~~ ~~resources~~**

educational focus of the school district, clinical counseling by the school counselors is limited. ~~The counselor may make available information about community resources to address personal concerns~~.

CREDIT BY EXAMINATION

Granbury Independent School District will provide Credit by Exam in grades one (1) through twelve (12) for the purpose of grade acceleration. Students in grades Kindergarten through six(6) may be accelerated one grade level upon successful completion of the exam and school recommendation. With no prior instruction, students in grades seven (7) through twelve (12) may earn credit for an academic subject with a grade of at least 90 on the approved exam. With prior instruction, students in grades seven (7) through twelve (12) may earn credit with a grade of at least 70 or above on the approved exam.

Testing for grade acceleration is contracted through the Region XI Education Service Center in Fort Worth. Applications are available at each campus and the central administration testing office and must be filed at the students' own campus with the counselor.

Fall Semester Test Dates:

Testing Dates	Registration Deadlines
July 8, 2004	June 4, 2004
July 9, 2004	June 4, 2004
October 22, 2004	September 24, 2004

Spring Semester Test Dates:

Testing Dates	Registration Deadlines
March 18, 2005	February 1, 2005
June 22, 2005	May 6, 2005
June 23, 2005	May 6, 2005

DETENTION

Students may be assigned detention hall (D-Hall). Teachers may assign only one day of detention for any single offense. If the offense requires more than one day of detention, the teacher must refer that student to the principal. Students may be ~~detained~~ assigned before or after school hours or on Saturday. ~~for detention~~. Before assigning a student to after-school detention, the teacher shall inform the parents of the reason for the detention and permit parents to make arrangements for the necessary transportation of the student. All students ~~detained~~ assigned for disciplinary purposes shall be under the direct supervision of professional staff.

Excessive detention assignments or refusal to serve the assigned noon or after-school detentions may result in additional days in D-Hall, placement in Saturday detentions or placement in In-School Suspension (ISS). There are no set numbers of detention assignments that result in reassignment to ISS. The principal has the authority to assign students to ISS or to suspend students for not serving their assigned D-Halls.

Members of extra-curricular organizations or teams who are assigned D-Hall and fail to serve that D-Hall will not be permitted to participate in the next activity scheduled for that organization or team.

DISCIPLINE

The District developed a Student Code of Conduct as required by law, which governs student discipline and supersedes policies adopted by the Board within the context of previous law, a copy of which is an exhibit to this handbook. Except in cases specifically cited by state law which mandate required discipline actions for violations of the Student Code of Conduct, the principal is authorized to consider the circumstances of each disciplinary situation, including the following factors:

1. The seriousness of the offense.
2. The age of the student.
3. The frequency of the misconduct.
4. The attitude of the student.
5. The potential effect of the misconduct on the school environment.

Any adult employed by the District has authority to correct, and shall be required to correct, any student at any time while on campus or at any school function. Any action by a student contrary to teacher or adult authority will result in disciplinary action.

Placement Review Committee: Each school shall establish a three-member committee to determine placement of a student when a teacher refuses the return of a student to the teacher's class and to make recommendations to the district regarding readmission of expelled students. This committee shall be composed of two teachers selected by the campus faculty and one teacher to serve as an alternate member and one member of the administrative staff of each campus. The teacher refusing to readmit the student may not serve on the committee.

Placement of Students with Disabilities: The placement of a student with a disability who receives special education services may be made only by a duly constituted Admission, Review, and Dismissal committee. A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes if the student does not also meet the criteria for alternative placement under "Removal for Certain Conduct" or "Expulsion for Serious Offenses."

Discipline Management Techniques: Discipline management techniques are always available when assessing penalties for violations of the code of conduct, regardless of the offense. Discipline management techniques shall include:

1. Verbal correction
2. Cooling-off or time-out
3. Counseling by teachers, special services, or administrative personnel
4. Parent-teacher conferences
5. Rewards or demerits
6. Behavioral contracts
7. Assigned school duties other than class tasks
8. Removal of the student to the office or other assigned areas
9. Withdrawal of privileges, including participation in extracurricular activities and honorary positions
10. Probation
11. Detention (See "Detention" for details.)
12. Grade penalties for unexcused absences when students may not make up missed assignments
13. Referral to outside agency or authority for criminal prosecution
14. Temporary confiscation of items that disrupt the educational process
15. Saturday/Evening School: All students assigned to Saturday School must present a picture identification when they arrive at school. The District does not furnish transportation to Saturday School.
16. **Corporal Punishment**
17. **Removal to Alternative Education Program**
18. **Removal to In-School Suspension (ISS)**. This is a form of discipline in which the student will be permitted to come to school but will not be permitted to attend regular class. It is the responsibility of the student to make up work missed in his/her regular classes. To be released, students must complete all assignments.
19. **Suspension**. A student may be suspended for no more than 3 consecutive days for an offense. There is no limitation on cumulative totals. When a student is suspended from school, the parent or guardian is to be notified immediately that the student is suspended and is to be picked up at the school principal's office. When parents cannot be located to be notified, the student is to be kept in isolation until the end of the school day, at which time the student is to be sent or taken home and the parent notified. No student is to be released from school without the parent's prior notification. Students that have been suspended from school are prohibited from being on any school property or school event.
20. **Expulsion**. A student who has been expelled will be prohibited from attending classes and will lose credit for the semester or year. Expelled students are also prohibited from being on any Granbury ISD campus or attending any extra-curricular activities that involve Granbury ISD.

Consequences for Expulsion:

- The student looses credit for the semester of expulsion.
- The student may not attend another public school during the time of expulsion.
- The student may be required to complete his assigned time in a discipline alternative education program before returning to a regular campus.
- The student may forfeit his/her driver's license or be prevented from applying for a driver's license during this time he is expelled.
- The school district is required to notify the Juvenile Probation Department of all expulsions. The student is considered by the Juvenile Probation Department as "a child in need of supervision" and appropriate supervision will be assigned to the child by the Juvenile Probation Department.

It is the responsibility of each student and parent to read the Student Code of Conduct attached hereto. When your signature is affixed to the verification form, you are also verifying that you are aware of the Student Code of Conduct and consequences of behavior.

DISRUPTIONS BY STUDENTS OR OTHERS

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

The District may pursue a criminal charge against and/or discipline any person inciting, promoting, or participating in a protest demonstration, riot, sit-in, walk-out, blocking of entrances, threatening force, etc.

Disruption of Classes: For purposes of this rule, "school property" includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities, and "public property" includes any street, highway, alley, public park, or sidewalk.

No student shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:

1. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud, profane, vulgar language or obscene gestures causing disruption of class activities.

DISTRIBUTION OF MATERIAL

Delivery to Students: ***No balloons or flowers will be delivered to students at school. Parents are to receive permission from the principal for delivery of any other objects to their own children or other children.***

School Materials: All school publications are under the supervision of the teacher, sponsor and principal.

Non-school Materials: Written material, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapproval may be appealed by submitting the disapproved material to the Superintendent. Material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board in accordance with policy FMA(LOCAL). Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

The principal will designate the location for approved non-school materials to be placed.

DRESS/GROOMING CODE

There is a close relationship between high standards of dignity and pride and proper grooming. Personal appearance is important. The student and parents share in the responsibility for proper grooming of the student. The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. Modesty will be the dominant feature in all clothing. Behavior, attitude and community standards take precedence over individual clothing and hairstyle. While the enforcement of the student dress code rests with the principal, teachers and other staff should be familiar with the dress code and be cognizant of student dress and grooming, referring violations to the principal. **The campus principal is the final authority concerning propriety of clothes, hairstyle, and jewelry.**

The following dress code will be enforced:

Pants

- Pants/Jeans/ Shorts will be worn at the natural waistline, not below or above (no sagging/baggy will be permitted)
- Pants/Jeans/Shorts must be appropriately sized, fitting in the waist, crotch, and leg; not baggy, oversized or excessively tight
- Jeans must be regular/original/classic straight-legged or boot cut (May not be wide-legged, wide-bottomed, full thigh, or loose fit)
- Pants/Jeans/Shorts must be hemmed, free of holes, splits, fraying, patches

Shirts

- Shirts will be short or long sleeve in grades 4 - 12
- Shirts must be appropriately sized in the shoulders, sleeves, and length; not baggy or excessively tight in grades 4-12

- Shirt/top must be cut straight across the bottom (e.g., T-shirt, sweatshirts and Hawaiian print shirts) to be worn outside. Shirt/top cut with tails or otherwise designed to be worn tucked in, must be tucked in.
- The untucked shirt/top must cover the midriff at all times (e.g., standing, sitting, stretching and bending)
- The untucked shirt/top can not be oversized/undersized and may not extend below the natural crotch on boys and girls
- Sweaters, sweatshirts, and vests do not have to be tucked in

Shorts, Skorts, Skirts

- Shorts are permitted in grades Pre K – 3
- In grades 4-12, shorts are allowed as follows:
- No shorter than 3 inches above the top of the knee
- May not be oversized, wide-legged, full thigh or wind shorts
- Dress and skirt length must be no shorter than 3 inches above the top of the kneecap
- Dress and skirt slit must not exceed 3 inches above the top of the kneecap

Shoes

- Shoes must be worn at all times

Hair

- Hair must be a natural human color
- A neatly trimmed mustache above the lip that does not extend beyond the lip line is the only facial hair permitted
- Sideburns must be cut above the bottom of the ear

Miscellaneous

- Clothing items must be free of pictures, emblems and/or writings that are lewd or obscene
- Clothing items must not advertise or depict tobacco products, alcoholic beverages, drugs, or and substance prohibited under policy FNCF (LOCAL)
- Clothing items or style may not be construed as gang related or indicative of gang identification, including bandannas
- All clothing and grooming should conform to standards that may not, in the principal's opinion, cause disruption of or interference with normal school operations
- Body piercing jewelry may only be worn in the ears

The Following Will Not Be Permitted:

- JNCO, BOSS, ZONZ. L2, and other similar brand jeans/pants
- Overalls
- Muscle shirts
- Tank tops
- Garments with spaghetti straps
- Crop tops
- Halters
- Midriffs
- Bicycling or spandex shorts/pants
- Tight fitting dresses or skirts
- See "through" or see "in" garments
- Any clothing that reveals skin or undergarments
- Bathing Suits
- Torn, ripped or cut-off clothing
- Cleats
- ~~Caps, hats, or sunglasses during school hours~~
- Headgear will not be worn during school hours to include hats caps, sweatbands, ear muffs, toboggans, kerchiefs, wraps, scarves, turbans, nets. Etc.
- Sunglasses will not be worn during school hours
- Obvious house shoes and slippers
- Obvious pajamas or sleep wear
- Chains or jewelry that have the potential to be used as a weapon (Examples; heavy neck chains, double or triple rings, wallet chains, chain belts, etc.)
- Leather collars or collars intended for use on animals may not be worn on school property
- Black lipstick
- Black nail polish
- Decorative facial art
- Shoes with pop out rollers

Spirit Days

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. [See FNCA(LOCAL)] A sponsor, coach, or other person in charge, with the principal's approval, may establish dress standards for students who participate in these activities.

The dress and grooming code may be modified with administrative consent to accommodate extracurricular activities and special events.

DRILLS - FIRE, TORNADO, AND OTHER EMERGENCY DRILLS

Students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or Marshall quickly, quietly, and in an orderly manner.

Emergency alarms will be established by the campus principal.

Procedure:

1. The fire alarm will be the signal for a fire drill.
2. The students will file out in a single file behind the appointed leader and will follow him/her to the assigned exit.
3. The class will move to a safety zone at least 100 feet from the building.
4. The class will turn around, face the building, and wait for the signal to return to class.
5. All teachers will be responsible for appointing a leader in each class, informing each class as to the manner and behavior of leaving the building, and showing the proper route to follow.
6. Teachers will be the last to leave the classroom and see that doors are closed. The teacher will stay with his/her class.
7. No books or other articles should be carried out. Girls may take their purses.
8. Teachers will take their grade books with them and take roll at the assembly location to verify accountability of students.
9. The class members will walk when leaving the building and when entering the building. No student will be permitted to leave the line.
10. There must be no talking during emergency drills in order that signals and instructions may be heard by all.

EARLY ARRIVALS AND LATE PICK-UPS

Granbury ISD provides before school and after-school child care for a fee at all elementary campuses. This service is available at a weekly or monthly tuition rate only. The tuition covers extended care for students between the hours of 6:30 a.m. and 6:30 p.m. Parents may contact ~~the principal's office~~ 817-408-4072 to make arrangements for this service.

Before-school and after-school childcare ***will not*** be provided for students who do not subscribe to the tuition service. School facilities are open with adult supervision fifteen (15) minutes before school starts and fifteen (15) minutes after school is dismissed. Students should not be at school facilities before or after these times unless they are involved in an approved, supervised activity. Students not picked up in a timely manner may be turned over to local law enforcement officials.

NOTE: This section does not pertain to students utilizing school transportation to get to and from school. Bus students will be supervised from the time the bus arrives at the school until the time the bus departs from the school.

ELECTRONIC ITEMS PROHIBITED

During the instructional day, students shall not bring into a school building or have in their possession in a school building electronic items such as cellular phones, pagers, radios, CD/tape players, games, or toys. Such items can be disruptive and are susceptible to theft, damage and destruction. Items found in possession of students during the instructional day will be confiscated and returned only to the parent. School personnel cannot be held responsible for investigation or recovery of lost or damaged items. Parents may be charged a fee for the return of cellular phones and pagers. Appropriate disciplinary action will be taken for the possession.

EMERGENCY MEDICAL TREATMENT (Policy FFAC)

Parents are asked to complete an emergency care form that includes a place for parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents as often as necessary.

EMERGENCY SCHOOL CLOSING INFORMATION

Campus Emergencies or Disasters: If a campus should experience a major emergency or disaster, the District asks that parents **NOT** go to the campus. This is very important, as it will be necessary for emergency vehicles to move freely to and from the site of the crisis. Traffic jams can develop quickly and the safety of everyone can be jeopardized.

The District will provide information as deemed necessary to the school web page, www.granbury.k12.tx.us, and WBAP AM 820. Whenever possible, the information could include the nature of the emergency and the status of the situation, evacuation locations, and requests for parental action.

In the event of an emergency at the Comanche Peak Steam Electric Station requiring evacuation of the students, they will be taken to either Cleburne High School at 1501 Harlin Drive in Cleburne or to Stephenville Junior High School at 2798 Frey St in Stephenville. Information concerning any evacuation of the schools can be heard on WBAP 820 AM radio.

Bad Weather:

1. On bad weather days, a decision will be made by 6:00 a.m. to close schools or delay the start of school. This information will be broadcast on the school web page, www.granbury.k12.tx.us, and WBAP AM 820. It may possibly be broadcast on Television Channel 5. Since weather and road conditions can change quickly, this decision will be made during the early morning hours rather than during the evening hours the night before.
2. The most efficient means of informing everyone, including school staff, of weather-related school scheduling changes is through the radio and television stations. ~~It is also essential that~~ Telephone lines within the school district remain open. Therefore, please do not call the schools, school personnel, the transportation department, the administration building, or the radio or television station for normal communication and emergencies.
3. A decision to start late will be communicated as an amount of time. EXAMPLE: "School will start one and one-half hours late." This means that all schedules, including buses, will be running one and one-half hours later than normal. If your child's bus normally comes by at 7:20 a.m., then on that day the bus would be expected to arrive at 8:50 a.m.
4. The District's primary concern will always be the safety of the children. Even at times when school is in session, a child who is unable to be in school or who is tardy due to hazardous roads, the absence or tardy will be excused.
5. School personnel, including the superintendent and transportation director, will be driving the most difficult roads to determine safety in running school buses.

EXTRA-CURRICULAR ACTIVITIES

A student shall be permitted to participate in extra-curricular activities subject to the following restrictions:

1. During the first grading period, a student is eligible if he/she was promoted at the end of the previous year, or has accumulated the required number of units toward graduation. See PROMOTION and GRADE CLASSIFICATION in this handbook or the principal for further information on promotion.
2. During subsequent grading periods, a student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other than an identified honors or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three weeks. A student may practice or rehearse while suspended. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes and (2) completed three weeks of suspension.
3. A student is allowed up to **15** activity-related absences during a year in order to participate in school-related or school-sanctioned activities on or off campus. All UIL activities come under this provision, as do other Board sanctioned activities. A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Since participation in athletics, band, choir, and other UIL activities is voluntary, those students who choose to participate are choosing also to submit themselves to the rules of that particular sport or organization and may be dismissed for violations of those rules. Students found in violation of school policies or state laws with regard to the use of drugs, and/or alcohol are subject to disciplinary action, which may include suspension from the organization.

FIELD TRIPS

Field trips may be co-curricular or extra-curricular. Field trips offer an opportunity for instructors to bridge the gap between the classroom instruction and observation of the real world application of the information taught or locations. Trips to historic sites instill pride, character and patriotism while assisting students to understand historical events.

Out-of-district field trips will be limited to one trip per grade level or subject area each year. Monies will not be collected from students to cover admission fees. When special events or exhibits are offered which will be educationally beneficial to students, teachers may request special consideration for a trip, defining the benefit to the students' education. Such requests will be submitted to the Assistant Superintendent for final approval.

The locations for out-of-district field trips in grades 1-6 will be determined by the administration and teachers to assure that classes are not scheduled to visit locations previously visited at a prior grade level, unless a repeat visit is deemed appropriate because of the instructional level.

Field trips/student activities **may not** be taken in May except in extenuating circumstances.

In-district field trips will be approved by the campus principal on an individual basis and request for such trips will be submitted at least two weeks in advance so that parent notification and transportation arrangements may be made.

Many students are involved in two or more extracurricular activities and, from time to time, requirements of these activities may conflict. When such a conflict occurs, the following guidelines will be used to resolve the issue:

- An actual event or competition will have priority over a practice or rehearsal.
- UIL events shall have priority over non-UIL events (e.g., student council, JROTC, National Forensic League, Future Problem Solvers).
- Higher level UIL competitions will have priority over lower level events (the ascending order is district, bi-district, area, region, state).
- District competitions or representation will have priority over non-district events.
- School sponsored events will have priority over non-school sponsored events.
- Where activities have equal priorities, or agreement cannot be made because they are outside the guidelines above, the student shall make the decision based on personal preference. No punishment (e.g., extra running or exercises) will be assessed for the student's decision.

In the event conflicts occur in interpretation, the athletic director will resolve athletic conflicts and the principal will resolve other conflicts. When athletic and non-athletic conflicts cannot be resolved by the guidelines, the athletic director and the principal will confer and develop a consensus on the resolution of the issue.

FEES

Check Acceptance Procedure: In the event that a check written to any GISD campus, club or organization is returned unpaid by your bank, GISD or its agent will redeposit your check electronically. Additionally, you understand and agree that we may electronically collect a returned check fee of $30.00 plus applicable sales tax. The use of a check for payment is your ACKNOWLEDGEMENT and ACCEPTANCE of this ~~procedure~~ policy and its terms.

Materials that are part of the basic education program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

1. Costs for materials for a class project that the student will keep.
2. Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
3. Security deposits.
4. Personal physical education and athletic equipment and apparel.
5. Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
6. Voluntarily purchased student accident insurance.
7. Musical instrument rental and uniform maintenance, when provided by the District.
8. Personal apparel used in extracurricular activities that becomes the property of the student.
9. Parking fees and replacement student identification cards.
10. Fees for lost, damaged or overdue library books and school-owned equipment.
11. Fees established for driver training courses.
12. Fees for optional courses offered for credit that requires use of facilities not available on District premises. (Fees shall not be charged, however, if parents of at least 22 students request a transfer to another school in the District to take required curriculum courses, other than fine arts or career and technology not offered at the original school.)
13. Summer school courses.

    Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

FOOD AND DRINK

Food or drink is not to be taken into the classroom, bottled water may be allowed in the classroom at the teacher's discretion. The only exceptions to this rule are special teacher-directed activities, which must be cleared by the principal. Supervised snack time at Kindergarten –3 level is acceptable.

FOOD SERVICES

Lunchroom: The District participates in the National School Lunch Program and offers free and reduced-price breakfast and lunch based on a student's financial need. Information can be obtained from each campus cafeteria manager or Laine Meek, Food Service Director. Wholesome, well-balanced meals are served to all children each day in the lunchroom. At lunch, all grade levels will be given a choice of at least two (2) entrees. The salad bar is an option for students in grades 7-12. Milk will be offered with all tray lunches. All students are expected to be quiet and courteous in the lunchroom.

PK-6th grade students are permitted to charge on an emergency basis. Students who accumulate **two unpaid** charges will not be permitted to charge again. These students will be served a peanut-butter sandwich as their meal. High School and Middle School students will not be allowed to charge under any circumstances.

Prices for Cafeteria Meals:

	PK-6	7-8	9-12	Staff	Adult Visitor
Breakfast					
Regular	$.75	$.75	$.75	$1.00	$1.25
Reduced	$.30	$.30	$.30	N/A	N/A
Lunch					
Regular	$1.60	$1.75	$2.00	$2.50	$3.00
Reduced	$ .40	$ .40	$ .40	N/A	N/A

Grades PK-12: Granbury ISD maintains a closed campus for all students in grades PK-12. All lunches, whether bought at school or brought from home must be eaten in the lunchroom.

Overview of the New Texas Nutrition Policy:

Definitions:

Competitive Foods: Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or After School Snack Program. This definition includes, but is not limited to, food and beverages sold or provided in vending machines, in school stores or as part of school fundraisers. School fundraisers include food sold by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parent or parent groups, or any other person, company or organization.

FMNV: Foods of Minimal Nutritional Value. Refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the U.S. Department of Agriculture under the child nutrition programs. This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school. A school may adopt a more restrictive rule, however, as local policy.

Elementary Schools

Foods of Minimal Nutritional Value (FMNV) Policy: Elementary school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until ***the end of the last scheduled class***.

Competitive Foods: An elementary school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises throughout the school day until ***the end of the last scheduled class***. This does not pertain to food items made available by the school food service department. It does include pizza and other parties in the classroom where food is not provided by the school food service department.

Middle Schools

Foods of Minimal Nutritional Value (FMNV) Policy: Middle school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until after the end of the ***last lunch period***.

Competitive Foods: A middle school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises ***during meal periods***. This does not pertain to food items made available by the school food service department. The competitive foods included in this policy do not include FMNVs, which are not allowed until after the last lunch period. It does include pizza and other parties in the classroom where food is not provided by the school food service department.

High Schools

Foods of Minimal Nutritional Value (FMNV): High schools may not serve or provide access to FMNV ***during meal periods in areas where reimbursable meals are served and/or consumed***.

Competitive Foods: High schools may not serve or provide access to competitive foods ***during meal periods in areas where reimbursable meals are served and/or consumed.*** This does not pertain to food items made available by the school food service department.

FMNV and Candy Exemptions

1. **School Nurses:** This policy does not apply to school nurses using FMNVs or candy during the course of providing health care to individual students.
2. **Accommodating Students with Special Needs:** Special Needs Students whose Individualized Education Program (IEP) plan indicates the use of an FMNV or candy for behavior modification (or other suitable need) may be given FMNV or candy items.
3. **School Events:** Students may be given FMNV or candy items during the school day for ***up to three different events each school year*** to be determined by school officials as part of school policy and included on the school calendar. ***However***, these items may not be given during meal times in the areas where school meals are being served or consumed.

FUND RAISING

Student clubs or classes, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising activities for approved school purposes. An application for permission to conduct a fund-raising event must be made to the principal. These events must also be approved by the Assistant Superintendent. Except as approved by the process indicated, fund-raising is not permitted on school property. No door-to-door or brochure sales will be approved.

GENERAL RULES OF CONDUCT

Bullying or Taunting Behaviors: Students must not participate, either individually or in a group, in bullying or taunting behaviors toward another student. Such behaviors may include repeated teasing or ridicule, name-calling, threats, theft, gossip and rumors, or physical intimidation of any kind. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

General Rules of Conduct: Any item prohibited in school is prohibited on the bus.
Students at school, school-related activities, or on the bus are prohibited from:

1. Cheating or copying the work of another
2. Throwing objects, outside supervised school activities, which may cause bodily injury or damage property
3. Leaving school grounds or school-sponsored events without permission
4. Directing profanity, vulgar language, or obscene gestures toward other students
5. Insubordination, such as disobeying directives from school personnel or school policies, rules and regulations
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers, other school employees, students, or visitors
7. Playing with matches or fire, or committing arson
8. Stealing from students, staff, or the school
9. Damaging or vandalizing property owned by the District, other students, or District employees
10. Disobeying school rules about conduct on school buses 373

11. Fighting, committing physical abuse, or threatening physical abuse
12. Committing extortion, coercion, or blackmail; that is, obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force
13. Name-calling, ethnic or racial slurs, or derogatory statements that school officials have reasonable cause to believe will substantially disrupt the school program or incite violence
14. Engaging in inappropriate physical or sexual conduct disruptive to other students or the school environment.
15. Assaulting a teacher or other individual
16. Selling, giving, or delivering to another person, possessing, using, or being under the influence of: marijuana or a controlled substance; a dangerous drug, abusable glue, aerosol paint, other volatile chemical or an alcoholic beverage
17. Possessing a knife of any size or other object that could be considered a weapon (such as a stun gun or cattle prod)
18. Bringing a firearm to school. Federal and state law requires expulsion for this conduct
19. Possessing or using tobacco products
20. Hazing
21. Bullying
22. Possessing a paging device or cellular telephone.
23. Behaving in any way that disrupts the school environment or educational process (See page 11 for dress and grooming standards)
24. Engaging in any conduct constituting felony criminal mischief as defined by law
25. Membership or participation in any secret society, fraternity, sorority, or gang
26. Engaging in unruly, disruptive, or abusive behavior that seriously interferes with the teacher's communication with students or with the ability of students to learn
27. No chewing gum is allowed on campus

Hazing:– Hazing means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are to include other students. The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

Students shall have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Acts of hazing and failure to report known hazing can result in criminal penalties, as well as school discipline.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability: Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and District employees with courtesy and respect; tp avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District encourages parental and student support in the efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, or assistant superintendent.

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the principal or assistant superintendent. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG(Local). [See also policy FNCL]

Jurisdiction: The District has jurisdiction over its students during the regular school day and while going to and coming from school on District transportation. This jurisdiction includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. This Code of Conduct applies to all school-sponsored and school-related activities, on or off campus. Students who violate these rules will be subject to disciplinary action and, when appropriate, will be referred to legal authorities for criminal prosecution for violations of the law. A violation of the law and the student code of conduct involving retaliation against an employee, even though it occurs off school grounds and not at any school-related activity, is also subject to District jurisdiction as described at "DISCIPLINE" below.

Rights and Responsibilities of Students: All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and District staff. The District's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others, or who violate District or school rules, shall be subject to disciplinary measures designed to correct the misconduct and to promote responsibilities of citizens in the school community.

Students are responsible for conducting themselves properly in a manner appropriate to their age and level of maturity. Student responsibilities for achieving a positive learning environment at school or school-related activities include:

1. Attending all classes, daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being appropriately dressed and groomed.
4. Showing courtesy and respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines, unless the fees are waived.
7. Avoiding violation of the Code of Student Conduct.
8. Obeying all school rules, including safety rules.
9. Seeking changes in school policies and regulations in an orderly and responsible manner through appropriate channels.
6. Cooperating with staff in investigation of disciplinary cases and volunteering known information relating to a serious offense.

GRADING

PK: The District shall utilize report cards based on TEA Pre-kindergarten Curriculum Guidelines. There will be an adjustment period for the 1st six weeks. Additionally, teachers should schedule a parent conference during that time period. Teachers will use the grading system key on the report card for academics and social and emotional behavior.

Kindergarten: The District shall utilize report cards based on Texas Essential Knowledge & Skills (TEKS). Teachers will use the key on the report card for academics, social development and work habits. PE and Fine Arts will use E (90-100), S (80-89), N (70-79), U (69 and below). There will be an adjustment period for the 1st six weeks. Additionally, teachers should schedule a parent conference during that time period.

Grade 1st – 6th Grades: There is no adjustment period for 1st grade, as the report card is designed to reflect skills the student demonstrates only.

Numerical scores shall be used for reporting grades in all academic content areas. Grades for physical education, fine arts, and conduct will be reported in E, S, N, and U. Study habits/social development will use a √ or N.

No grade below 50 will be reported on the report cards or permanent records for any average numerical grade that is lower than 50. Grades shall not be recorded in excess of 100.

Conduct Grades: The conduct grade will be entered on the report card in a separate category. The conduct grade is not intended to reflect any part of the student's academic grade. Study habits and social development are not reflected in the conduct grade, but show the student's progress in the areas shown on the report card. Examples of conduct might include verbal aggression, fighting, and other behaviors. (See page -- in this handbook under General Rules of Conduct.)

Academic Achievement: Promotion and Retention

Grades 1-8

Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (TEKS) for all subject areas and a grade of 70 or above in Language Arts and Mathematics and a grade of 70 or

above in either Science or Social Studies. Summer school may be offered for students who do not meet the specified criteria. Attendance in summer school does not guarantee promotion.

Grades 9-12

- Grade-level advancement for students in grades 9-12 shall be earned by course credit and a grade of 70 or higher shall be considered a passing grade.
- The parent/guardian of a student who has not successfully completed a subject or course for any semester or trimester shall be notified by the District as soon as possible regarding any summer program available in the District that may permit the student to successfully complete the failed subject(s) or course(s).
- Credit for a course shall be awarded if a student had satisfactorily met all state and local requirements. A student shall either:
  a) Be enrolled in and complete a course that meets State Board instructional time requirements with a passing grade; or
  b) Meet standard requirements of the course, regardless of the time the student has been enrolled in the course.
- A student who makes below a 70 on a scale of 100 must repeat that semester or trimester.

Homework: A suggested time allowance recommended for homework is 10 minutes per grade level. For example, 3rd – 30 minutes; 4th – 40 minutes; 5th – 50 minutes; 6th – 60 minutes. GISD recognizes that family time is important therefore, teachers are encouraged to give special consideration for Wednesday, weekends, & holidays.

Late Work: Teachers may deduct up to 10 points daily for late work for 1st – 6th. After the 3rd day, the student may receive a "0". (for example, if the student earns an 80 on a late paper, he/she would receive a 70 if it were one day late.) The teacher shall contact the parent after the 3rd late day.

Limited English Proficient Students: In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining the methods to allow the student to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in primary language
2. Assessment using ESL methodologies
3. Assessment with multiple varied instruments

Make-up Work: Students may make up assignments and tests if the absence is excused, or have prior approval from the principal, or is the result of school-sponsored activities. Students have the number of days absent, plus one day, to finish makeup work. Long term assignments or projects, assigned well before the absence, may be due upon return.

Minimum Number of Grades Per Period: The teacher will document a minimum of two (2) grades per week in the content areas of Reading/English Language Arts and Mathematics. In all other content areas, the teacher may document only one per week as appropriate.

Student Success Initiative: In addition to the above standards of mastery and promotion, students in grade 3 must meet the passing standard established by the State Board on the TAKS Reading required under state law in order to be promoted to the 4th grade.

Students with Disabilities: Promotion standards and appropriate assessment and acceleration options, as established by individual education programs (IEP) or grade level classification of students eligible for special education, shall be determined by the ARD committee.

HALLS AND CORRIDORS

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from a teacher. The hall pass must be visible while the student is in the hall.

Hallways should be kept clear of books, backpacks, trash and debris.

HOMEBOUND

Students with disabilities that prohibit daily attendance for an extended period of time may be served with homebound services.

Parents' request for homebound services shall be made to an administrator or counselor. A packet will be made available to the parent and the request for homebound services will be processed when the packet is completed by the parent and physician and is returned to the campus. That packet contains 1) Parents Rights Booklet; 2) Consent to Request Information; 3) OHI Eligibility Form; and 4) Request for Homebound Services.

When the completed packet is returned to the campus, the administrator or designee will notify the campus diagnostician and schedule an Admission/Review/Dismissal (ARD) meeting. The ARD committee will determine eligibility for services, extent of services and projected length of service, and will develop the goals and objectives for an Individual Educational Plan (IEP).

Certified instructional faculty will provide a minimum of four (4) hours of instruction per week. The instructor shall serve as a liaison between the school and home. A weekly attendance sheet will be utilized and shall be submitted to the attendance clerk on the student's home campus.

When homebound services are no longer needed, a dismissal ARD or 504 committee meeting must be scheduled.

HOMELESS

In accordance with the McKinney-Vento Homeless Assistance Act of 2001, Granbury Independent School District will provide services for students who are considered homeless. Parents are required to fill out a Student Residency Questionnaire to determine eligibility. If eligibility is determined, students will be able to immediately enroll without school records, medical records, proof of residency, or other documents. Students will be able to attend school while records are obtained.

Granbury Independent School District's Homeless Liaison will coordinate area agencies to provide clothing, shelter, immunizations, and school supplies for homeless students as needed. The District's Homeless Liaison may be contacted at 600 West Bridge Street, Granbury, Texas 76048 or 817-408-4070.

Parents or guardians who are homeless may choose to enroll their children (or, unaccompanied youth may choose to enroll) in a public school in the attendance area where they are living. Transportation services will be provided to homeless students to the extent feasible with the request made by the parent or guardian regarding school selection. Granbury Independent School District will provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by parent, guardian, or youth.

HOMEWORK

Homework deserves special attention to ensure its value in the learning process and to avoid frustrating the student, teacher, or parent. The assignment should serve as reinforcement of learning at the level of independent practice. The review or grading of the work should provide immediate feedback to the student and inform the teacher of student progress toward mastery. **Students in advanced courses may expect differentiated assignments that could require more time outside the classroom.**

Reason for Homework:

1. To expand, reinforce, or enrich regular class work
2. To build interest in reading and learning
3. To hold students accountable for work missed due to absences
4. To encourage parent-awareness of student learning
5. To provide an opportunity to pursue special interest or ability areas
6. To increase learning time
7. To establish independent study skills
8. To complete work started in class

Student Responsibility in Regard to Homework:

1. Make sure he/she understands the homework assignment(s) before leaving school
2. Take home all necessary homework and materials needed to complete the assignment(s)
3. Have an organized means of keeping and carrying homework to and from school
4. Arrange for a place to work and have a regular time to study
5. Schedule time for homework that is compatible with family and/or after school activities
6. Do homework with a minimum of parental help
7. Do homework assignments as carefully and neatly as in-school work
8. Complete homework on time and be sure it is turned in on time
9. Budget time for long-term projects
10. Be accountable for all required work that is missed due to absences

Parent Responsibilities:

1. Provide necessary assistance and a positive, supportive attitude and encourage good study habits.
2. Promptly communicate any concerns or questions regarding homework assignments to the teacher. Encourage the child to seek additional help from the teacher, if needed.
3. Provide an appropriate time and environment for study and learning. A parent should look at the homework and show an active interest in it. DOING the homework for the student will not help the child learn the necessary skills.
4. Monitor television, radio and outside activities to be sure the student has sufficient study time.
5. Encourage student to attend tutorials before school, during lunch, after-school and evening tutorials for assistance with homework and studying.

IDENTIFICATION CARDS

Because of the large number of students on the secondary campuses and the need to be able to identify any student immediately, all students in grades 7-12 will be required to carry a student identification card. The card will also be used to check out library books and to provide special privileges based upon six weeks grades. The first card will be provided free of charge each year. If the card is lost or stolen, students will be charged $5.00 for a replacement. Identification cards may be issued to students in grades PK-6 to be used for library services**.**

INSTRUCTIONAL TELEVISION

The District provides the opportunity for students in grades 7-12 to view a 12 minute educational program on current events and news items, two minutes of which contain commercial advertising. A parent who prefers that his or her child not view any commercial broadcast at school should notify the building principal in writing. An alternative supervised assignment will be made for the student.

INSURANCE

The school provides student accident insurance for all students when they are participating in UIL or extracurricular activities. At the beginning of the school year, student accident insurance is made available for purchase for any parent who wishes coverage for his/her child. **The school is not liable for any doctor bills, or any expenses incurred as a result of injury to students while at school or engaged in a school activity.**

LAW ENFORCEMENT

Questioning of Students:

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of ~~Protective and Regulatory Services~~ Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

LOCKERS

Lockers, which are provided for convenience and use for students, remain under the jurisdiction of the school even when assigned to an individual student. A student has the full responsibility for the security of the locker and may place a lock on the locker if so desired. A student is responsible for keeping the locker closed, neat and clean. Those who place a lock on their locker must provide the principal's office with a key or combination. If students do not comply with this regulation, the lock will be removed from the locker. The school reserves the right to inspect all lockers and searches of lockers may be conducted at any time there is reasonable cause to do so or to check the health, safety and welfare of students whether or not a student is present. Students shall not place, keep, or maintain any article or material in lockers that is forbidden by District policy.

No locks are permitted in elementary or intermediate school.

LOST AND FOUND

Lost and found articles are to be turned in to the office and the owner may claim these items by making proper identification. Students should never carry large sums of money to school. The school will not be responsible if money is lost or stolen. If an article of value is lost or stolen, it should be reported to the principal's office immediately. **Unclaimed articles will be donated to charity at the end of the semester.**

MEDICAL INFORMATION

Clinic: Duties of the nurse are to aid in maintaining good health and to take care of injuries that occur at school until a parent can be notified. The nurse is not equipped to care for ill students, but only to provide a place to wait to be picked up when they become ill at school. If a student is not ill enough to leave school, he/she will be returned to his/her classroom. Students who become ill at school are NOT to call home and ask their parent to come after them. The school nurse will make the decision to phone home.

Communicable Diseases: Parents of students with a communicable or a contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. Students with certain diseases are not allowed to come to school when their disease is contagious. These diseases include chicken pox, diphtheria, viral gastroenteritis, head lice, viral hepatitis Type A, impetigo, influenza, measles, German measles, bacterial meningitis, mumps, pink eye, polio, ringworm, salmonellosis, scabies, shigellosis, streptococcal sore throat and Scarlet Fever, pulmonary tuberculosis, and whooping cough, or a fever.

Emergency Medical Treatment: Parents are asked to complete an enrollment card each year that includes parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by parents as necessary, including emergency names and phone numbers to contact.

Immunization: *[See Board Policy FFAB(LEGAL)]* ~~All students must be immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. The immunizations required are: diphtheria/tetanus, polio, measles, mumps, and rubella. The school nurse can provide information on the required doses of these vaccines. Proof of immunization may be personal records by a licensed physician or public health clinic with a signature or rubber-stamp validation.~~

~~If a student should not be immunized for medical reasons, the student or parent must present a certificate, signed by a U.S. licensed physician, which states that, in the doctor's opinion, the immunization required would be detrimental to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed annually unless the physician specifies a life-long condition~~.

~~If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent if the student is a minor) that states that the immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed annually.~~

~~Vaccine requirements for Texas Children are as follows:~~

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of Health, Immunization Division , can be honored by the District. The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus influenzae type B, poliomyelitis, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

School Entry Vaccination Requirements

DTaP	5 doses, unless fourth dose was administered on or after the 4th birthday
Polio	4 doses, unless third dose was administered on or after the 4th birthday
Measles	2 doses by Kindergarten entry
Rubella	1 dose by Kindergarten entry
Mumps	1 dose by Kindergarten entry
Hepatitis B	3 doses Grade 2004-05 K-5; and 7-10 2005-06 2005-06 K-11 2006-07 K-12
Varicella	1 dose Grade 2004-05 2004-05 K-4; and 7-10 2005-06 2005-06 K-5; and 7-11 2006-07 2006-07 K-12 (If the first dose is received after age 13, two doses are required)

Childhood Immunizations As Recommended by the Texas Department of Health

AGE	BIRTH	1 MO	2 MO	4 MO	6 MO	12 MO	15 MO	18 MO	24 MO	4-6 YRS
VACCINE										
Hepatitis B	Hep B #1 [only if Mother HBsAg (-)]									
		Hep B #2			Hep B #3					
DTaP			DTaP	DTaP	DTaP		DTaP			DTaP
Hib			Hib	Hib	Hib	Hib				
Polio			Polio	Polio	Polio					Polio
MMR						MMR #1				MMR #2
Varicella						Varicella				
Pneumococcal			PCV	PCV	PCV	PCV				

~~Younger than 2 months:~~

- ~~No vaccines required~~

~~2 months through 3 months:~~

- ~~One dose polio vaccine~~
- ~~One dose DTP/StaP vaccine~~
- ~~One dose Hib vaccine~~

~~4 months through 5 months:~~

- ~~Two doses polio vaccine~~
- ~~Two doses DTP/DtaP vaccine~~
- ~~Two doses Hib vaccine~~

~~6 months through 11 months:~~

- ~~Two doses polio vaccine~~
- ~~Two doses HIB vaccine~~
- ~~Three doses DTP/DtaP vaccine~~

~~12 months through 14 months:~~

- ~~One dose MMR vaccine received on or after first birthday~~
- ~~Two doses Hib vaccine~~
- ~~Three doses polio vaccine~~
- ~~Three doses DTP/DtaP vaccine~~

~~15 Months through 4 years:~~

- ~~One dose MMR vaccine received on or after first birthday~~
- ~~One dose Hib vaccine on or after 15 months of age, unless a primary series and booster have been completed.~~
- ~~Three doses polio vaccine~~
- ~~Four doses DTP/DTaP (Fourth dose not required until 18 months.)~~

~~5 years through 6 years:~~

- ~~Three doses polio vaccine including one received on or after the fourth birthday~~
- ~~Four doses DTP/DtaP vaccine including one received on or after the fourth birthday (proof of pertussis vaccination not required for children 5 years of age or older)~~
- ~~One dose MMR vaccine received on or after the first birthday~~
- ~~Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR)~~

- ~~(Effective 8-1—98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine~~

~~7 years and older:~~

- ~~Three doses polio vaccine including one received on or after fourth birthday~~
- ~~Three doses DTP/DtaP vaccine including one received on or after fourth birthday and one dose within the last 10 years~~
- ~~One dose MMR vaccine received on or after first birthday~~
- ~~Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR)~~
- ~~Children born between September 1, 1978 and September 1, 1991 (inclusive) must show proof of two doses of measles vaccine within 30 days after their 12 birthday (this dose may be received as part of a second MMR)~~
- ~~(Effective 8-1-98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine~~

Lice Policy: If live lice are detected on a student, the student will be sent home for treatment. Upon returning to school, the student must first report to the school nurse. The nurse will check the child for live lice. If no lice are found, the students may return to ~~school if the nurse does not detect live lice~~ class. Nits (egg sacs) need to be removed as thoroughly as possible since many medications do not penetrate the eggs in order to kill the young lice.

The screening of students for lice will be done in the nurse's office in order to respect the privacy of the student. If live lice are detected on the student, the entire class will be screened in private. In grades PK-6, parents will be notified if live lice are detected in their child's classroom.

Medication Policy: All medications, prescriptions and non-prescription, that need to be taken at school must be administered in the nurse's office. This will include all medications that are taken either orally or by injection, including the monitoring of blood glucose levels and any other procedure where exposure to blood is possible. Prescription drugs, in the original container, will be administered if specific written permission is given by the parent and the medication is delivered to the nurse or principal by an adult. **Non-prescription drugs** such as aspirin, ibuprofen, herbs, and vitamins **will be administered upon presentation of the medication form. Medication may not be transported by the student to or from school on the school bus.**

Meningitis: Acute meningitis may be caused by a variety of organisms including viruses, bacteria, fungi, mycoplasma, and parasites. Viral or aseptic meningitis or meningoenciphalitis is an acute inflammation of the meninges that may or may not involve parts of the brain as well. The most common causative agents are enteroviruses, but no cause is determined in the majority of cases. Severity of symptoms is determined by the extent of tissue involvement. Onset is generally gradual and may be preceded by a nonspecific febrile illness. Headache and hyperesthesia are the most commonly reported symptoms in children and adolescents. Nausea, vomiting, leg pain, and photophobia are also common.

Bacterial meningitis is one of the most potentially dangerous infections in children. The most common causative organisms in children 2 months to 12 years of age are *S. pneumoniae, N. meningitides* (see below), and *H. influenzae* type b. Onset of symptoms is usually gradual and may be preceded by several days of upper respiratory symptoms. Increased lethargy and irritability follow.

The bacteria are passed between people who are in close contact through coughing, sneezing, nasal discharge, saliva, and touching of infected secretions. It can be spread by sharing eating utensils, drinking cups, water bottles, and kissing. While household contacts are at the highest risk of contracting this illness, others sharing these exposures are at risk as well.

Stop-spread guidelines:

- The best way to prevent spread of meningococcal disease is to alert everyone that a case has occurred so that appropriate preventive treatment can begin.
- Anyone having close contact with the ill person (e.g., household members and friends sharing eating and drinking utensils, sharing water bottles, or kissing) in the 2 weeks prior to the onset of symptoms should take antibiotics, e.g., refampin, per licensed prescribed order, to lower the risk of the spread of the disease. Treatment of all close contacts should be done within the first 2 weeks of diagnosis of the first case, but preferably as soon as possible within the first 24 hours. Deciding who is a close contact can be established by consulting with the school nurse, school physician, and/or local board of health.
- Inform parents and staff that antibiotics do not provide absolute protection against disease. Therefore, any student or adult who develops symptoms such as fever or headache requires prompt evaluation by a health care provider.

- **Varicella (Chicken Pox)**: Varicella (Chicken Pox) illness is characterized by a generalized, itchy, blister-like rash, with mild fever and fatigue. The rash appears as red bumps, which quickly become blistered, ooze, and then crust over. New spots continue to appear for about three to four days. The spots will dry up and scab over before falling off.

The Varicella (Chicken Pox) vaccine is now available and is recommended between 12 and 18 months of age, or at any age if a child has not had chickenpox. If a child has not had the illness or vaccine by age 4, they must receive the Varicella (Chicken Pox) vaccine prior to attending school.

Physical Education Classes: The District is committed to the total development of all students, therefore, all students who are enrolled in a physical education class will participate in physical education activities. In response to a parent request, **the principal or designee** may excuse a student from physical education one day at a time. **Three or more days or a permanent excuse from physical education requires a doctor's statement.** A student's refusal to fully participate by dressing in recommended dress will result in a reduction in grade.

PEST CONTROL AND ASBESTOS INFORMATION

Pesticides: This district periodically applies pesticides. Information concerning these applications may be obtained from Larry Gehrke at (817) 408-4170

Asbestos: The Asbestos Management Plan is available for public inspection in the Central Office. It contains information about inspections, response actions, and post-response action activities.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Students in kindergarten and grades 1, 3, 5, 7 and grade 9 will be screened for vision and hearing problems annually at any time during the reporting year prior to May 31.

Due to the rise in occurrences of childhood obesity, youth onset type 2 diabetes, and cardiovascular related diseases, the state of Texas is requiring students in grades 3, 5, and 7 be screened for Acanthosis Nigircans, a medical condition that signifies disorders such as hyperinsulinemina and insulin-resistance.

Students in grades 6 and 9 shall be screened for abnormal spinal curvature before the end of the school year.

A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member.

A student desiring to participate in the UIL athletic competition shall submit annually a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

PLEDGES

~~Students will pledge allegiance to both the United States Flag and the Texas Flag, and be given the opportunity to have a one-minute silent meditation period daily. Students may be exempt upon written request from parents~~.

Texas law requires students to recite the Pledge of Allegiance to the united States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. [See policy EC for more information]

PROTECTION OF STUDENT RIGHTS

The school will notify parents of the right to inspect all instructional materials to be used in connection with a survey or evaluation as part of a federally funded program. Parents will be notified before such a survey, analysis, or evaluation is administered, and parent consent (or student consent if 18 or older) will be requested if information regarding any of the following is part of the survey, analysis, or evaluation:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals of other individuals with whom the student or student's family has close family relationships.
- Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers.
- Income, other than as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

RANDOM DRUG TESTING

Any student in grades 7-12 who is a member of a campus organization that engages in extracurricular activity competition shall be subject to mandatory student drug testing. The testing shall be done in accordance with accepted practices and procedures established by the drug-testing laboratory affiliated with the District. The testing parameters shall be set at industry-accepted standards as defined by the National Institute for Drug Use.

The district will also allow any student in grades 7-12 who is not subject to mandatory drug testing to voluntarily be added to the random drug testing pool. A student (with parental consent) or parent may make the request for the student to be included in the random test program.

Student privacy shall be protected to the maximum extent possible. Records of test results shall be kept confidential and provided only to District administrators and other personnel responsible for administering this program.

Students testing positive on a random test will be subject to suspension from extracurricular competition for a period established by district policy, will be required to attend counseling sessions and must complete a written assignment prior to reinstatement of eligibility for competition.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning or have the parent personally appear at the principal's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

School officials may search lockers, personal items or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found.

The District shall use trained dogs to sniff out and alert officials to the presence of concealed prohibited items, illicit substances and alcohol. This action is implemented in response to drug and alcohol related problems in District schools with the objective of maintaining a safe school environment conducive to education.

Students found to be in possession or control of prohibited items will be subject to disciplinary action in accordance with the Student Code of Conduct. A citation may also be issued by law enforcement officers.

SEXUAL HARASSMENT

The District believes that every student has the right to attend district schools and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The district considers sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, the principal or designee, the counselor, or nurse. Students and/or parents may also talk to Jan Van Dorn, in the Superintendent's office at 817-408-4009.

A complaint alleging sexual harassment by another student, or sexual harassment or sexual abuse by a staff member shall be presented by a student and/or parent in a conference with the principal or with the Title IX Coordinator, Jan Van Dorn, who will coordinate an appropriate investigation, which ordinarily will be completed within ten days. The student or parent will be informed if extenuating circumstances delay completion of the investigation.

The student will not be required to present a complaint to the person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent may request a conference with the Superintendent or designee by following the procedure set out in Board policy FNCJ(LOCAL). If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

SKATEBOARDS ROLLER BLADES/BICYCLES

Bicycles are permitted on GISD property but must be kept on sidewalks. Bicycles are not to be ridden on any grass field, playground, or track. The District is not responsible for bicycles.

Skateboards, skates or roller blades are ***NOT*** permitted on GISD property at any time. Students with skateboards, skates or roller blades on school premises after school hours are subject to arrest and charges of trespassing.

SPECIAL PROGRAMS

The District provides special programs for students with special needs. Students or parents with questions about these programs should contact the building principal who can answer questions about programs and services, as well as eligibility requirements. Special programs include:

- **Bilingual Program:**
  The goal of the Bilingual Program is to enable limited English proficient students to become competent in comprehension, reading, speaking and composition of the English language. This program will also continue development of their native language through the use of the students' first language and the integration of second language acquisition methods. The Bilingual Program shall emphasize the mastery of English language skills and the students' native language skills as well as mathematics, science and social studies as integral parts of the academic goals for all students. This will enable limited English proficient students to participate equitably in school. The curriculum content of the program is based on the essential knowledge and skills established by the state.

- **Compensatory Education:**
  State Compensatory Education is a program designed to improve and enhance the regular education program for students in at-risk situations. The purpose is to increase the achievement and reduce the dropout rate of identified students in at-risk situations.

- **ESL (English as a Second Language):**
  The goal of English as a second language program is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. The basic curriculum content of the program is based on the essential skills and knowledge by the state.

- **Special Education:**
  Special Education services are offered to students with disabilities to meet individual educational needs and are provided without cost to the eligible student or to the parents. A free appropriate public education is available from birth until age 21 for students with auditory and visual impairments and from ages 3-21 for all other eligibilities.
  In order to meet educational needs of all identified children, a full continuum of services is provided. Service delivery alternatives are available ranging from consultation to mainstream teachers, content mastery, resource, speech therapy, life skills, transition services, homebound, preschool programming for children with disabilities, visually impaired services, vocational programming and deaf education services. The district is committed to provide special education services based on best practices.

- **Title I:**
  Title I is a Federal aid program for schools in the United States. The goal of Title I is to provide a high quality education for every child. The program provides additional help with instruction for students who need it the most. Students who are at risk of not meeting the state's essential skills and knowledge requirements are the most in need. Schools with high poverty levels have access to Title I resources. Funding for each campus is based on the number of low-income families.

- **Testing Options for Learning Difficulties**: If a child is experiencing learning difficulties, the patent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

  At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

  If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities.

  The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Cheryl Meger at 817-408-4050.

- **Advanced Academics (formerly Gifted/Talented):** The Advances Academic classes in Granbury ISD encompasses grades Kindergarten through 12 and utilizes a variety of programs that are designed to meet the needs of the gifted/talented learner. All classes are TEKS (Texas Essential Knowledge and Skills) based with major emphasis on performance based learning through projects, Future Problem Solving, Pre-Advanced Placement and Advanced Placement classes. These projects and programs provide students a differentiated curriculum that includes depth and complexity of learning. For more information contact your schools Counselor.

- **Career & Technology (CATE)** Career and technology programs in Agricultural Science and Technology, Business and Office Education, Home Economics, Technology Education and Industrial Technology, Marketing, Trade and Industry, and Media Technology are offered. Admission to these programs is based on grade classification, age, attendance, and application. Lack of English language skills will not be a barrier to admission and participation in all educational and career/technical programs.

STUDENT ASSESSMENT

Granbury ISD uses a variety of assessment during the school year to assess progress.

The Texas Assessment of Knowledge Skills (TAKS), a criterion-referenced test, is required in Reading and Mathematics of all students in 3rd through 11th grades. TAKS Writing is required of students in 4th, 7th, 10th and 11th grades. TAKS Social Studies and Science is required in 8th, 10th and 11th grades. Please refer to the district calendar for test dates.

Iowa Test of Basic Skills (ITBS), a norm-referenced test, is administered to students in grades 3-6 to access progress. The Cognitive Ability Test (CogAT) is given to students in 3rd grade. The assessment results are used to evaluate a variety of district programs such as Advanced Academics, Reading, and Math.

Students are also assessed according to each grade level's benchmarking system. Kindergarten through 2nd grade students are assessed in reading through the Texas Primary Reading Inventory (TPRI). 3rd through 8th grade students prepare for the TAKS by taking TAKS released tests. The results of these tests are used to evaluate each individual student's strengths and weakness that will be used in planning instruction.

Additional Guidance:

- All grading standards must be horizontally aligned within the district by department.
- Accelerated Reader points should always be a positive incentive and should never be used to negatively impact a student's academic grade. Extra credit grades may be given for AR.
- No grades will be given in tutorial classes (example: TAKS remediation, language lab).

Permanent Record and Other Purposes: Numerical scores shall be maintained in the permanent records for grades 2-8 and used on all academic achievement records (transcripts) for grades 9-12. Numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in extracurricular and other activities.

Grade Conversion Scale: When letter grades are used, the following conversion table shall be in effect:

90-100 = A
80-89 = B
70-79 = C
69-below = F

Report Cards: At least once every six weeks, the District shall give written notice to parents of students' grades in each class or subject. ("Parent" includes legal guardian.) For students in alternative programs (see Board Policy EIE) the report shall clearly specify the instruction level at which the student is functioning. The notice shall provide for the signature of the parent and must be returned to the District.

If in any class or subject a student receives a grade of less than 70 on a scale of 100, the grade notice shall state the need for a conference between the appropriate teacher and the parent. Teachers shall advise parents in the grade report whether students are recommended or required to attend tutorials in the subsequent six weeks' grading period. The number of student absences will be included in the report to the parents at the end of each six weeks' period. This shall be reported by the principal's office as the total number of absences per six weeks.

Report cards will be distributed the week following each grading period. Elementary and intermediate report cards will be sent with students and secondary report cards will be mailed. Kindergarten and pre-kindergarten students' progress shall be reported to parents by checklist.

Three Weeks Reports: At the end of the first three-weeks of a grading period, the teacher shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the teacher. This is not intended to be a detailed report, but should be a brief notice of a potential problem. The parent will be requested to schedule a conference with the teacher of that class or subject.

STUDENT RECORDS

General Record Information: A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. **A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights**. The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of a written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, or the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Program (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grades in a course through this process. Parents or the student have the right to file a complaint with the U. S. Department of Education if they believe the District is not in compliance with the law regarding student records. Copies of student records are available at a cost of $.10 per page, payable in advance. Parents may be denied copies of a student's records:

1. After the student reaches age 18 and is no longer a dependent for tax purposes;
2. When the student is attending an institution of post-secondary education;
3. If the parent fails to follow proper procedures and fails to pay the copying charge; or

4. When the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within 10 school days after the issuance of this handbook.

Directory information includes:

- a student's name,
- address,
- telephone number,
- date and place of birth,
- participation in officially recognized activities and sports
- weight and height of members of athletic teams,
- dates of attendance,
- awards received in school, and
- most recent previous school attended.

Further information with regard to the Family Educational Rights and Privacy Act of 1974 is located in the office of the superintendent and may be examined at the request of the parent.

Special Education Records: Requests to inspect and review the special education records will be directed to the Director of Special Education Services and an appointment with the appropriate school personnel will be scheduled without necessary delay. The appropriate personnel upon request will interpret any information in the records. Amendments to the records will follow operational guidelines established by state and local policies. Student eligibility folders will be maintained within the Special Education Services office at least seven years after the cessation of services to the disabled students. After that time records will be destroyed unless written requests not to destroy the records have been received from parents or adult disabled students.

STUDENT RIGHT TO PRAY

The school recognizes a student's right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

TELEPHONE USAGE AND MESSAGES

Parents should make special transportation or after school arrangements with children before they arrive at school. **Campuses cannot assume responsibility for delivery of messages**.

Students and/or parents of students should plan not to receive or make telephone calls during school hours. **Classes will not be interrupted to deliver messages except in cases of emergency.**

TESTING/STUDENT ASSESSMENT

The District will administer state mandated criterion referenced tests and norm-referenced tests annually and language assessments for students in special programs as mandated by law.

Six Weeks & Trimester: Six weeks and multiple unit tests may be given at grades 7-12. Trimester examinations will be administered in grades 10-12 on a prearranged schedule at the end of each trimester. No early trimester/semester exams will be administered.

Unit Testing: Tests will be given at the end of learning segments or units as appropriate to determine student mastery of the Texas Assessment of Knowledge and Skills as stated in the state documents, district curriculum documents and/or a student's individual education plan.

TAKS Testing: Annual criterion-referenced (TAKS) testing in mathematics and reading is required for all students in grades 3 through 8. Additional TAKS testing in social studies, science and writing is required for all students in grades 4 and 8.

- Students in grade 10 will be tested in writing, reading, and mathematics on an exit level TAKS test, which must be mastered before a student is eligible to graduate from high school. Students not mastering any section of that test when administered in grade 10 will have the opportunity to retest any section(s) not mastered.
- Students on all grade levels who fail to master sections of the TAKS tests may be required to participate in remedial activities designed to assist them in acquiring essential skills needed to master these tests.

End-of-Course Testing: End of course tests will be administered to students according to state law. These test grades may be used to enhance a student's performance grade for the semester or year. Options will be determined for the grade level and may include any of the following

- In lieu of a six weeks' or trimester exam.
- In lieu of some other activity or grade.
- As added points to raise grade.

Under no circumstances will end-of-course test scores be used to lower a student's grade.

NOTE: No school-related activities or building usage may be scheduled on any grade level the evening before or the day of any scheduled TAKS test at any grade level, except exit retest. Parents are encouraged to help students get plenty of rest and come prepared to give their best effort on these days.

2004-05 TESTING SCHEDULE

September 21	PLAN 10th Grade GHS
September 23	ASVAB
September 25	ACT (GHS)
October 9	SAT (GHS)
October 13	PSAT Test (GHS) & PSAT Test (Middle School)
October 12 - 22	ITBS, Grades 3, 4, 5 & 6
October 19	TAAS Exit Writing & TAKS Exit English L/A (retest)
October 20	TAAS Exit Math & TAKS Exit Math (retest)
October 21	TAAS Exit Reading & TAKS Exit Social Studies (retest)
October 22	TAKS Exit Science (retest)
October 23	ACT
November 6	SAT
November 10 -11	GHS Trimester Exams
December 4	SAT
December 11	ACT
January 22	SAT
February 12	ACT
February 22	TAKS Writing, Grades 4 & 7
February 22	TAKS Reading, Grade 9
February 22	TAKS English L/A Grade 10, Exit, & Exit (retest)
February 22	SDAA Writing, Grade 4 & 7
February 22	TAAS Exit Writing (retest)
February 23	TAAS Exit Math & TAKS Exit Math (retest)
February 23	TAKS Reading, Grades 3 & 5
February 23	SDAA Reading, Grade 9 & English L/A Grade 10
February 24	TAKS Exit Social Studies (retest)
February 24	TAAS Exit Reading (retest)
February 25	TAKS Exit Science (retest)
February 23-24	GHS Trimester Exams
March 12	SAT
April 5	TAKS Math Grade 5
April 9	ACT (GHS)
April 19	TAKS Math, Grades 3, 4, 6, 7, 8, & 10
April 19	SDAA Math, Grades 3, 4, 5, 6, 7, 8, 9, & 10
April 19	TAAS Exit Writing, (retest)
April 19	TAKS Exit ELA (retest graduating seniors only)
April 20	TAKS Reading, Grades 3 & 5 (retest), 4, 6, 7, & 8
April 20	SDAA Reading, Grades 3, 4, 5, 6, 7 & 8
April 20	TAAS Exit Math, (retest)
April 20	TAKS Exit Math & (retest graduating seniors only)

April 21	TAKS Science, Grade 5
April 21	TAKS Exit Social Studies & (retest graduating seniors only)
April 21	TAAS Exit Reading, (retest)
April 21	TAKS Social Studies, Grades 8 & 10
April 21	TAKS Math, Grade 9
April 22	TAKS Science, Grade 10
April 22	TAKS Exit Science & (retest graduating seniors only)
May 7	SAT
May 2-6 & 9-13	AP Advanced Placement Exams
May 2 - 13	CogAT Grade 3
May 17	TAKS Math Grade 5 (retest)
May 25-26	GHS Trimester Exams
June 4	SAT
June 11	ACT
June 28	TAKS Grade 5 Math (retest)
June 29	TAKS Grade 3 & 5 Reading (retest)
July 12	TAKS Exit English L/A (retest) & TAAS Exit Writing (retest)
July 13	TAAS & TAKS Exit Math (retest)
July 14	TAKS Exit Social Studies (retest) & TAAS Exit Reading (retest)
July 15	TAKS Exit Science (retest)

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Students:

- are responsible for the care and return of the books. Students who are issued a damaged book should report that fact to the teacher.
- are required to use these books carefully.
- are to cover books, and to keep them covered, as directed by the teacher.
- will be charged for damaged textbooks and replacement of lost textbooks.

TOBACCO USE/POSSESSION

Students, patrons or staff shall not possess or use tobacco products, including, but not limited to cigarettes, cigars, pipes, snuff, or chewing tobacco, while under the school's jurisdiction, at any school-related activity, on school premises, or within 500 feet of school premises.

In accordance with the law and Board Policy DH, Granbury ISD campuses are smoke-free and employees shall not use tobacco products within District buildings, in District vehicles, or in the presence of students at school or school-related activities.

TRAVEL – SCHOOL SPONSORED

Students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. However, the principal may make an exception to this requirement under the following circumstances:

1. The parent personally requests that the student be permitted to ride with the parent; or
2. On the day before the scheduled trip, the parent presents a written request that the student be permitted to ride with an adult designated by the parent.
3. The principal may determine that extenuating circumstances warrant that the student not be required to travel with the group. This determination will be made on an individual basis for a single trip. Special exceptions will be determined by the principal if written notice from the parent is given to the principal at least 24 hours in advance.

Travel Permits: In order to ride a school bus to and from extracurricular activities sponsored by Granbury schools, a student must have on file, in the principal's office, a travel permit. The permit gives parental consent for a student to go on trips and also states that the student will return by bus unless picked up by the parent or guardian.

TUTORIALS

The District provides tutorial services ~~at District schools~~ on all campuses. ~~It shall require a~~ Students whose grade in a subject for a reporting period is lower than 70 need to attend tutorials.

VANDALISM & DAMAGE TO SCHOOL PROPERTY

Students shall not vandalize or otherwise damage or deface any property, including furniture and other equipment, belonging to or used by the District or District schools. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law. Students may be subject to criminal penalties.

VEHICLES

All vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so, with or without the presence of the driver. The driver has full responsibility for the security of his or her vehicle and must make certain it is locked and that the keys are not given to others. The driver shall be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons, that are found in his/her car, and will be subject to disciplinary action by the District, ~~as well, as~~ and referred for criminal prosecution.

No student may drive to middle school campuses.

VISITORS

Parents and other visitors are always welcome to visit District schools and are encouraged to do so. **All visitors** must first report to the principal's office before going to any area on the campus. **Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment**. A parent who wishes to talk to a teacher regarding his/her child shall call the office or write a note to the teacher requesting an appointment. Only parents, guardians or other appropriate adults will be allowed to visit the school. Please do not ask to bring friends from out of town or from other schools to visit classes.

USE OF BUILDINGS

Buildings are not to be occupied by students after school hours unless they are supervised by a teacher or have permission from the school administration.

WITHDRAWALS

Parents should inform the school of their intent to withdraw their children from school at least one day before the student's last day, so that records can be cleared, a signed report card, and book card can be made ready. Each student is involved with several teachers, so it takes time to gather the necessary information.

ADDITIONAL
ELEMENTARY/ INTERMEDIATE INFORMATION

Gum: Chewing gum is not permitted at school.

Supplies: Parents shall provide all supplies necessary for each student to do the best possible work in school. The child's name should be put on all supplies, lunches, coats, sweaters, etc. Each year many good items, which lack identification, are left by students, and never claimed by their owners.

Forms: It is absolutely necessary that certain forms be on file for each student. Read and respond to any notes sent home with the child. Keep the school informed of current address and telephone numbers where parents can be reached. School personnel will not transport your child home.

Parties: There will be three parties during the year in each classroom. These parties are planned for the pupils in the class. If you are not a room mother/father or helper, please do not plan to attend or bring younger children. Parents are at times asked for donations of party items, but should not be asked to donate cash. Baked goods must be store bought and brought to school in store packaging. For safety reasons, no home baked goods should be brought to school.

Lunch: Please have the child bring his/her lunch or buy it at school every day. It is disruptive for parents to bring lunches to students after class has started.

Discipline: A list of classroom and campus rules will be sent home. Disciplinary action shall be taken at the teacher's discretion in accordance with set classroom rules (e.g. loss of privileges, time-out). The teacher shall make contact with the parent either by phone or in person when discipline problems arise.

Referral to office will be made only after other discipline techniques have failed. Except in extreme cases, a discipline referral form shall accompany the student to the office. Corrective action is made at the principal's discretion. (e.g., removal from class for a specified time, emergency removal from class, referral to outside agencies, behavior contracts, assigned work tasks, detention, I.S.S. - length of stay to be determined by principal, or corporal punishment.

Teacher-Parent Conference: You will be asked to attend a conference with your child's teacher. Kindergarten conferences will be used instead of a checklist for the first reporting period.

Lockers: Locks are not to be placed on lockers at the elementary or intermediate grade levels. No valuables should be placed or left in lockers.

Visitors: All visitors must check in at campus office.

~~**Clubs:** None at Elementary/Intermediate grade level~~.

Your child's teacher is_____

Conference time:_____

ADDITIONAL MIDDLE SCHOOL INFORMATION

BAGS

Bags will not be allowed in the classroom nor will they be allowed to be stored in the hallway for safety purposes. They must fit in the student's locker and should be kept there during the school day. The school is not accountable for lost items.

GRADING POLICY

Philosophy: Frequent and comprehensive measurement of student achievement is a critical element of both student and school success. That measurement is gained through teacher-designed tests, informal teacher observations, projects, demonstrated skills, daily work, criterion-referenced tests and through other means. The results of evaluation are used to provide feedback to students and their parents, to determine what must be learned and to improve student performance and instruction.

Application: The following guidelines will be used in student evaluation:

- Major evaluations consist of exams, projects involving significant time and effort, important performances, demonstrations of skills and other assessments of a comprehensive nature. Major evaluations may range from 33% to 67% of a six weeks grade. There will be a minimum of two major evaluations during each six weeks.

- Minor evaluations consist of homework, daily work, minor quizzes or tests, brief demonstrations of skills, oral or board work, daily performances or other assessments of a limited nature. Minor evaluations may range from 33% to 67% of a six weeks grade. There will be at least ten minor evaluations during each six weeks, spread as evenly as instruction will allow throughout the entire period.

- All recorded grades during a six weeks will be entered as major or minor evaluations and the two categories must total 100% of the grade.

- The semester grades will be an average of the three six weeks grades.

- Any six weeks average below 50 will be recorded on the report cards as a 50 during the first, second, fourth, and fifth six weeks. Actual grades for the third and sixth six weeks will be recorded on the report card.

Additional guidance:

- Homework may be used to reinforce classroom learning, evaluate student understanding, improve knowledge and skills, validate results of class work, improve understanding of instruction, progress toward completion of a project, or for other reasons contributing directly to student success. To be of optimum value, homework should be frequently checked or graded and the results recorded and computed in the student's six weeks grade. A suggested time allowance for homework is 10 minutes per grade level.

- Students who have been absent shall complete make-up work and exams. Students will normally have one day for each day absent, plus one additional day to make up missed work. If the student knew of the assignment well in advance of the absence, it may be due immediately upon return as determined by the teacher. Teachers may also assign additional work to ensure students have sufficient opportunity to master the essential knowledge and skills or to meet course requirements. This additional work shall be based on the instructional objectives for the course and may provide greater depth of subject matter than routine make-up work. Students ~~shall~~ may receive a zero for work not made up within the allotted time and for make-up work after an unexcused absence. The grade for make-up work after a suspension ~~shall~~ may be reduced by 20%.

- Late work: Teachers may deduct up to 10 points for late work. After the 3rd day, the student may receive a "0". (For example, if the student earns an 80 on a late paper, he/she would receive a 70 if it were one day late.) The teacher shall contact the parent after the 3rd late day.

- Students who are determined to have engaged in academic dishonesty (e.g., cheating, copying, plagiarism or unauthorized communication during an exam) shall receive a zero on that evaluation based on the judgment of the classroom teacher.

~~Student Advancement~~

- ~~To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects:~~
  - ~~Language arts (including reading improvement if required to be taken)~~
  - ~~Mathematics~~
  - ~~Social Studies~~
  - ~~Science~~

  ~~0~~
- ~~The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as possible regarding any summer program available in the District that may permit the student to successfully complete the failed subjects or courses~~.

~~Additional Guidance:~~

- ~~All grading standards must be horizontally aligned within the district by departments.~~
- ~~Accelerated Reader points should always be a positive incentive and should never be used to negatively impact a student's academic grade.~~
- ~~No grades will be given in tutorial classes (example: TAKS remediation, language lab).~~

LIBRARY

Students must have an ID card to use library facilities.

Books are checked out for 2 weeks. A $.10 fine per day is assessed on overdue materials. If the student has an excused absence, no fine will be assessed if the book is turned in the first day upon returning to school.

MAKEUP WORK

Students may make up work after an absence if the absence is excused, unexcused but justifiable, or is the result of a suspension or school sponsored activities. Students have the number of days of the absence plus one day to finish makeup work. Long term assignments or projects assigned before the absence may be due upon returning to school.

Extenuating Circumstances:
The Board has established the following as extenuating circumstances:

1. Board-approved extracurricular activity or public performance subject to limitations in FDD(LEGAL) preceding.
2. Required screening, diagnosis, and treatment for Medicaid eligible students.
3. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
4. Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent.
5. Juvenile court proceeding documented by a probation officer.
6. Absence required by state or local welfare authorities.

7. Family emergency or unforeseen or unavoidable instance requiring immediate attention.
8. Approved college visitation.
9. Other circumstances deemed extenuating by the attendance committee.

NATIONAL JUNIOR HONOR SOCIETY

Please see the campus ~~principal~~ sponsor for National Junior Honor Society handbook information.

ORGANIZATIONS

Organizations that one may join are:

Builders Club
~~Reading Club~~
Foreign Language Club
Science Club
~~Spanish Club~~
Junior Historians
National Junior Honor Society
Tri-M Society
Student Council
Fellowship of Christian Anybodies (FCA)

PHYSICAL EXAMINATIONS

Students desiring to participate in the UIL athletic program shall submit a ~~statement~~ physical form from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

PICTURE IDENTIFICATION CARDS

All students will be required to ~~present~~ wear their picture identification card each day at school and to be admitted to any school function or dance. Admission to dances will be $5.00 with student identification card and $10.00 without student identification card. The first ID card is free, if lost, the student will be charged a $3.00 fee for replacement.

POSTERS

The principal or designee must first approve signs and posters that a student wishes to display. Posters displayed without authorization will be removed and the person responsible will be subject to disciplinary action.

SCHEDULE CHANGES

W*hen a student selects a course, he/she is expected to complete the course.*

~~Schedule changes for the **fall semester** must be made as follows:~~

~~**Schedule change forms must be completed and turned in Thursday or Friday, August 21-22. The counselors will contact the student regarding the change Monday or Tuesday, August 25-26.~~

Changes will only be considered for circumstances deemed extenuating by the counselors. Teacher changes will not be considered an extenuating circumstance. A parent must follow school guidelines to make this kind of change.

Students will complete a form to see their counselor. The counselor will then contact that student to discuss the change.

The following criteria must be met:

1. The change is possible and reasonable for the existing schedule.
2. The change will not overload another class.
3. The change must be approved by all teachers involved, the counselor or an administrator, and a parent.

~~Schedule changes for the **spring semester** must be made as follows:~~

~~**Schedule change forms must be completed and turned in Thursday or Friday, January 8-9. The counselors will contact the student regarding the change Monday or Tuesday, January 12-13. The change must meet the above criteria~~.

DANCE GUIDELINES

Granbury Middle School and Acton Middle School staff and the P.T.O. board members want our students to not only have an enjoyable experience at our dances, but also a safe one. Please read the following guidelines and sign and return the acknowledgement below.

1. G.I.S.D. dress code is enforced.
2. No purses or backpacks allowed.
3. Students are not allowed to run or jump ~~from rails~~.
4. Chasing other students is not allowed.
5. No rough housing or rough dancing is allowed.
6. No lying down on the floor while dancing or resting.
7. No mashing, slamming, or freaking.
8. No food or drink allowed on the dance floor.
9. Students will clean up their own messes.
10. Space between students slow dancing, hands are not allowed below the waist.
11. Students are not allowed to kiss, make out or stay in dark corners.
12. Parents will be called to come pick up students who do not follow the rules.
13. Students will not be allowed to leave the dance early unless a parent comes to sign them out.
14. Any student who on the day of the dance is absent, in I.S.S. or B.T.C. will not be allowed to enter the dance.
15. Any student who has been asked to leave because of his or her behavior will not be allowed to attend any future dances during the current year.
16. The dances are from 7:00 until 10:00 p.m. Any student who is picked up after 10:30 p.m. will not be allowed to attend any future dance during the current school year.

I HAVE READ AND UNDERSTAND THE STUDENTS' DANCE GUIDELINES AND AGREE TO ABIDE BY THESE RULES.

Parent Signature:_____

Student Signature: _____

ADDITIONAL
HIGH SCHOOL INFORMATION

ACCELERATED READER (AR)

All English courses will include the Accelerated Reader program as a method of improving reading skills. The program will operate as follows:

1. English teachers will provide time each week, during class, for silent reading. During this time, students are encouraged to read selections from the GHS Library, the Hood County Library, or from their own book collection.
2. Students will turn in weekly journals or literary letters reflecting on their reading for the previous week. Each journal/letter will count as a test grade.
3. Computers will be available in each classroom, the computer labs and the library for taking AR exams. Students may take and pass AR exams over the books they have read. The points earned will be applied as extra credit on their journal/test grades.

ALTERNATIVE METHODS OF EARNING CREDIT

The GISD Board of Trustees has approved the following alternative methods of earning credit:

Credit by Examination (Prior Instruction-Retrieval) – The credit by exam is for students who have taken a course and received an average of no lower than a 60. If the student is denied credit in a course for excessive absences, the Attendance Committee must approve, on an exceptional basis, earning credit by exam. The exam is taken through either Texas Tech University or through the University of Austin Distance Learning Program. With the approval of the campus administration, locally developed exams may be used for special circumstances. A grade of 70 must be earned. Grades will be posted to the students transcript and will count towards graduation, but will not be computed in the student's GPA or for class rank. A fee will be charged for the exam.

Credit by Examination (No Prior Instruction-Acceleration) – Students who provide evidence of proficiency in a subject area may take an exam to earn credit. A grade of 90 is required to meet credit requirements. The district will publish dates for a fall and a spring administration of exams for acceleration.

CLASS RANKING

The valedictorian and salutatorian shall have completed ~~four credits in English, three credits in mathematics, and three credits in science.~~ the Recommended High School Program or the Distinguished Achievement Program. The senior class shall be ranked scholastically at the end of the second trimester. If a tie of two or more students exists for the top places after grades have been averaged, then the fifth six weeks grades shall be used to determine rank. A tie beyond this point shall be broken by the total score achieved on the single highest Scholastic Aptitude Test.

Grades in all state approved courses taken for credit in grades 9-12 only shall be used in computing GPA and class rank. These courses must be taken in residence, which excludes the use of credit by exam and correspondence courses in ranking

In the case of transfer students, only honors, pre-AP and AP courses offered at Granbury High School will be computed on a five or six point scale when figuring GPA.

CLUBS AND ORGANIZATIONS

There are many clubs and organizations at Granbury High School and each helps to fill the need of meeting student interests. Student organizations provide an added dimension to the high school experience and give additional opportunities for students to excel. Each student is strongly encouraged to become an active member of one or more of the recognized organizations.

Student clubs and performing groups such as band, choir, drill team and athletic teams will establish constitutions and bylaws that outline unique expectations and consequences for not meeting those expectations. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct will apply in addition to any consequences specified by the organization.

All activities of student clubs and organizations must be approved in advance and must be supervised by the faculty director or sponsor.

COLLEGE/MILITARY VISITS

Students are authorized to visit campuses or institutions of higher education (e.g., colleges, vocational schools, art institutes) or military (e.g. MEPS) during their junior or senior year for a **maximum** of two school days over two years. Visits must be scheduled prior to May 1st. Visits requiring an absence must be approved one week in advance by the student's parent or guardian, and a GHS administrator.

The GHS counseling office will provide a form on which the required information can be recorded. The form must be signed by the student, the parent or guardian, counselor, and assistant principal. The student must provide a letter or admit slip on official letterhead with the date of the visit and an official's signature from the college/military office. Such absences will not count against exam exemptions.

CORRESPONDENCE COURSES

Students are eligible to earn credits through correspondence courses. Grades earned on these courses will not be included in students' grade point average or rank in class. Texas Tech and the University of Texas offer state-approved courses. Students must apply to take correspondence courses through the counseling office. Fees and textbooks for these courses are the responsibility of the students. Self-discipline is necessary for students to complete these courses within the time frame established by the university and to meet GISD requirements prior to participating in graduation activities.

DISTANCE LEARNING

Students will have a scheduling option for both high school and dual credit courses taught from a distant location and electronically transmitted to GHS. Students will be located at GHS in a room with equipment that supports interactive capabilities with the instructor who will be teaching to a number of remote sited simultaneously.

The availability of courses will be determined by agreements with the Region XI Education Service Center in cooperation with a number of high schools and colleges in the region. Typically offerings will include courses that would not "make" at GHS because of low enrollment, specialty courses (e.g. Latin, Japanese), and freshman and sophomore college courses.

Counselors will brief students on Distance Learning during registration and will inform students of their eligibility to take these courses and identify the courses available. As always, dual credit courses will require tuition payment for college credit and require the student to be in a full time status without Distance Learning course.

DUAL CREDIT COURSES

Juniors and Seniors who have passed the ~~TASP or are TASP Exempt~~ TSI or are TSI Exempt may register for concurrent college and high school credit in selected courses offered by cooperating colleges. The student is responsible for paying for tuition, books, and any fees, which are required by the college for credit. Dual credit courses will be offered pending arrangements with colleges for on-site instructors. **Students taking one or two dual credit classed must be enrolled in <u>THREE</u> additional regular classes.**

<u>EARLY GRADUATION</u>

Students may graduate at the end of three years of high school if they accomplish the following actions:

- Submit a letter to the counselor, signed by the parent, agreeing to an early graduation. The letter must be received not later than the end of the sophomore year.

- English III must be passed prior to the start of the junior year.

- All TAKS exams must be passed.

- All graduation requirements must be completed.

No early graduation will be allowed during the senior year. Seniors must be enrolled in at least one of the following courses each term of the senior year:

English IV U.S. Government Economics

Students who have declared their intent to graduate in three years shall be included in senior year ranking/GPS after they have completed 17 credits. No three-year graduate shall be eligible for the position of valedictorian or salutatorian.

ELECTIONS AND STUDENT LEADERSHIP

The Student Council and class leaders will be selected through student elections held one each year. The Student Council sponsor will be responsible for coordinating the election(s) to include the slate of candidates, date and time of election, campaign coordination, voting procedures, vote tallies and dissemination of election results.

All students running for class officer must meet the following requirements:

- Cannot have failed any courses during the previous trimester
- Cannot have been denied credit for excessive absences the previous trimester
- Cannot have been assigned to BTC during the previous school year

In addition to the requirements listed above, Student Council officers must:

- Be a member of the Student Council at least one year prior to holding office
- Not have been removed from Student Council for disciplinary reasons
- Be a senior to be eligible to be elected to President of the Student Council
- Be passing all classes at the time of the election and must have passed all classes during the previous six weeks

Students, who fail a course, are denied credit for excessive absences or are assigned to BTC during the time they hold office will immediately be dismissed from office. The position of a vacant office will be assumed by the other elected students in accordance with Student Council bylaws or, in the case of class officers, by the next elected person in seniority order of President, Vice President, Secretary, and Treasurer.

ELECTRONIC ITEMS

During the instructional day, students shall not bring into a school building or have in their possession in a school building non-essential electronic items such as radios, CD/tape players, MP3 players, earphones, games, or toys. Such items can be disruptive and are subject to theft, damage or destruction. These items found in possession of students during the instructional day will be confiscated and returned only to the parent. Appropriate disciplinary action will be taken for their possession and/or use.

A phone or pager may be in the possession of a student enrolled in Granbury High School. The item(s) must be turned off and out of sight during the instructional day. Appropriate disciplinary action will be taken if they are turned on, can be seen or are used during the instructional day. Additionally, the item will be confiscated and will be returned only to the parent.

Neither school personnel nor the school district will be held responsible for the loss, damage or destruction of electronic items brought to school by students.

EXAM EXEMPTIONS

Students may earn exemptions from trimester exams as follows:

1. ~~Have an average of at least 85 based on the two six weeks grades of the trimester.~~
1. Have an average of at least 85 or better for the two six weeks with no more that two absences during the trimester, or have an average of 80-84 for the two six weeks with no more that one absence during the trimester.
2. ~~Have no more than two absences (excused or unexcused) in the class during the trimester. Each multiple of two tardies will equal one absence. Students absent due to doctor or dentist appointment are still counted as absent. Extracurricular absences do not count as absences for exam exemptions~~.
2. Absences include both excused and unexcused to include doctor and dentist appointments. Extracurricular absences do not count in determining exemptions. Each multiple of two tardies, regardless of amount of time, counts as one absence for exemption calculations.
3. Have no more than one discipline referral in the class during the trimester.
4. Have no assignment to BTC during the trimester.
5. Must have been enrolled in the course at GHS the entire trimester.

Individual teachers will make the final determination as to whether requirements have been met for the exemption.

Additionally, teachers may require all students to take a trimester exam if students will benefit directly and significantly from the requirement in a subsequent exam or performance evaluation (e.g., Advanced Placement examinations).

A grade for the second six weeks may be determined approximately one week prior to the trimester exam so that students and teachers can plan accordingly—any absences or discipline problems subsequent to that date may negate the exemption.

Freshmen and sophomores may earn an exemption from not more than three courses. No exemptions will be authorized for freshmen and sophomores in selected core courses required for graduation. Such courses include English I and II, Algebra I and Geometry, Integrated Physics and Chemistry and Biology, World Geography and World History.

Exempted students will report to a designated location each period for an attendance check. Students will be given directions on options available during that period. Failure to attend the attendance check will result in loss of exemption for that period and the student may be required to take the exam or receive a zero.

EXCESSIVE ABSENCES

At the end of each trimester, the Attendance Committee will evaluate the status of each student's absences and make a decision as to whether credits will be denied because of excessive absences. Parents will be notified of the decision and may appeal, within the time indicated, to the Principal. If the parents desire to continue the appeal process, they may request action by the Superintendent and, subsequently, the Board of Trustees.

Students who are denied credit for excessive absences will not be permitted to purchase a parking permit for a trimester or may be suspended from parking on campus, will not be eligible for college programs, will not be accepted into the work cooperative programs and will not be issued the TEA form for license issue or renewal.

Students, who have been denied credit and subsequently demonstrate good attendance for at least six weeks, will be considered for reinstatement of their privileges by the Attendance Committee.

FIGHTING

Students fighting on school property will receive appropriate disciplinary action, which may include suspension (either in or out of school) or possible expulsion. In addition, the police may issue a citation for disorderly conduct and assault. Normally the student will be released to parents for the remainder of the school day on which the fight occurs.

FUND RAISING

Student clubs or classes, outside organizations and parent groups may occasionally be permitted to conduct fund-raising activities. An application for permission to conduct a fund-raising event must be made to the principal by the end of the first six weeks of the school year. These events must also be approved by the Assistant Superintendent. Except as approved by the process indicated, fund-raising is not permitted on school property.

GRADE CLASSIFICATION

Student grade classification is determined as follows:

Freshman	0 – 5.5 credits
Sophomores	6 – 11.5 credits
Juniors	12 –16.5 credits
Seniors	17 or more credits

GRADING POLICY

Philosophy: Frequent and comprehensive measurement of student achievement is a critical element of both student and school success. That measurement is gained through teacher-designed tests, informal teacher observations, projects, demonstrated skills, daily work, and criterion-referenced and norm-referenced tests and through other means. The results of evaluation are used to provide feedback to students and their parents, to determine what must be learned and to improve student performance and instruction.

Application: The following guidelines will be used in student evaluation:

- Major evaluations consist of exams, projects involving significant time and effort, important performances, demonstrations of skills and other assessments of a comprehensive nature. Major evaluations may range from 33% to 67% of a six weeks grade. There must be a minimum of two major evaluations during each six weeks.

- Minor evaluations consist of homework, daily work, minor quizzes or tests, brief demonstrations of skills, oral or board work, daily performances or other assessments of a limited nature. Minor evaluations may range from 33% to 67% of a six weeks grade. With the exception of AP and Dual Credit courses, there must be at least ten minor evaluations during each six weeks, spread as evenly as instruction will allow throughout the entire period. AP and Dual credit courses, presented at college level, require a minimum of six minor evaluations during each six weeks.

- All recorded grades during a six weeks will be entered as major or minor evaluations and the two categories must total 100% of the grade.

- The trimester grade will be an average of the two six weeks averages and the semester exam. The trimester exam will count 20% of the trimester average. Trimester exams must be given during the scheduled exam period. No early exams will be given for any reason. All students must take the trimester exam unless they meet all requirements for exemption and are granted an exemption by the appropriate teacher.

- The trimester exam will be comprehensive test evaluation mastery of the essential knowledge and skills for all of the material covered during that trimester. Material covered during the second six weeks should not be emphasized on a trimester exam any more that material covered during the other six weeks. The content of the exam is a matter of the professional judgment of the teacher based on the needs of the student in the course.

- Any six weeks average below 50 will be recorded on the report cards as a 50 during the first six weeks of a trimester. Trimester exam grades and the second six weeks grades will be entered as the actual grade

earned. Any trimester averages below 50 will be recorded on the report card and on the student's permanent record as a 50.

- Any grade below 70 in any trimester is failing and the subject must be repeated for credit.

- Individuals denied credit due to excessive absences will have those grades recorded as course failures (zero grade point) for class rank and GPA purposes.

Additional guidance:

- Homework may be used to reinforce classroom learning, evaluate student understanding, improve knowledge and skills, validate results of class work, improve understanding of instruction, progress toward completion of a project, or for other reasons contributing directly to student success. To be of optimum value, homework should be frequently checked or graded, the results recorded and computed in the student's six weeks grade.

- Students who have been absent shall complete make-up work and exams. Students will normally have one day for each day absent, plus one additional day to make up missed work. If the student knew of the assignment well in advance of the absence, it may be due immediately upon return as determined by the teacher. Teachers may also assign additional work to ensure students have sufficient opportunity to master the essential knowledge and skills or to meet course requirements. This additional work shall be based on the instructional objectives for the course and may provide greater depth of subject matter than routine make-up work. Students shall receive a zero for work not made up within the allotted time and for make-up work after an unexcused absence. The grade for make-up work after a suspension shall be reduced by 20%.

- Late work policies shall be determined by each teacher and made known to each student, in writing, at the beginning of the course. Such policies may include grade reduction to lose partial or full credit, assignment of extra work or loss of privileges. Repeated late completion of work or failure to turn in work may result in extra tutorials, detention in the teacher's classroom or such other classroom management techniques as necessary to change the behavior of the student. Extreme violations may result in disciplinary action.

- Students who are determined to have engaged in academic dishonesty (e.g., cheating, copying, plagiarism or unauthorized communication during an exam) shall receive a zero on that evaluation based on the judgment of the classroom teacher.

- Trimester exam exemptions shall be used to motivate students to excel academically, attend regularly and exhibit acceptable behavior. Details on the exemption policy are provided separately.

- UIL exemptions from the "no pass, no play" rule shall be made for designated honors, pre-AP and AP courses. Such exemptions are limited as follows:

    - No course may have a numerical grade lower than 60.

    - No more than two courses may have a grade of 60-69 for any six weeks.

    - No course may be failed more that one six weeks in any trimester.

Should any of the limitations be exceeded, the student will be ineligible under the "no pass no play" rule.

All grading standards must be horizontally aligned within the district by departments

GRADUATION REQUIREMENTS

Course credit requirements for each diploma program are shown on the following two pages. Students and parents should work with guidance counselors to ensure that the necessary courses required for the program selected are successfully completed.

Requirements	Minimum	Recommended	Distinguished Achievement*
English	4	4	4
Math	3 Three credits to include: • Algebra 1 • Geometry • Algebra II or Math Models for Seniors	3 Three credits must consist of: • Algebra 1 • Geometry • Algebra 2	3 Three credits must consist of: • Algebra 1 • Geometry • Algebra 2
Science	2 Two credits to include: • Biology and • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the second of these as academic elective credit.	3 Three credits. One credit must be Biology. The remaining two credits must be chosen from the following areas. No more than one credit from each area. • IPC • Chemistry • Physics Students are encouraged to take Biology, Chemistry, & Physics.	3 Three credits. One credit must be Biology. The remaining two credits must be chosen from the following areas. No more than one credit from each area. • IPC • Chemistry • Physics Students are encouraged to take Biology, Chemistry, & Physics.
World Geography/	1	2	2
World History			
U.S. History	1	1	1
U.S. Government	½	½	½
Economics	½	½	½
Academic Elective	1 One credit selected from either: • World Geography • World History, or • Any state approved science course	0	0
Health	½	½	½
Physical Education	1 ½	1 ½	1 ½
Foreign Language	0	2	3
Fine Arts	0	1	1
Technology App. (Computers)	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science
Communication Applications (Speech)	½	½	½

Requirements	Minimum	Recommended	Distinguished Achievement*
Electives	7 ½	5 ½	4 ½
	Five and one-half credits • State approved courses Two credits • State approves or Local courses	Three and one-half credits • State approved courses Two credits • State approves or Local courses	Two and one-half credits • State approved courses Two credits • State approves or Local courses
Advanced Measures	0	0	***(Plus 4 advanced measures)**
			Standards for Approval of Requirements: • The measures must focus on demonstrated student performance at the college or professional level. • Student performance on advanced measures must be assessed through an external review process.
			Requirements: • A student must achieve any combination of four of the following: Original research/project: • Judged by a panel of professionals in the field that is the focus of the project; or • Conducted under the direction of mentor(s) and reported to an appropriate audience; and • Related to the required curriculum (relating to TEKS) • May not be used for more than two of the four advanced measures Test Data: • A score of three or above on The College Board Advanced Placement examination; • A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the NMSQT. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student. College Courses: • A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.
Total Credits	**24**	**26**	**26**

GRADE WEIGHTS

In order to compute a student's Grade Point Average (GPA) semester grades are given numerical weights. Regular courses will be weighted on a 4-point scale. Pre-advanced placement, honors and dual credit courses will be weighted on a 5-point scale. Advanced Placement courses will receive weight based on a 6-point scale.

4 Point	5 Point	6 Point
100 = 4.0	100 = 5.0	100 = 6.0
90 = 3.0	90 = 4.0	90 = 5.0
80 = 2.0	80 = 3.0	80 = 4.0
70 = 1.0	70 = 2.0	70 = 3.0

~~HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)~~

~~The HSEP is designed to provide an alternative means of preparing students for life beyond high school. It has been modified and updated from the original GED program. To be eligible for the program, a student must meet the following guidelines:~~

1. ~~Be 16 years of age or older~~
2. ~~Be identified as at risk of dropping out of school~~
3. ~~Parent and student agree in writing to participation in HSEP~~
4. ~~At least two years have elapsed since the student enrolled in 9th grade.~~
5. ~~Students must have taken the mandatory assessment instrument (TAKS) before entering the program or no later than one calendar year after entering the program – all sections must be taken prior to taking the GED exam~~
6. ~~The school may not exceed the maximum number of students authorized for that school year~~

~~Once accepted into the HSEP, students must meet all requirements established in the Code of Conduct to include behavior, attendance and the dress and appearance code. HSEP students are subject to the same potential disciplinary actions as any other students.~~

~~Students will be enrolled into a full-day (four hours) or half-day (two hours) schedule. Students may not participate in extracurricular activities while enrolled in the HSEP.~~

~~The HSEP instructor will schedule students to take one or more sections of the GED exam when they have demonstrated they have a reasonable likelihood of passing. When all sections have been passed the student will receive a certificate of completion and will be dismissed from the program. The student is then qualified to continue education in a college or trade school or pursue other life goals.~~

LIBRARY

Students must have an ID card to use library facilities. The library will be open on school days at 7:45AM.

Books are checked out for three weeks. Encyclopedias may be checked out overnight and returned before 9:00 AM the next day. A $.25 fine per day is assessed on overdue materials. Although a notice will be sent out on the first day the book is overdue, it is the student's responsibility to note the due date stamped in the back of the book and return it on time. If the student has an excused absence, no fine will be assessed if the book is turned in the first day upon returning to school.

MAKEUP WORK

Students may make up work missed for full credit if the absence is excused, justifiable but unexcused, or is the result of school-sponsored activities. Students have the number of days absent plus one day to finish makeup work. Long term assignments or projects, assigned well before the absence, may be due upon return of the student.

Makeup work may be work identical to that completed by students who were present in class. If the exact work missed cannot be easily duplicated, then other work may be assigned that is closely related (e.g., a written assignment on

fitness may substitute for missing calisthenics in Physical Education classes).

Students suspended from school may make up their work, as stated above, with a reduction in grade.

NATIONAL HONOR SOCIETY

~~The National Honor Society (NHS) was created to recognize and encourage academic achievement and to develop the characteristics essential to citizens in a school. NHS membership is an honor and a commitment. Both in and out of school, NHS members are expected to actively strive to represent the ideals of scholarship, character, service, and leadership for which they were originally selected for membership, and to express these qualities through chapter service activities.~~

~~The following procedures will be used to select students for National Honor Society membership:~~

1. ~~The minimum overall grade average required for membership will be announced by the chapter sponsor.~~
2. ~~Students meeting GPA requirements will be notified of their eligibility for the selection process.~~
3. ~~Scholastically qualified students interested in being candidates for selection may complete a Student Activity Form and return it to the chapter sponsor.~~
4. ~~A roster of candidates will be provided to the faculty and staff so that all may comment on a candidate's qualities of character, service, and leadership.~~
5. ~~All comments regarding a candidate's suitability for selection will be evaluated by a five-member faculty council appointed by the principal. The council may choose to interview candidates or staff members to clarify information submitted. Only information verified by the panel from identified sources will be considered in determining which candidates are selected for membership.~~
6. ~~The faculty council will tabulate verified positive and negative comments and consider the information given on the candidate's Student Activity Form.~~
7. ~~The faculty council will then discuss tabulations and vote on the candidates to determine those qualified for selection.~~
8. ~~Candidates will be notified in writing of the faculty council's decision regarding their status.~~
9. ~~Feedback will be provided to students not selected for membership so that they may take action to improve chances of future selection.~~

The National Honor Society (NHS) was created to recognize and encourage academic achievement as well as develop characteristics essential to citizens in a democracy. NHS membership is not based solely on academic achievement. It is an organization that recognizes outstanding individuals who are able to balance academics with other responsibilities and interests. NHS membership is an honor and a commitment. It is not an honor roll. NHS members are expected to actively strive to represent the ideals of the national organization – scholarship, leadership, character and service.

The following procedures are used in the selection process and are in accordance with and recommended by the NHS constitution:

1. The minimum overall grade average will be announced by the chapter adviser(s), principal, and/or faculty council.
2. Students meeting GPA requirement at the end of their sophomore and junior years will be notified of their eligibility for selection.
3. Scholastically qualified candidates may complete a Student Activity Form and return it to the chapter advisor(s) by the announced deadline.
4. A roster of academically qualified students will be provided to faculty, administration and staff for comments on character, service and leadership.
5. Final selections are made by a five member NHS Faculty Council appointed by the school principal. NHS advisors do not serve on this board.
6. The NHS Faculty Council will evaluate faculty and staff comments and student activity forms. The council may elect to interview candidates of staff to clarify information. Only information verified by the panel from identified sources will be considered in determining candidates' selection for membership. Discipline referrals, suspension or BTC placement will constitute evidence of deficiencies in character. The Faculty Council will make the final selections for membership.
7. All candidates will be notified in writing of their selection for membership. Students not selected will be notified in writing so that steps can be taken to improve the students' chances for future selection.
8. A formal induction service will take place once a year.

9. Members must maintain standards for continued membership. Failure to do so will result in probation. Failure to meet standards after a reasonable probationary period will result in a pre-dismissal hearing before the Faculty Council and ultimate dismissal. If dismissed, the former member will return all items carrying the NHS insignia to the chapter advisor(s).

NON-CURRICULUM RELATED STUDENT ORGANIZATIONS

A non-curriculum related student organization consists of any student group that does not directly relate to the body of courses offered by the school. At GHS we currently have the Fellowship of Christian Athletes, Key Club, Bleacher Creatures, and other groups that are in this category.

Students desiring to initiate an organization of this type should contact the Principal for instructions. There are several actions that must be completed to receive approval of the organization to include defining a purpose, securing a staff sponsor and completing necessary forms. Additionally, parent written approval is required for students to join this type of organization.

OUTSTANDING STUDENT AWARDS

The Outstanding Student Award will be awarded each six weeks to a student in each class (senior, junior, and sophomore) who has demonstrated exceptional academic performance; has contributed to peers, school and/or community, and has represented GHS in an outstanding manner. Each student selected will receive a certificate and movie passes and will receive media recognition.

PARTIES AND SOCIAL EVENTS

The rules of good conduct and grooming will be observed at school social events. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a party or social event may be asked to sign out when leaving before the end of the event. Anyone leaving before the end of the event will not be allowed to return.

Granbury High School students classified as juniors and seniors may attend the prom. All other persons who request to attend as a date of a junior or senior must have prior approval for attendance. Dates must be under the age of 21. No student below sophomore classification will be eligible to attend the prom. A prom information sheet will be distributed which will provide detailed information on attendance.

Informal/casual dances may be scheduled and conducted by the Student Council or other student groups. These dances may be attended by GHS students and GMS/AMS Freshmen as verified by current student identification cards.

PEER MEDIATION

Peer Mediation is a program that empowers students to resolve conflicts through improved communication and specific problem-solving skills. Peer Mediators are selected from the student population based on their interest and recommendations from staff and students. Peer Mediators receive 15 hours of training and are placed on call to assist other students in mediating conflict. Participation is voluntary for both the Peer Mediators and students seeking their assistance. The counseling department supervises the program. The program's goal is to improve the school climate and empower students to be an active and positive influence in their school.

PHYSICAL EDUCATION

Students desiring to participate in the UIL athletic program shall submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required for the first year of high school competition. In other years the student will be required to submit a physical appraisal form. Students may then have to undergo a physical examination based on information provided on the appraisal form.

POSTERS

Signs and posters that a student wishes to display must first be approved by the principal or designee. Posters displayed without authorization will be removed and the person responsible will be subject to disciplinary action.

PUBLIC DISPLAY OF AFFECTION

Intimate public display of affection is not appropriate in a school setting. Students are not to kiss, embrace, fondle or have other intimate bodily contact in school or at a school supervised activity. Such action will result in disciplinary action. Holding hands, an arm on a shoulder or other similar less intimate contact is allowed.

SCHEDULE CHANGES

Schedule changes can be made only through the first 2 days of classes as follows:

1. The change is possible and reasonable from the existing schedule.
2. The change will not overload another class.
3. It results in a reasonable program of study towards graduation.
4. Is approved by a counselor and an administrator.

Note: After the change period, a course dropped may be recorded as an "F." When a student selects a course, he/she is expected to complete it.

STUDENT COUNCIL

The purpose of the Student Council is to develop student government, enhance student responsibility and increase student initiative. It is the central student organization within the student body at Granbury High School.

SUBJECT LOADS

~~Sophomores and juniors are required to take five credit classes per trimester. Juniors who are aligned for graduation may take four classes per term excluding college and dual credit courses. Students who have scored below the minimum passing score on previous TAKS exams may be required to take a full five period schedule to include a TAKS prep course.~~

~~Seniors must take four classes per term excluding college and dual credit courses. Seniors who have passed TAAS and are aligned for graduation may take a minimum of three classes per term excluding college and dual credit classes.~~
~~Students enrolled in a cooperative training program must attend school a minimum of three classes each day~~.

Sophomores must take five classes each trimester. Juniors may take a minimum of four classes per trimester if they have passed al portions of the most recent TAKS and are on track to graduate. Seniors may take a minimum of three courses each trimester if they have passed all portions of the exit level TAKS and will meet all graduation requirements. Students enrolled in a cooperative training program must be enrolled in a minimum of three classes each trimester.

Students who have not passed one or more portions of the most recent TAKS will be placed in TAKS prep courses until they pass all portions.

TARDIES

A student may be counted tardy if he/she is not seated in the proper seat when the tardy bell rings. If the Student Office or teacher determines that the tardy was a result of circumstances beyond the student's control, the tardy may be excused. Tardies due to sleeping in, cars not starting or breaking down, friends not picking up student, discussions with friend(s) because of his/her problems, or other personal reasons will not be excused.

Unexcused tardies are accumulated by semester and will normally result in the following actions:

- ***3 tardies***--Warning provided to student by teacher with teacher action such as making up lost time.
- ***4th tardy***--Teacher assigned detention.
- ***5th-7th tardies***--D-Hall assigned by assistant principal.
- ***8th tardy***--One day of In School Suspension (ISS).
  Parent notificaition
  Failure to attend charges to be filed in court
- ~~***9th tardy***- Parent conference to determine actions to take and to formulate a discipline Plan.~~
- A student who misses half the class or more (36 minutes), either by arriving late of departing early, shall be counted absent

TRANSCRIPTS

Transcripts for students will be provided at no cost. Graduating seniors may request up to three copies of their transcript for no charge. Additional copies for seniors and all copies of transcripts requested by former student will cost $1.00 each.

VEHICLES ON CAMPUS

Students are required to register their vehicles with the school to be allowed to operate the vehicles on school property. Only students with a valid driver's license and proof of liability insurance required by Texas law will be issued a permit. A fee of $35.00 will be charged for this privilege and a tag will be issued which must be displayed at all times the vehicle is on school property. Vehicles, which are not registered, and cannot be identified, may be towed from school property at the owner's expense.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search the vehicle. Searches of vehicles may be conducted at any time there is reasonable cause to do so, with the presence of the driver. The driver has full responsibility for the security of the vehicle and will make certain is it locked and that the keys are not given to others. The driver will be responsible for any prohibited objects or substances such as alcohol, drugs or weapons that are found in the vehicle. Students will be subject to disciplinary action for violations as well as referral for criminal prosecution when warranted.

While on school grounds, vehicles will be driven in a manner which preserves the safety of the driver, passengers, pedestrians and property. Violation of established rules may result in citations as well as the loss of driving and parking privileges on school property.

Students driving vehicles on school property must observe the following rules:

1. The issued permit must be hanging from the rearview mirror.
2. Abide by the posted speed limits or below 10 miles per hour.
3. Students may park only in designated lots within one parking space.
4. Students will not park in red fire lanes, faculty spaces, marked visitor slots or in the bus loading area or handicapped spaces.
5. Students are to vacate their vehicles immediately after arriving on campus.
6. Students may return to vehicles only with permission or at the end of the school day.
7. Avoid overloading vehicles and do not ride on top of or outside of vehicles.
8. Obey the state law for school buses; do not pass when a bus is parked with red lights blinking.
9. Driving offenses to include unsafe or reckless driving (e.g., spinning tires, exceeding safe speed) may result in suspension or revocation of driving privileges for up to the remainder of the school year depending on the severity of the offense.

GRANBURY ISD COMPUTER ACCEPTABLE USE POLICY
2004 – 2005 School Year

Disclaimer

This document is required by the Texas Education Agency and is to be completed by all employees and students of any and all Texas Public Schools. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. Additionally, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk and GISD is not responsible of material viewed or downloaded by users from the Internet. To minimize these risks, your use of the Internet as GISD is governed by the following policy:

Permitted Use of Network/Internet – Terms and Conditions

The computer network is the property of GISD and may only be used for legitimate business purposes. Users are provided access to the computer network to assist them in the performance of their jobs or studies. GISD believes that information and interaction available on the network/Internet far outweighs the possibility that users may obtain material that is not consistent with the educational goals of GISD. GISD expects legal, ethical and efficient use of the Network/Internet.

User Responsibility – Network/Internet users are responsible for their actions in accessing available resources.

Privilege – Use of GISD Network/Internet account is a privilege, not a right.

Subject to System Administration – All Granbury ISD Network/Internet account usage is subject to the Director of Technology and/or manager's perusal for virus scanning or inappropriate use.

Inappropriate Use – Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this or any networks connected to the Network/Internet. GISD has the right to utilize software that makes it possible to identify and block access to Internet sites containing sexually explicit or other material deemed inappropriate in the workplace.

Violation of Law – Transmission of any material in violation of U.S. or state law is prohibited. This includes, but is not limited to the following: copyrighted material, threatening, harassing, or obscene material, or material protected by trade secret. Any attempt to break the law using a GISD Network/Internet account my result in litigation against the offender by the proper authorities. If such an event should occur, GISD will fully comply with the authorities to provide any information necessary for the litigation process.

Commercial Use – Use of commercial, income-generating or "for profit" activities, product advertisement, or political lobbying of any nature is prohibited. Sending unsolicited junk mail, or chain letters, is prohibited.

No Expectation of Privacy – Employees and/or students are given computers and Internet access to assist them in the performance of their jobs and to enhance their learning. Employees and/or students should have no expectation of privacy in anything they create, store, send, or receive using GISD's computer equipment. The computer network is the property of GISD and may be used only for GISD purposes.

Waiver of privacy rights – User expressly waives any right of privacy in anything he/she creates, stores, sends, or receives using GISD's computer equipment or Internet access. User consents to allow GISD personnel access to and review of all materials created, stored, sent or received by User through any GISD network or Internet connection.

Monitoring of computer and Internet usage – GISD has the right to monitor and log any and all aspects of its Computer system including, but not limited to, monitoring Internet sites visited by Users, monitoring chat and newsgroups, monitoring file downloads, and all communications sent and received by users.

Acknowledgement of Understanding

I have read and agree to comply with the terms of this policy governing the use of GISD's computer network. I understand that violation of this policy may result in disciplinary action, including possible termination of rights to use the network and civil and criminal penalties

Signature on receipt of handbook also acknowledges that I have read the acceptable use policy and agree that I and/or my child will abide by the policy.

Student Code of Conduct

THE PURPOSE OF THE STUDENT CODE OF CONDUCT

The Student Code of Conduct that follows is the District's response to the requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in or removal from a Disciplinary Alternative Education Program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Granbury ISD *Board of Trustees with the advice of its District-level committee. The Student Code of Conduct provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.*

In accordance with state law, the Student Code of Conduct will be posted at each school campus or will be available for review at the office of the campus principal. Parents will be notified of any Student Code of Conduct violation that may result in a student being suspended, removed to a DAEP, or expelled from the District.

CONTENTS

This code is organized into the following sections:

1. Standards for Student Conduct..... pages 56–58
    1. General Misconduct Violations ..... pages 59–61
    2. Removal from the Regular Educational Setting:
7. Suspension ..... page 62
8. Placement in a Disciplinary Alternative Education Program..... pages 63–69
9. Expulsion ..... pages 70–73

The **Glossary** at the back of the Student Code of Conduct provides easy access to definitions of legal terms.

In case of conflict between the Student Code of Conduct and the student handbook, the Student Code of Conduct will prevail. The Student Code of Conduct is adopted by the District's Board of Trustees and has the force of policy.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

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Standards for Student Conduct

Behaviors	Consequences
Each student is expected to: • Demonstrate courtesy even when others do not. • Behave in a responsible manner, always exercising self-discipline. • Attend all classes, regularly and on time. • Prepare for each class; take appropriate materials and assignments to class. • Meet District and campus standards of grooming and dress. • Obey all campus and classroom rules. • Respect the rights and privileges of other students and of teachers and other District staff. • Respect the property of others, including District property and facilities. • Cooperate with and assist the school staff in maintaining safety, order, and discipline. • Avoid violations of the Student Code of Conduct. The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not	A student whose behavior shows disrespect for others, including interference with learning and a safe environment, will be subject to disciplinary action. School rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student: 1. During the regular school day and while the student is going to and from school on District transportation; 3. During lunch periods in which a student is allowed to leave campus; 4. For certain mandatory DAEP and discretionary expulsion offenses, within 300 feet of school property as measured from any point on the school's real property boundary line; 5. While the student is in attendance at any school-related activity, regardless of time or location; 6. For any school-related misconduct, regardless of time or location; 7. For any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas; 8. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location; 9. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and 10. When criminal mischief is committed on or off school property or at a school-related event. The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the District. The District has the right to search a student's locker whenever there is reasonable cause to believe it contains articles or materials prohibited by the District. A school administrator will report crimes as required by law. A school administrator who suspects that a crime has been committed on

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Behaviors	Consequences
constitute violations of the Student Code of Conduct.	campus will call local law enforcement. The District has the right to revoke the transfer of a transfer student for violating the District's Student Code of Conduct. In general, discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. The District will take into consideration self-defense as a factor in a decision to order suspension, removal to a DAEP, or expulsion. (See glossary) Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. The following discipline management techniques may be used—alone or in combination—for misbehavior violating the Student Code of Conduct or campus or classroom rules: • Verbal correction. • Cooling-off time or "time-out." • Seating changes within the classroom. • Counseling by teachers, counselors, or administrative personnel. • Parent-teacher conferences. • Temporary confiscation of items that disrupt the educational process. • Grade reductions as permitted by policy. • Rewards or demerits. • Behavioral contracts. • Detention. • Sending the student to the office or other assigned area, or to in-school suspension. • Out-of-school suspension, as specified in the suspension section of this Student Code of Conduct.

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Behaviors	Consequences
	• Placement in a Disciplinary Alternative Education Program (DAEP), as specified in the DAEP section of this Student Code of Conduct. • Expulsion, as specified in the expulsion section of this Student Code of Conduct. • Assignment of school duties such as scrubbing desks or picking up litter. • Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations. • Techniques or penalties identified in individual student organizations' extracurricular standards of behavior. • Withdrawal or restriction of bus privileges. • School-assessed and school-administered probation. • Corporal punishment. • Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District. • Other strategies and consequences as specified by the Student Code of Conduct. Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office. Consequences will not be deferred pending the outcome of a grievance.

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general misconduct violations

Behaviors	Consequences
The following behaviors are prohibited at all school and school-related activities: • Cheating or copying the work of another. • Throwing objects that can cause bodily injury or property damage. • Failing to comply with directives given by school personnel. • Leaving school grounds or school-sponsored events without permission. • Disobeying rules for conduct on school buses. • Directing profanity, vulgar language, or obscene gestures toward another student or District employee. • Fighting or scuffling. • Hazing. (See glossary) • Stealing from students, staff, or the school. • Damaging or vandalizing property owned by others. • Defacing or damaging school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means. (See glossary) • Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device. • Discharging a fire extinguisher. • Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person. • Possessing or selling a "look-alike" weapon. • Possessing an air gun or BB gun. • Possessing ammunition. • Possessing a stun gun. • Possessing mace or pepper spray. • Possessing or using any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. • Gambling. • Making false accusations or hoaxes regarding school safety. • Falsifying records, passes, or other school-related documents. • Committing extortion, coercion, or blackmail (obtaining money or	General misconduct identified in the list of prohibited behaviors will result in application of one or more discipline management techniques consistent with law and the Student Code of Conduct. The principal or appropriate administrator will notify a student's parent by phone or in writing of any violation of the Student Code of Conduct that may result in a suspension, removal to a Disciplinary Alternative Education Program (DAEP), or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation. The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. DISCRETIONARY REMOVAL General misconduct violations will not necessarily result in the formal removal of the student from class or another placement but may result in a routine referral, formal removal, or the use of one or more discipline management techniques. FORMAL REMOVAL Formal removal from class will be initiated by a teacher if: 1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class; or 2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn. A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. A teacher or administrator may remove a student from class for a behavior that the District has determined is a violation of the Student Code of Conduct. Within three school days, the principal will schedule a conference with the student's parent, the student, and the teacher in the case of a teacher, principal, or administrator removal. At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and will give the student an opportunity to give his or her version of the

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Behaviors	Consequences
another object of value from an unwilling person). • Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities. • Being insubordinate. • Refusing to accept discipline management techniques assigned by a teacher or principal. • Forcing an individual to act through the use of force or threat of force. • Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (Felony robbery or theft offenses are addressed later in the Student Code of Conduct.) • Bullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence. • Engaging in threatening behavior toward another student or District employee on or off school property. • Engaging in harassment motivated by race, color, religion, national origin, disability, or age and directed toward another student or District employee. (See glossary) • Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence. • Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a District employee. • Engaging in conduct that constitutes sexual harassment or sexual abuse, whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or a District employee. • Inappropriate or indecent exposure of a student's private body parts. • Possessing or using matches or a lighter. • Possessing, smoking, or using tobacco products. • Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband. • Possessing or selling seeds or pieces of marijuana in less than a	incident. The principal or administrator will notify the student of the consequences of the Student Code of Conduct violation. When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place a student in: • Another appropriate classroom. • In-school suspension. • Out-of-school suspension. • A Disciplinary Alternative Education Program. When a student has been formally removed from class by a teacher, the principal may not return the student to the teacher's class without the teacher's consent, unless the placement review committee determines that the teacher's class is the best or only alternative available.

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Behaviors	Consequences
usable amount. • Possessing, using, giving, or selling paraphernalia related to any prohibited substance. (See glossary) • Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event. • Violating the District's policy on taking prescription drugs and over-the-counter drugs at school. • Possessing a cellular telephone or other telecommunications device at school during the school day in grades PK-9. • Possessing or using a laser pointer for other than an approved use. • Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent. • Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the educational program. • Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. • Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property. • Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety. • Possessing material that is pornographic. • Violating dress and grooming standards as communicated in the student handbook. • Repeatedly violating other communicated campus or classroom standards of behavior.	

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removal from the regular educational setting

Suspension

Behaviors	Consequences
Students may be suspended for any behavior listed in the Student Code of Conduct as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense.	State law allows a student to be suspended for as many as three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. A student who is to be suspended will have an informal conference with the principal or appropriate administrator advising the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made. The number of days of a student's suspension will be determined by the principal or other appropriate administrator, but will not exceed three school days. The principal or other appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities. Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

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PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

Behaviors	Consequences
A student must be placed in a DAEP for any of the following offenses, if the student commits these offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property: • Engages in conduct punishable as a felony. • Commits an assault under Penal Code 22.01(a)(1). (See glossary)	Removals to a DAEP will be recommended by the principal or designee and approved by the Superintendent/designee. The duration of a student's placement in a DAEP will be determined by the Hearing Committee. The duration of a student's placement in a DAEP will be determined on a case-by-case basis. The maximum period of DAEP placement is as follows: Conduct — Maximum length of time 1. Felony Offense — 1 calendar year 2. Title V Felony Offense — 1 calendar year DAEP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

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Behaviors	Consequences
• Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the expulsion section of this Student Code of Conduct.) (See glossary)	A student who, on or within 300 feet of school property or at a school-related event on or off school property, 1. sells, gives, delivers, possesses, uses, or is under the influence of prohibited drugs or alcohol or 2. engages in conduct punishable as an offense relating to an abusable volatile chemical
• Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the expulsion section in this Student Code of Conduct.)	will be placed in a DAEP on the first offense if the conduct is not punishable as a felony. However, if the student sells, gives, delivers, possesses, uses, or is under the influence of prohibited drugs, alcohol, or an abusable volatile chemical of any amount a second time in the same school year, the student will be expelled.
• Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.	The District will decide on a case-by-case basis whether to place in a DAEP or expel a student who
• Behaves in a manner that contains the elements of the offense of public lewdness.	1. sells, gives, delivers, possesses, uses, or is under the influence of prohibited drugs or alcohol or
• Behaves in a manner that contains the elements of the offense of indecent exposure.	2. engages in conduct punishable as an offense relating to an abusable volatile chemical
• Engages in expellable conduct, if the student is between six and nine years of age.	if the conduct is not punishable as a felony.
• Engages in conduct that contains the elements of the offense of retaliation against any school employee on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this Student Code of Conduct.)	When a student is removed from class by a teacher (formal removal) or an administrator for a mandatory or discretionary DAEP offense, the principal or other appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.
• Engages in conduct punishable as a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and: 1. The student receives deferred prosecution. (See glossary) 2. A court or jury finds that the student has engaged in delinquent conduct. (See glossary) 3. The Superintendent or designee has a reasonable belief that the student engaged in the conduct. (See glossary)	Until a conference can be held as a result of a formal teacher removal or administrator removal, the principal may place the student in: • Another appropriate classroom. • In-school suspension. • Out-of-school suspension. • A Disciplinary Alternative Education Program.
A principal or other appropriate administrator **may, but is not required to, place a student** in a DAEP for off-campus conduct for which DAEP placement is required by state law if the principal or other	At the conference, the principal or appropriate administrator will inform the student, orally or in writing, of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. Following valid attempts to require their attendance, the District may hold the conference and make a placement decision regardless of whether the student or the student's parent attends the conference.

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Behaviors	Consequences
appropriate administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred. In accordance with state law, **a student <u>may</u> be placed** in a DAEP for any one of the following offenses: • Engaging in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. In accordance with Education Code 37.0081, after an opportunity for a hearing before the Board or its designee, **a student <u>may</u> be placed** in a DAEP if: • The student receives deferred prosecution for conduct defined as a felony offense in Title 5 of the Texas Penal Code; or • The student has been found by a court to have engaged in delinquent conduct for conduct defined as a felony offense in Title 5 of the Texas Penal Code. • The Board or the Board's designee must determine that the student's presence in the regular classroom: 1. Threatens the safety of other students or teachers; 2. Will be detrimental to the educational process; or 3. Is not in the best interest of the District's students. • A student's placement in the DAEP as a result of receiving deferred prosecution or delinquent conduct, as described above, may occur regardless of: 1. The date on which the student's conduct occurred; 2. The location at which the conduct occurred; 3. Whether the conduct occurred while the student was enrolled in the District; or 4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct. • Involvement in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or	After the conference, if the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in the Student Code of Conduct, the DAEP placement order will give notice of the inconsistency. Placement in a DAEP may not exceed one year unless a review by the District determines that: 1. The student is a threat to the safety of other students or to District employees; or 2. Extended placement is in the best interest of the student. A DAEP placement in accordance with Education Code 37.0081 may be for any length of time determined necessary by the Board or its designee in light of the factors considered before placement. A student placed under this section is entitled to periodic status reviews by the Board or designee at intervals not to exceed 120 days. The Board's designee will send the student and the parents a copy of the DAEP order. Not later than the second business day after the conference, the Board's designee will deliver to the juvenile court a copy of the order placing the student in a DAEP and all information required by Section 52.04 of the Family Code. After the conference, if the student is placed in a DAEP, the appropriate administrator will write a DAEP placement order. A copy of the DAEP placement order will be sent to the student and the student's parent. Parental questions or complaints regarding disciplinary measures should be addressed to the campus administration, in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office. Consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the Board. State law prohibits students placed in a DAEP for mandatory removal reasons from attending or participating in school-sponsored or school-related extracurricular activities. The District does not permit a student who is placed in a DAEP for any reason determined by the District to participate in any school-sponsored or school-related extracurricular and cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. A student placed in a DAEP will not be provided transportation unless he or she is a student with a disability who has transportation

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Behaviors	Consequences
member of a gang. • Indicators of gang activity: • Writing gang symbols on personal or school materials or property • Using gang sings or symbols with hands • Wearing clothing identified with a gang • Displaying tattoos on body identifying gang name or gang nicknames • Making statements of gang membership or allegiance • Attempting to recruit others to join a gang • Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society. • Any criminal mischief. • A federal firearms violation, for a student six years of age or younger. In addition, the District has determined that the following behaviors **may result in a student's placement in a DAEP**: • Cheating or copying the work of another. • Throwing objects that can cause bodily injury or property damage. • Failing to comply with directives given by school personnel. • Leaving school grounds or school-sponsored events without permission. • Disobeying rules for conduct on school buses. • Directing profanity, vulgar language, or obscene gestures toward other students or a District employee. • Fighting. • Hazing. • Stealing from students, staff, or the school. • Damaging or vandalizing property owned by others. • Defacing or damaging school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means. • Possessing fireworks of any kind, smoke or stink bombs, or any	designated as a related service in the student's IEP. If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the principal, or other appropriate administrator, or the Board may enter an additional disciplinary order as a result of those proceedings. A student placed in a DAEP will be provided a review of his or her status, including academic status, by the Superintendent or designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent. For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the Board or the Board's designee. Any decision is final and may not be appealed beyond the Board. For placement in a DAEP to extend beyond the end of the school year, the Superintendent or designee must determine that: 1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or 2. The student has engaged in serious or persistent misbehavior that violates the District's Student Code of Conduct. Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement. When a student violates the District's Student Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a DAEP placement order is completed, the District may complete the proceedings and issue a DAEP placement order. If the student then reenrolls in the District during the same or a subsequent school year, the District may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the principal, or other appropriate administrator, or the Board fails to

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Behaviors	Consequences
other pyrotechnic device. • Discharging a fire extinguisher. • Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person. • Possessing or selling a "look-alike" weapon. • Possessing an air gun or BB gun. • Possessing ammunition. • Possessing a stun gun. • Possessing mace or pepper spray. • Possessing or using any articles not generally considered to be a weapon, including school supplies, when the principal or designee determines that a danger exists. • Gambling. • Making false accusations or hoaxes regarding school safety. • Falsifying records, passes, or other school-related documents. • Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person). • Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities. • Being insubordinate. • Refusing to accept discipline management techniques assigned by a teacher or principal. • Forcing an individual to act through the use of force or threat of force. • Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (Felony robbery or theft offenses are addressed elsewhere in the Student Code of Conduct.) • Bullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence. • Engaging in threatening behavior toward another student or District employee, on or off school property. • Engaging in harassment motivated by race, color, religion, national origin, disability, or age and directed toward another student or a	issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order. A student assigned to a DAEP placement in another district or open-enrollment charter school at the time he or she enrolls in the District will be placed directly into the District's DAEP. For seniors assigned to a DAEP who are eligible to graduate, the placement in the program will continue through graduation, and the student **will not** be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order. The office of the prosecuting attorney will notify the District if a student was placed in a DAEP and: 1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or 2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice. If a student was placed in a DAEP for conduct other than a false alarm or report or terroristic threat involving a public school or conduct on or within 300 feet of school property for which DAEP placement is required by law, on receiving the notice from the prosecutor, the Superintendent or designee will review the student's placement in the DAEP and schedule a review of the student's placement with the student's parent not later than the third day after the Superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student's parent, the Superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers. The student or the student's parent may appeal the Superintendent's decision to the Board. The student may not be returned to the regular classroom pending the appeal. The Board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's

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Behaviors	Consequences
District employee. • Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence. • Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a District employee. • Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or a District employee. • Inappropriate or indecent exposure of a student's private body parts. • Possessing or using matches or a lighter. • Possessing, smoking, or using tobacco products. • Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband. • Possessing or selling seeds or pieces of marijuana in less than a usable amount. • Possessing, using, giving, or selling paraphernalia related to any prohibited substance. • Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event. • Violating the District's policy on taking prescription drugs and over-the-counter drugs at school. • Possessing a cellular telephone or other telecommunications device at school or at a school-related or school-sponsored event in grades PK – 9. • Possessing a cellular telephone or other telecommunications device at school during the school day in grades PK – 9. • Possessing or using a laser pointer for other than an approved use. • Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent. • Using the Internet or other electronic communications to threaten students, employees, or cause disruption to the educational	parent, and the Superintendent or designee, and confirm or reverse the decision of the Superintendent or designee. The Board will make a record of the proceedings. If the Board confirms the decision of the Superintendent or designee, the Board will inform the student and the student's parent of the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

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Behaviors	Consequences
program. • Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. • Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property. • Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety, using e-mail or Web sites at school to encourage illegal behavior, or threatening school safety. • Possessing material that is pornographic. • Violating dress and grooming standards as communicated in the student handbook. • Repeatedly violating other communicated campus or classroom standards of behavior. •	
In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.	When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for placement in a DAEP. If emergency placement involves a student with disabilities who receives special education services, the term of the student's emergency removal is subject to the requirements of federal law.

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expulsion

Behaviors	Consequences
A student <u>must</u> be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property: • Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes: 1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive. 2. The frame or receiver of any such weapon. 3. Any firearm muffler or firearm weapon. 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. • Using, exhibiting, or possessing the following, as defined by the Texas Penal Code: 1. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use). 2. An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear. 3. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. (See glossary) 4. A prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a switchblade knife; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun. (See glossary) • Behavior containing elements of the following offenses under the Texas Penal Code: 1. Aggravated assault, sexual assault, or aggravated sexual assault. 2. Arson. (See glossary) 3. Murder, capital murder, or criminal attempt to commit murder or capital murder.	Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a Disciplinary Alternative Education Program (DAEP). Students under age six will not be removed from class or placed in a DAEP unless the student commits a federal firearm offense. State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis, and/or the District may provide educational services to the expelled student in a DAEP. The District must provide educational services in the DAEP if the student is less than ten years of age. If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing. Until a hearing can be held, the principal may place the student in: • Another appropriate classroom. • In-school suspension. • Out-of-school suspension. • A Disciplinary Alternative Education Program. The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is as follows: <u>Conduct</u> — <u>Maximum length of time</u> 1. Felony Offense — 1 Calendar Year 2. Felony Offense Title V — 1 Calendar Year The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. A student facing expulsion will be given appropriate due process. The student is entitled to: 1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the District. 2. An opportunity to testify and to present evidence and witnesses in

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Behaviors	Consequences
4. Indecency with a child. 5. Aggravated kidnapping. 6. Aggravated robbery. 7. Manslaughter. 8. Criminally negligent homicide. 9. Behavior punishable as a felony that involves the selling, giving, or delivering to another person, possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol. 10. Retaliation against a school employee combined with one of the above-listed offenses on or off school property or at a school-related activity. **A student <u>may</u> be expelled** for engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. **A student <u>may</u> be expelled** for any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity at a school in another district in Texas. **A student <u>may</u> be expelled** for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property: • Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. • Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony. • Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals. • Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.	the student's defense. 3. An opportunity to question the District's witnesses. The Board delegates to the *<u>Superintendent or designee</u>* authority to expel students. A student expelled by the *<u>(principal, hearing officer, Superintendent, or other appropriate administrator)</u>* after the due process hearing may request that the Board review the expulsion decision. The student or parent must submit a written request to the Superintendent within seven days after receipt of the written decision. The Superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the Board will review the decision. Consequences will not be deferred pending the outcome of the hearing. After providing notice to the student and parent of the hearing, the District may hold the hearing regardless of whether the student or the student's parent attends. The Board will review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The Board may also hear a statement from the student or parent and from the Board's designee. The Board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing. After the due process hearing, if the student is expelled, the Board or its designee will deliver to the student and the student's parent a copy of the order expelling the student. If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency. An expulsion may not exceed one year unless, after review, the District determines that: 1. The student is a threat to the safety of other students or to District employees; or 2. Extended expulsion is in the best interest of the student. When a student has violated the District's Student Code of Conduct in a way that requires or permits expulsion from the District and the student withdraws from the District before the expulsion hearing takes place, the District may conduct the hearing after sending written notice

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Behaviors	Consequences
• Engaging in deadly conduct. (See glossary) • **A student <u>may</u> be expelled** for the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line: • Committing aggravated assault, sexual assault, or aggravated sexual assault. • Committing arson. • Committing murder, capital murder, or criminal attempt to commit murder or capital murder. • Committing indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery. • Committing a felony drug- or alcohol-related offense. • Using, exhibiting, or possessing a firearm (as defined by state law, an illegal knife, a club, or prohibited weapon, or possessing a firearm (as defined by federal law). • A student <u>may</u> be expelled if the student engages in the following conduct no matter where the conduct takes place: • Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer. • Engaging in criminal mischief, if punishable as a felony. • **A student <u>may</u> be expelled** if the student engages in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs: • Aggravated assault. • Sexual assault. • Aggravated sexual assault. • Murder. • Capital murder. • Criminal attempt to commit murder or capital murder. • Aggravated robbery. • **A student <u>may</u> be expelled** for engaging in serious or persistent misbehavior that violates the District's Student Code of Conduct, while placed in a DAEP. The District defines "persistent" as two or more violations of the Student Code of Conduct in general or	to the parent and student. If the student then reenrolls in the District during the same or subsequent school year, the District may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district. If the principal, another appropriate administrator, or the Board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings. If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the principal, another appropriate administrator, or the Board may issue an additional disciplinary order as a result of those proceedings. Not later than the second business day after the hearing, the <u>Superintendent or designee</u> will deliver to the juvenile court a copy of the order expelling the student and the information required by Section 52.04 of the Family Code. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion. Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion. No District academic credit will be earned for work missed during the period of expulsion (unless the student is enrolled in a Juvenile Justice Alternative Education Program or another District-approved program). The District will continue the expulsion of any student expelled from another district during the period of the expulsion order. The District will continue the expulsion of any student expelled from another open-enrollment charter school during the period of the expulsion order. If a student expelled in another state enrolls in the District, the District may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if: 1. The out-of-state district provides the District with a copy of the expulsion order, and 2. The offense resulting in the expulsion is also an expellable offense in the District in which the student is enrolling. If a student is expelled by a district in another state for a period that

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Behaviors	Consequences
repeated occurrences of the same violation. Serious offenses include, but are not limited to, the following: • Murder. • Vandalism. • Robbery or theft. • Extortion, coercion, or blackmail. • Disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities. • Hazing. • Insubordination. • Profanity, vulgar language, or obscene gestures directed toward teachers or other school employees. • Fighting, committing physical abuse, or threatening physical abuse. • Possession or distribution of pornographic materials. • Leaving school grounds without permission. • Sexual harassment of a student or District employee. • Possession of or conspiracy to possess any explosive or explosive device. • Falsification of records, passes, or other school-related documents. • Refusal to accept discipline management techniques assigned by the teacher or principal.	exceeds one year and the District continues the expulsion or places the student in a DAEP, the District will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that: 1. The student is a threat to the safety of other students or District employees; or 2. Extended placement is in the best interest of the student.
In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.	When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion. If emergency expulsion involves a student with disabilities who receives special education services, the term of the student's emergency expulsion is subject to the requirements of federal law.

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Armor-piercing ammunition is handgun ammunition designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers.

Arson occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building, habitation, or vehicle:

a. Knowing that it is within the limits of an incorporated city or town;

b. Knowing that it is insured against damage or destruction;

c. Knowing that it is subject to a mortgage or other security interest;

d. Knowing that it is located on property belonging to another;

e. Knowing that it has located within it property belonging to another; or

f. When the person is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault is defined in part by Texas Penal Code 22.01(a)(1). A person commits an assault if the person intentionally, knowingly, or recklessly causes bodily injury to another.

Chemical dispensing device is a device, other than a small chemical dispenser sold commercially for personal protection, designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, mace, and tomahawk.

Deadly conduct occurs when a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication may be offered to a student who is 17 or older, as an alternative to seeking a conviction in court.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. Delinquent conduct also includes conduct that violates certain juvenile court orders, including probation orders. Delinquent conduct does not, however, include violations of traffic laws.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a load report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

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1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or

3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Graffiti is making marks with aerosol paint or an indelible marker on tangible property of the owner without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment means repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct related to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Hazing involves any knowing, intentional, or reckless act, occurring on or off the campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Knuckles is any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Paraphernalia is any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

Possession means to have on a student's person or in the student's personal property, including but not limited to the student's clothing, purse, or backpack; in any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Reasonable belief determination can be made by the Superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure. Administrators may place a student in a Disciplinary Alternative Education Program (DAEP) if they have reasonable belief that the student has engaged in felony conduct under Title 5. Administrators also may place a student in a DAEP if they have reasonable belief that the student has committed felony conduct that is not a Title 5 offense, if the Superintendent believes the student's continued presence in the regular classroom threatens the safety of other students or teachers, or will be detrimental to the educational process.

Self-defense is using force against another when and to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat occurs when a person threatens to commit any offense involving violence to any person or property with intent to:

1. Cause a reaction of any type to his or her threat by an official or volunteer agency organized to deal with emergencies;

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2. Place any person in fear of imminent serious bodily injury;

3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;

4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

5. Place the public or a substantial group of the public in fear of serious bodily injury; or

6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Title 5 offenses involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

Use means that a student has voluntarily introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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PARENT RECEIPT FORM

My child(ren) and I have read the student handbook and understand and consent to the responsibilities outlined in the District's Student Code of Conduct. I also understand and agree that my child(ren) shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law. I also specifically give my permission for the use of corporal punishment with my child, unless I specifically prohibit such punishment by completing a separate signed statement presented to the principal.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: a student's

- Name,
- Address,
- Telephone number,
- Email Address
- Date and place of birth,
- Participation in officially recognized activities and sports,
- Weight and height of members of athletic teams,
- Dates and attendance,
- Awards received in school, and
- Most recent previous school attended.

Directory information may be released by the District to anyone who requests it unless I object to the release of any or all of this information within ten school days from the time this handbook was issued to my child. I have marked through those types of directory information listed that I wish the District to withhold.

Signature on receipt of handbook also acknowledges that I have read the **acceptable use policy** and agree that my child will abide by the policy.

_____

Parent's signature Date

_____

Student's signature Date

NOTES

NOTES

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHOOL CALENDAR 2004 - 2005

July 2004

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2004

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11			14
15			18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2004

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2004

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2004

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11		13
14	15	16	17	18	19	20
21			24	25	26	27
28	29	30				

December 2004

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2005

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16		18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2005

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21			24	25	26
27						

March 2005

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24		26
27	28	29	30	31		

April 2005

S	M	T	W	T	F	S
					1	2
3	4		6	7	8	9
10	11	12	13	14	15	16
17	18					23
24	25	26	27	28	29	30

May 2005

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25			28
29	30					

June 2005

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Summer Vacation
- New Staff Inservice
- 3-Day Institute-Also offered
- Mandatory Attendance for Teachers-Student Holiday
- Principal Choice of Comp Inservice or Work Day-Student Holiday
- Holidays
- TAKS Test
- Bad Weather Days
- Beginning/End of Six Weeks

Semester Dates

8-18-04 to 1-14-05, 1-18-05 to 5-26-05

Trimester Dates

8-18-04 to 11-11-04, 11-15-04 to 2-25-05, 2-28-05 to 5-26-05

BAD WEATHER DAYS	1st Sem: 90	1st Tri: 60
March/25/05 1st to be used	2nd Sem: 85	2nd Tri: 58
April/15/05 2nd to be used		3rd Tri: 57
(The holiday scheduled would	Total: 175	175
be a regular school day.)	12 Teacher Staff Development/ Preparation Days	

TAKS Test Schedule

NO EVENING ACTIVITIES WILL BE SCHEDULED ON THE DAY BEFORE THESE TAKS TESTS ARE GIVEN

February 22	Grades 4 & 7 Writing
	Grade 9 Reading
	Grade 10 English, L/A
February 23	Grades 3 & 5 Reading
April 5	Grade 5 Mathematics
April 19	Grades 3, 4, 6, 7, 8 & 10 Mathematics
April 20	Grades 4, 6, 7 & 8 Reading
April 21	Grade 5 Science
	Grades 8 & 10 Social Studies
	Grade 9 Mathematics
April 22	Grade 10 Science

Granbury Independent School District

District Improvement Plan

Goal #1: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

TAKS

District Goal – All Students Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%
District Goal – Sub-group scores:
Hispanic Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%
Economically Disadvantaged Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Develop a research/technology based curriculum document/district-wide integrated program for every course taught based on TEKS: • Language Arts and Reading • Mathematics • Science • Social Studies • Fine Arts • Career and Technology • Health Education • Physical Education • Language other than English • Instructional technology	Edsoft Curriculum Management System $80,000.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Nancy Peterson, English/Language Arts/Social Studies Coordinator Stacie Brown, Math/Science Coordinator Debbie Richey, At Risk Coordinator Vicki Thomas, Gifted & Talented Coordinator	September 2002	Sign-in sheets Documents available on line All student groups will pass the TAKS Reading, Math, Writing, Science, & Social Studies test at 95% with the subgroups maintaining or reaching 95%
A. Develop scope and sequence to maximize student learning through efficient and effective use of time			June 2003	

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
B. Align Instructional content Resources that correlate to each content area of the scope & sequence.			June 2004	
C. Integrate and coordinate between grade levels and subject areas between feeder campuses • **Vertical Teams** • **SS (10)** • **ELA (13)** • **Math (11)** • **Science (12)** • **Vertical/Horizontal 4th – 6th** • **All Content (12)** • **Horizontal Team** • **PK (4)** • **K (4)** • **1st (4)** • **2nd (4)** • **3rd (4)**	2 days using substitutes for each team member 68 teachers @$50.00 a day = $6,800.00 Local Budget		Vertical Teams: Science – Dates to be determined ELA – Dates to be determined Social Studies – Dates to be determined Horizontal Teams: PreK – Dates to be determined Kinder – Dates to be determined 1st – Dates to be determined 2nd – Dates to be determined 3rd – Dates to be determined 4th, 5th & 6th – Dates to be determined	Sign-in sheets, minutes, & agendas

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Economically Disadvantaged Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Research corporate sponsorship of district programs	None	Sharay Boynton, Executive Director of Finance Randy Leach, Community Education & Athletic Director	May 31, 2004	Sponsorships granted and accepted
2. Apply for federal/private funds that would allow District to fund current programs, enhance current programs, as well as fund new programs.	None	Cheryl Meger, Director of Special Education Sharon Whitefield, Director of Curriculum Brenda Mabery, Special Programs Coordinator Ton Potappel, Director of Technology	On-going	Total dollars received through grants and special funding Programs offered by GISD

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
D. Continue & revise career pathways for grades 9-12		Barbara Calhoun, Career & Technology Coordinator	Established Sept. 1, 2001	Course Enrollment
E. Continue to implement and revise a Gifted/Talented Program in grades K-12 using the strategic planning process • **Introduce Future Problem Solving Curriculum K-6** • **Incorporate Thinking Maps & site license** • **Continue Pre-AP & AP Programs** • **Attend AP Conferences**	Contracted services Supplies/Materials Cost of tests $2,000.00 Cost of training Cost of scoring $1,000.00 Travel $5,000.00	Vicki Thomas, G/T and Testing Coordinator Sharon Whitefield	August 2003	The Advanced Academic G/T Program will be evaluated by student progress measured with TAKS Test scores and Achievement Test scores & needs surveys. Scheduled training held at each campus -complete evaluations -copies of participants certificates

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Economically Disadvantaged Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
F. Develop & implement an ESL instructional program in grades PreK-12 using sound research & guidance from ESC & TEA. • PreK-3rd • 4th – 6th • 7th – 9th • 10th – 12th	ESL Budget 4 days using substitutes for each team member 68 teachers @$50.00 a day = $6800.00	Sharon Whitefield, Director of Curriculum Debbie Richey, At-Risk Coordinator	February 2003	Sign-in sheets from training classes Longitude study of student data correlated to teacher training
G. Seek avenues for implementing a bilingual education program in grades PreK-6.		Sharon Whitefield, Director of Curriculum Debbie Richey, At-Risk Coordinator Brenda Mabery, Special Programs Coordinator	February 2003	Recruitment Calendar ESC

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Economically Disadvantaged Reading 95%, Mathematics 95%, Writing 95%, Science 95%, Social Studies 95%

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Monitor curriculum				
A. Develop a systemic process for monitoring through administrative procedures **1. Analyze and recommend intervention strategies to principals/teachers** **2. Check sheets of walk throughs** **3. Documentation of grade level meetings** **4. Faculty meetings** **5. Surveys** **6. Assist with assessment** **7. Assist with desegregation of data** **8. Walk throuhs** **9. Create district wide lesson plans template to be utilized by all GISD educators** **10. Provide opportunities for teachers to share information learned during professional development**	Printing Local $2,000.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director Of Curriculum Nancy Peterson, ELA/Social Studies Coordinator Stacie Brown, Math/Science Coordinator Debbie Richey, At-Risk Coordinator Vicki Thomas, G/T & Testing Coordinator Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Carolyn Horton Kathy Haynes Ralph Purget Biff Peterson John Shreve	March, 2000 Completed Continuing thru May 2005	Minutes from scheduled meetings Completed check sheets Completed surveys Completed Benchmarks data Copies of handouts

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
B. Assess student performance and utilize a database to correlate test scores, demographics, special programs, etc., for individualizing curriculum	State Compensatory Education EdSoft Curriculum Management Scan-it Sheets TAKS Release TAKS TPRI ITBS or other standardized test CoGat Palm Pilot-Mclass Software $25,000.00 Grant	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Nancy Peterson, ELA/Social Studies Coordinator Stacie Brown, Math/Science Coordinator Debbie Richey, At-Risk Coordinator Vicki Thomas, G/T Testing Coordinator Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Carolyn Horton Kathy Haynes Nancy Alana Ralph Purget Connie Sanderson, Dean of Student Brenda Mabery, Special Programs Coordinator	September 2002	Student results on EdSoft format All student groups will pass the TAKS Reading, Math, Writing, Science & Social Studies test at 95% with the subgroups maintaining or reaching 95% All K-2 student groups will be at the developed stage according to the PRI reading at 95%

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
3. Develop a supportive infrastructure; design, implement, and assess a comprehensive staff development system to focus the district's efforts form improvement that has a concrete base for all professional staff • **ELA** • **Mathematics** • **Social Studies** • **Science** • **Advance Academics** • **Thinking Maps** • **NJWPT** • **ESL/Bilingual** **Accelerated Instruction**	Region XI Education Center Consultants, independent consultants $500.00 $35,000.00 $2,000.00 $3,000.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Nancy Peterson, ELA/Social Studies Coordinator Stacie Brown, Math/Science Coordinator Debbie Richey, At Risk Coordinator Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Matt Stephen Nancy Alana Ralph Purget Biff Peterson John Shreve Cheryl Meger, Director of Special Education Brenda Mabery, Special Programs coordinator	February 2000	Post workshop surveys reflecting relevance and effectiveness of each workshop Annual staff development needs assessment Longitude study of student data correlated to teacher training

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
Conferences • TEKS for Leaders • TCSS.TSAA • CAST • ASCD • TASM • CREST • AP • TAGT • FPS • CAMT • NJWPT • ESL Bilingual • AT-Risk • TSRA • TSNAP • MATS • NCTE • TESOL	$25,000.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Stacie Brown, Math/Science Coordinator Debbie Richey, At-Risk Coordinator Nancy Peterson, ELA/Social Studies Coordinator Vicki Thomas, GT/Testing Coordinator Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve Carolyn Horton	2004-2005	Certificate of Completion

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
A. Summer Conference **2001** **2002** **2003** **2004** **2005**	Consultants $25,000.00 $25,000.00 $25,000.00 $25,000.00 $25,000.00 $25,000.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum	June, 2001 June, 2002 June, 2003 June, 2004 June, 2005	Attendance Printouts Evaluation of conference
B. Implement the Writing Process and New Jersey Writing Strategies district-wide	Presenters form GISD, ESC XI and other contacts $4,500.00	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Nancy Peterson, ELA/Social Studies Coordinator Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve Carolyn Horton		Lesson Plans All students will pass TAKS writing tes at 95% with the subgroups maintaining or reaching 95% Campus Improvement Plan

Granbury Independent School District

District Improvement Plan

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
C. Implement an accelerated reading program for students that are at risk of learning to read	Texas Primary Reading Inventory IRI Benchmark Assessment	Jan Van Dorn, Assistant Superintendent of Schools Sharon Whitefield, Director of Curriculum Nancy Peterson, ELA/Coordinator Principals: Nancy Alana Ralph Purget Matt Stephen Rebecca Johnson	Kindergarten January, 2000 1st Grade August, 2000 2nd Grade August, 2001 3rd Grade August 2001	All students will develop the necessary early reading skills as evidence in the TPRI at k-2nd grades
D. Implement newly adopted textbooks	Social Studies 1-5 Scott Foresman 6-8, 11, 12 Prentice Hall 9 McDougal 10 Holt PreK Sopris West	Jan Van Dorn, Assistant Superintendent of Schools Nancy Alana Kathy Haynes Rebecca Johnson Ralph Purget Roger Morgan Heather Allen Jimmy Dawson Bobby Mabery	Pk, 1-12 August 2003	All students will pass the Social Studied TAKS at 95% with the subgroups maintaining or reaching 95%

Granbury Independent School District

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Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
E. Dyslexia (Related Disorders)	Training for Procedures Assessment Programs $2,000.00 Instructional Materials $5,000.00	Sharon Whitefield, Director of Curriculum	August 2003	All students will pass the TAKS Mathematics test at 95%, with the subgroups maintaining or reaching 95%
F. Provide TAKS info and professional development for PK-12	Attendance of meetings & conferences	Sharon Whitefield, Director of Curriculum	August 2003	Agendas and sign-in sheets
4. Align all campus plans to district curriculum		Jan Van Dorn, Assistant Superintendent of Schools Principals: Nancy Alana Kathy Haynes Rebecca Johnson Ralph Purget Roger Morgan Heather Allen Jimmy Dawson Cathy Butler Biff Peterson John Shreve Carolyn Horton	August, 2001 August 2002 August 2003 August 2004 August 2005	Campus Improvement Plans

Granbury Independent School District

District Improvement Plan

Goal #1: Each school student shall master the basic skills and knowledge necessary for:

1. Managing the dual roles of family member and wage earner; and

2. Gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Encourage academic excellence through options such as Distinguished Achievement Program, Texas Scholars, Tech Prep, dual enrollment in secondary and post-secondary courses, and articulated credit.	None	High school counselors Dual Credit teachers Barbara Calhoun CATE teachers	Fall 2003	Number of students enrolled in dual credit courses, distinguished graduates, and Tech Prop.
2. Improve academic achievement across the curriculum and attendance through technology	$20,000.00 – local and federal (Perkins) funds	CATE teachers	Fall 2003	Staff development, new software and hardware
A. CATE teachers will attend staff development to stay current with changes in industry.	$3000.00	CATE teachers Barbara Calhoun Cathy Butler	Summer 2004	Teacher attendance of staff development and summer professional development conf.
B. Provide student access to cutting-edge technology, equipment and software used in business and industry.	$30,000.00 – local and federal funds	Barbara Calhoun Cathy Butler Ton Potappel Business partnerships	Fall 2003	Annual evaluation of CATE programs, local needs, and published list of state job needs
C. Provide collaboration/strategy between core content areas and CATE	In-services, additional planning periods	Department Heads Barbara Calhoun Cathy Butler	Fall 2004	Extra time allowed for planning
D. Update career pathways for grades 9-12	None	High School counselors Barbara Calhoun	Spring 2004	Printing of 2004-05 pathways GHS course catalog

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Develop communications policies that will include parents, teachers, administration, community, and schools		William Harris, Superintendent Designated district level communications person (future position)		Communicating AEIS report to the public
A. Develop and distribute written communications (for example, newsletters) that report on the "State of the District"; to be distributed both internally and externally	Printing $40,500.00 Local funds	William Harris Superintendent	December, 1999	Published communication from Superintendent three times a year, including Gun Free Schools Report and Safe and Drug Free Schools annual evaluation report

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Provide hands-on training to ensure utilization of current technology to enhance communication both internally and externally	Grant and bond money Technology trainers and lab facilities $5,000.00	Ton Potappel, Director of Technology	Completed	Documentation for technology training Sign-in sheets Certificates of completion
A. E-mail			Completed	
B. Internet			Completed	
C. Adequate and up-to-date technology on campuses			Completed	Reports are generated to show campus/district attendance rates to aid in improving attendance rates
3. Establish web based school/district activity calendar	Time	Ton Potappel	Completed	GISD web usage

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
3. Develop parental commitment program to encourage parent participation in the education process A. Establish a parent/community involvement center to: • Provide space for social workers • Provide activities for health/wellness • Work with other professional services or personnel available on a regularly scheduled basis • Provide a Hispanic liaison for translations and other assistance to Hispanic population B. Develop activities to increase awareness of opportunities for all parents/guardians to participate in decisions and activities related to their children's education	$25,000.00 State Compensatory Education or Title 1	Brenda Mabery, Special Programs Coordinator Counselors: Ann Schmidt Nancy Seilheimer Kim Spencer Dawn Thompson Stacy Bishop Diane Fullerton Hollie Howard Kendall Condit Pam Thompson Jim McVey Lynn Smith Andrea Fore Teresa Morris Pat Robinson Principals: Cathy Butler	August, 2004 September, 1999	Document through log of facility use and publication of scheduled opportunities and activities

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
		Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Carolyn Horton Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve		
C. Include information/awareness of dropout rate/attendance rate, train parents on TAKS strategies	State Compensatory Education Funds $1,000.00	Counselors: Ann Schmidt Nancy Seilheimer Kim Spencer Diane Fullerton Holli Howard Stacy Bishop Dawn Thompson Kendall Condit Pam Thompson Jim McVey Lynn Smith Andrea Fore Teresa Morris Pat Robinson Principals' Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Carolyn Horton	October, 2005	Improved TAKS scores All student groups will pass the TAKS Reading test at 95% with the subgroups maintaining or reaching 90% All students will pass the TAKS Math test at 96% with subgroups maintaining or reaching 90% All students will pass the TAKS Writing test at 93% with subgroups maintaining or reaching 90%

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
		Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve Vicki Thomas, G/T & Testing Coordinator Brenda Mabery, Special Programs Coordinator TAKS Teachers: Tim Hunt Debbie Richey Courtney Brewer Susan Robbins Henry Pearson		
4. Follow procedures for accessing special education services				
A. Disseminate special education operational guidelines and forms to administrators, counselors, support staff	Placement on district web site	Cheryl Meger, Director of Special Education Carol Walston Barbara Wittmann Neatie Burden Dawn Brandenburg	Completed	Tracking of referrals in referral logs
B. Review flow chart for initial referral packets listing: • **Order of completion** • **Due date** • **Person to whom to return information**	Printing – special education funds Special education funds $1,000.00	Cheryl Meger, Director of Special Education Operational Guidelines Committee: Carol Walston Barbara Wittmann	Completed	Tracking of referrals in referral logs

Granbury Independent School District
District Improvement Plan
Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
• who is responsible • Due date to diagnostician, along with time received		Neatie Burden Dawn Brandenburg		
5. Develop Individual Transition Plans for Special Education students				
A. Generate data report consisting of ages, birthrates, last ITP and last Admission Review & Dismissal (ARD) dates for all special education students in grades 6-12	Printing – special education funds $100.00	Billie Herrington (Special Education PEIMS clerk) to distribute to each diagnostician, speech therapist, and ITP transition coordinator	September of each year	Completion of report and distribution
B. Schedule fall ITPs at GHS, thus allowing second semester ITPs at middle schools		Jennifer Rand Neatie Burden Tammy Moorehead Barbara Jones Robin Gillum	September of each year	Completion of scheduling
C. Coordinate scheduling of ARD meetings with middle schools to facilitate attendance of special education teacher and transition coordinator from GHS	Substitutes - $1,800.00 special education funds	Jennifer Rand Neatie Burden Tammy Moorehead Barbara Jones Robin Gillum	January of each year	Completion of scheduling
D. Disseminate transition packets for special education students in the following grades: 7th grade – career pathways and interest inventories	Printing - $2,000.00 special education funds	Cheryl Meger, Director of Special Education Jennifer Rand Neatie Burden	November of each year	Packets completed and distributed

Granbury Independent School District

District Improvement Plan

Goal #2: - An Established, Effective Communication Network Exists

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
8th grade – update interest inventories and career options 9th – 10th grades – handout information for parents for resources 11th – 12th grades – information about TASP, SAAT, TSTC, etc E.				

Granbury Independent School District

District Improvement Plan

Goal #3: - A Supportive Community and Staff are Involved in our Schools

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Develop activities to increase awareness of school volunteer opportunities for all groups including working parents, the business community, youth directors, the retirement community and other community members who do not have children in school		Brenda Mabery, Special Programs Coordinator Principals: Bob Small Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve	Elementary/Intermediate Accelerated Reading Family Reading Nights at least four times per year Meet the Teacher Night	Parent sign-in sheets Parent and teacher surveys Certificates of completion for parent education classes
A. Parent involvement i.e. Accelerated Reader Night, Meet the Teacher Night, Parent Education and Parent Centers	$2,000.00 per campus Compensatory Education, local funds and donations	Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Rebecca Johnson Kathy Haynes Nancy Alana Biff Peterson John Shreve	Parent education for special programs twice a year (fall/spring) Volunteer orientation meetings on each campus, September, 1999, and continuing each September	
B. Volunteers				Log of volunteer hours Volunteer hours posted at each campus monthly

Granbury Independent School District

District Improvement Plan

Goal #3: - A Supportive Community and Staff are Involved in our Schools

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
C. Support groups i.e. Parent Teacher Association, Action Dads, Coffee Club, English as Second Language, Gifted & Talented, Title I, Parenting Classes at Baccus	$1,000.00 per campus for materials and supplies Resources available from support groups	Counselors: Ann Schmidt Nancy Seilheimer Kim Spencer Dawn Thompson Hollie Howard Stacy Bishop Dawn Thompson Pat Robinson Teresa Morris Andrea Fore Lynn Smith Kendall Condit Jim McVey Pam Thompson Principals Bob Small Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Carolyn Horton Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve	Support Groups	Recognition through local media (Hood county News and Granbury Education Access (GEA) Channel 7)
D. Community involvement (including retirement community) in all phases of school	Local funds $50,000.00	Jan Van Dorn	Position filled April, 2001	Assistant Superintendant

Granbury Independent School District

District Improvement Plan

Goal #3: - A Supportive Community and Staff are Involved in our Schools

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Collaborate with business, government, university, and community members to support quality instructional programs				
A. Develop a district-wide Adopt-A-School program or business partnerships	Donations and resources from businesses involved in Adopt-A-School	Barbara Calhoun, Career/Technology Coordinator Roberson – Winn Dixie Baccus – Brookshire STARS – Business Community	Research Fall of 2001 Begin formal adoptions of schools in June, 2002	Documentation of number of businesses involved in program
B. Develop written expectations for campus principals and business partners to optimize school/business partnerships in a variety of ways	Planning meetings with local businesses and chamber of commerce	Barbara Calhoun. Career/Technology Coordinator	Begin developing adoption guidelines in September, 2001	Surveys and questionnaires of local business and principals

Granbury Independent School District

District Improvement Plan

Goal #3: - A Supportive Community and Staff are involved in our Schools

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
C. Involve business in vocational and educational transitions of students	Middle School job shadowing program Local funds - $2,000.00 January 23 – 24, 2001	Brenda Mabery, Special Programs Coordinator Barbara Calhoun, Career/Technology Coordinator Middle School Principals: Bobby Mabery Jimmy Dawson Middle School Counselors: Diane Fulletron Hollie Howard Stacy Bishop Dawn Thompson North Central Texas Workforce School to Careers Lake Granbury Area Chamber of Commerce	Spring 2000 and continuing each Spring	Evaluations by students, staff and businesses involved

Granbury Independent School District

District Improvement Plan

Goal #3: - A Supportive Community and Staff are Involved in our Schools

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
3. Create opportunities for increased parental and community involvement to reinforce students' development of citizenship, skills, and knowledge to promote a safe and violence free school environment	• Junior Leadership Granbury • Friends of the Library • Christmas for Children • Children's Charities • Child Protective Services • Hood County Sheriff Department • Granbury Police Department • Shanley House • Mission Granbury • Kiwanis-Terrific Kids • Lion's Club • Optimists' Club • Community Events • Poster Contests i.e. Child Protective Service, Fire Safety, TXU Electric, bus safety Promote student citizenship opportunities	Brenda Mabery, Special Programs Coordinator	Beginning in the fall of 1999 and continuing the access of programs available in the community and schools at the appropriate times and whenever necessary	Certificates of recognition and/or completion Awards/ribbons List of students participating Parent and community surveys Recognition through the local media (Granbury Education Access Channel 99, KPAR, and Hood County News) Gun Free Schools Report Safe & Drug Free Schools annual evaluation report

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Develop summer workshop series **A.** Inform teachers about workshop possibilities by April of each year **B.** Commence registration for up to 30 different workshops **C. Notify each participant of the classes that they have registered for by letter, email and/or telephone** **D. Offer four different types of classes: Instructional Technology, Internet Technology, Office Management Technology and Distance Learning Technology** **E. Enroll each faculty/staff member in a workshop and issue certificate upon completion**	$4,500.00 • Trainers • Materials (handouts) • Software licensing	Ton Potappel, Executive Director of Technology Amy Wood, Instructional Technology Coordinator	Completed	Each workshop taken will be evaluated by the participant. The evaluations will be shared with the trainers and kept on file for references
F. Offer workshop to address integrating career & technology education programs in the curriculum		Barbara Calhoun, Career & Technology Coordinator, Amy Wood, Instructional Technology Coordinator	Summer 2001	Attendance rate will be 96% dropout – all subgroups will be 1.0 or less

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Develop technology academies • Instructional Technology Academy • Internet Technology Academy • Office Management Academy • Distance Learning Academy • System Operator Academy **A. Generate a professional development track related to an academy** **B. Develop the individual academy of 6-12 workshops that will be made available to the staff throughout the year** **C. Upon completion of individual academies, present participants with a plaque and certification of completion**	$8,000.00 • Trainers • Handouts • Software licenses • Certificates • Plaque	Ton Potappel, Executive Director of Technology Amy Wood Instructional Technology Coordinator	Completed	Each workshop taken will be evaluated by the participant. The evaluations will be shared with the trainers and kept on file for references

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
3. Develop central technology purchasing system **A.** Make all technology purchases from the Technology Center **B. Evaluate each item for best price** **C. Evaluate software purchases for district-wide licensing** **D. Manage fixed asset information for all district technologies**	$6,000.00 • Software licensing • Part-time staff at inventory • Inventory control tags • Shelving	Ton Potappel, Director of Technology Jerry Allen Mark Cox Curtis Starnes Stefanie Silva	Completed	Reports of work order activity Purchase orders

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
4. Develop a 3-year life cycle program for computer and/or printer **A. Maintain accurate records to determine the life cycle of the computer** **B. Formulate a plan to replace 1/3 of the district's computers each year** **C. Prepare students on up-to-date computer systems** **D. Maintain upgrade paths**	$200,000.00 annually to be divided between the campuses on a per computer basis	Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Carolyn Horton Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve Campus Technology Coordinators (future positions) Ton Potappel, Director of Technology	Completed	Fixed asset report campus inventories

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
5. Develop a software evaluation team **A. Form team from members nominated by principals and approved by Executive Director of Technology** **B. Evaluate software purchased that will span multiple campuses which includes TAKS related software** **C. Complete an evaluation form for the software by each team member** **D. Pay a stipend to evaluators upon completion of the evaluation** **E. Rotate team annually**	$15,500.00 each year for five years • Stipends • Software purchases	Principals: Cathy Butler Bobby Mabery Jimmy Dawson Heather Allen Roger Morgan Carolyn Horton Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Biff Peterson John Shreve Ton Potappel, Director of Technology	January 2002	Recommendation forms completed by the software team All student groups will pass the TAKS Reading test at 95% with the subgroups maintaining or reaching 90% All students will pass the TAKS Math at 96% with subgroups maintaining or reaching 90% All students will pass the TAKS Writing test at 93% with subgroups maintaining or reaching 90%

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
6. Develop a preventive maintenance program for all district technology A. Establish a preventative maintenance checklist using the students in the computer maintenance program at the high school, so that all district technology will be a evaluated at least once a year B. Clean and document maintenance on machines C. Address additional repair at that time D. Employ teams of students under the guidance of the classroom teacher to do field technical work E. Pay students a student salary for work done on a per computer basis F. Implement a stipend for summer work for the classroom teacher	$65,000.00 each year for five years • Student salaries • Teacher stipend • Solvents • Tools • Transportation	Jennifer Brockman, computer maintenance classroom teacher	June 2001	Student assessment reports Purchase orders Maintenance reports

Granbury Independent School District

District Improvement Plan

Goal #4: - Students and Staff are Competent in Technology

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
7. Develop a technologist's institute **A. Develop campus level trainers from selected individuals targeted by technology** **B. Develop a technology center on each campus** **C. Upgrade each campus to include provisions for advanced data communication, video conferencing, multimedia development, and campus training**	$200,000.00 • Funds for salary for an institute manager • Software • Hardware • Upgrades • Funds should be sought from grant resources rather than local sources	Ton Potappel, Director of Technology Amy Wood Instructional Technology Coordinator, Barbara Calhoun, Career and Technology Coordinator	June 2005	Participant report Grant application Grant evaluation
8. Establish an understanding of the technology goals by having administrators attend a technology retreat yearly.	Technology/Grants	William Harris, Ton Potappel, Administrative Staff	June 2003	Participant roster Evaluations

Granbury Independent School District

District Improvement Plan

Goal #5: - Adequate Facilities and Equipment Exist to Meet the Needs of Our Students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Create and maintain a long-term facilities plan, which will be a planning resource to manage land acquisition and construction of new facilities, and maintain and upgrade existing facilities		William Harris, Superintendent Larry Gehrke Larry Anderson Sharay Boynton Randy Leach Laine Meek	October 1 of each year	Long Range Plan (LRP) September 2001 update Glen Rose, Mineral Wells, Cleburne, Stephenville, Weatherford
A. Collect existing long-range facilities/equipment plans from other comparable school districts	Long range plans from other school districts	William Harris, Superintendent Long Range Planning Committee GISD Administration	September, 2003	
B. Complete facilities/equipment long rang plan and present to the board of trustees. This plan will address the following: • Building Maintenance • Transportation • Athletic Facilities • Food Service • Playground Equipment • Parking Facilities • Technology • Grounds Maintenance • Safety Maintenance • School Safety		William Harris Superintendent	September, 2003	Long Range Plan September 2001 update

Granbury Independent School District

District Improvement Plan

Goal #5: - Adequate Facilities and Equipment Exist to Meet the Needs of Our Students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Develop a plan to cooperate with the city, county and youth league organizations to share facilities when possible		William Harris, Superintendent Randy Leach	July, 1999	Roster from Granbury Sports' District Randy Leach Cynthia Hiser
Designate school district representatives (District Advisory Committee member and an administrator) to the Granbury Sports' District		Appointed personnel		
3. Facilities Study – Professional Facilities Study done by TASA	$10,000.00	William Harris	June 2004	Facility Review Document

Granbury Independent School District

District Improvement Plan

Goal #6: - An Adequate trained staff exists to meet the needs of our students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. **Develop a marketing and recruitment program that will employ adequate trained staff**				
A. Increase by 2%, the salary schedule of each employee group toward the competitive market average each year until the average is reached for each group.	Market research data GISD local, state and federal funds $500,000.00 $700,000.00	Troy Green, Executive Director of Human Resources	Start August 1 of each year	A salary schedule that is competitive with the market. Completed August 1 each year
B. Review the existing package and consider the following:	Staff time	Troy Green, Executive Director of Human Resources	February, 2004 – April, 2005	A written report analyzing benefits vs. cost with recommendations
• Increased district contribution to the health insurance program	$3,000,000.00 local funds		December 1, 2004	District paying as much as is possible for employee 12-1-03
C. Develop recruitment packets to enhance the recruitment of professional and auxiliary staff	Visitors Bureau and Chamber of Commerce pamphlets and brochures Local funds $2,000.00			
D. Develop incentive program designed to attract Hispanic, Bi-lingual and ESL professionals; establish extra-duty pay.	$10,000.00 local funds	Troy Green, Executive Director of Human Resources	Completed	$3,000.00 Bi-lingual stipends added to stipends schedule
E. Continue to advertise for ESL/Bilingual teaching positions via Internet. The district currently uses but not limited to: District web-site TASA		Troy Green, Executive Director of Human Resources		

Granbury Independent School District

District Improvement Plan

Goal #6: - An Adequate trained staff exists to meet the needs of our students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
2. Develop a program designed to retain adequately trained staff				
A. Develop a plan which involves the entire staff to establish a team approach to providing services to students • Establish a committee to research team building techniques within each campus and department	Staff development days or substitute pay for release time (15 people – 1 from each campus and department x 3 days - $2,000.00 local funds)	William Harris, Superintendent and/or designee	January, 2004 – March, 2004	Written report with specific recommendations for campus/district team building and an implementation plan.
B. Develop a system of assessing performance effectiveness of employees to include communicating standards, coaching, and training	Human Resources Department budget local funds	Troy Green, Executive Director of Human Resources	November, 2003 – February 2003	Signed job descriptions on file for all employees as hired
• All employees will be evaluated annually. The evaluation process will highlight areas of strength and areas in need of improvement • Improvement plans will be developed when appropriate • Evaluation instruments will mirror job descriptions	$100.00 supplies and materials	Appropriate supervisors	September, 2004 – May, 2005	Signed completed evaluations on-file of sites. Professional evaluations in permanent file. Completed Spring 2001

Granbury Independent School District

District Improvement Plan

Goal #6 – An Adequate trained staff exists to meet the needs of our students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
C. The district will re-evaluate the mentor system on each campus and restructure as needed		William Harris, Superintendent and/or designee	March, 2004	Documentation of satisfaction with existing program or restructuring plan
D. The district will conduct an annual market comparability study of pay and benefits for higher degreed employees • Develop a process and explore financial incentives to encourage professional employees to seek higher degrees • To study the effectiveness of these incentives • Recommend implementation of a plan if feasible	$100.00 materials and supplies	Troy Green, Executive Director of Human Resources	January through May of each year	Written report of the findings of the market study with recommendation concerning appropriate actions to provide incentives for higher degree acquisition
E. The district will create pool of Bilingual and ESL Certified teachers to support the Bilingual and ESL Program • Preparation classes for taking the Bilingual an ESL Excet Tests • Reimburse teacher for fees associated with the taking and passing of tests related to the certification of Bilingual and ESL education	Title III Part a	Troy Green, Executive Director of Human Resources	2003, On-going	Increase in the number of certified bilingual and ESL teachers Increase in the participation and number of bilingual, ESL, and regular ed teachers receiving bilingual/ESL staff development training and certification

Granbury Independent School District

District Improvement Plan

Goal #6: - An Adequate trained staff exists to meet the needs of our students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
3. Granbury ISD will develop a program to provide quality substitute teachers		Troy Green, Executive Director of Human Resources		
A. The district will conduct an annual comparability study of substitute teacher pay to determine if the district needs to increase substitute teacher pay	Human Resource Department		Completed by June 15, each year	Written report of comparability study and recommendations concerning action needed Completed
B. The district will annually evaluate the substitute teacher training program to determine if it is meeting the needs of the campuses and students	Survey of teachers substitutes and administrators		August – March each year	Revised substitute training curriculum as needed Completed
4. Facilitate training for staff in serving low socioeconomic students (SES)	Availability of Ruby Payne's book on poverty, "A Framework for Understanding and Working with Students and Adults from Poverty" Contract with Debbie Day for staff training $150.00	Debbie Day	August year for new staff, August – September staff meetings for returning staff members	Lower number of referrals to special education from low socioeconomic (SES) as compared to 2001-2002 year
5. Access to modifications and curriculum adaptations are available on district file server	Development time	Carol Walston	December, 2001	Track use by teachers

Granbury Independent School District

District Improvement Plan

Goal #6: - An Adequate staff exist to meet the needs of our students

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
6. Facilitate training for staff in serving the needs of Hispanic and ESL/Bilingual students Sheltered Instruction GT/ESL Training ESL Strategies for Elective teachers New Jersey Writing Thinking Maps Kagan Coop. Learning LPAC Training Administration and Scoring of OLPT & IPT Dinah Zyle	ESL/Bilingual Funds	Sharon Whitefield, Director of Curriculum Nancy Peterson, ELA/Social Studies Coordinator Stacie Brown, Math/Science Coordinator Debbie Richey, At-Risk Coordinator Brenda Mabery, Special Programs Coordinator	October 2003	Extend knowledge base of bilingual, ESL, and regular education teachers

Granbury Independent School District

District Improvement Plan

Goal #7: Alternative Resources to Supplement Tax Revenues

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
1. Research corporate sponsorships of district programs	None	Sharay Boynton, Executive Director of Finance Randy Leach, Community Education & Athletic Director	May 31, 2005	Sponsorships granted and accepted
2. Apply for federal/private funds that would allow District to fund current programs, enhance current programs, as well as fund new programs.	None	Cheryl Meger, Director of Special Education Sharon Whitefield, Director of Curriculum Brenda Mabery, Special Programs Coordinator Ton Potappel, Director of Technology	On-going	Total dollars received through grants and special funding Programs offered by GISD

Granbury Independent School District
District Improvement Plan
Goal #8: - Student Safety and Well Being

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
A. Develop and implement a district wide comprehensive discipline plan	Release from for committee members	Larry Anderson Bobby Mabery Nancy Alana Heather Allen Randy Leach Brian Caruthers Ann Schmidt Andrea Fore Biff Peterson	August, 2000 Still in progress as of 2002	Decrease in discipline referrals Decrease in suspensions Comparison of Safe and Drug Free Schools Annual Evaluations
B. Insure implementation of a comprehensive crisis management plan	Duplication cost for manuals $1500.00 Train counselors in the National Organization for Victims Assistance (NOVA) crisis response training $5,000.00	Larry Anderson Bobby Mabery Nancy Alana Heather Allen Randy Leach Brian Caruthers Ann Schmidt Andrea Fore Biff Peterson	Revised and redistributed in August, 2002 Access on school web site August 2001 Spring 2003 Counselors are not trained as of 2002	Crisis Management Plan is in place, and all staff members, with the exception of counselors, are trained in the crisis management procedures
C. Align the district's Drug, Student Safety and Sex Education Programs	Printing $500.00 Release time for staff	Biff Peterson Sharon Whitefield Brenda Mabery Vicki Thomas Sandy Bruner Brenda Byas Nancy Peterson	January 2002	Curriculum guide with scope and sequence and timelines in place To be reviewed by the Curriculum Department

Granbury Independent School District
District Improvement Plan
Goal #8: - Student Safety and Well Being

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
D. Refine and implement mandatory Random Drug Testing Program for students in extra curricular with voluntary participation for other students	$25,000.00	Joe Mancini Randy Leach	January, 2000	Decrease in students' use of drugs as evidenced by drug testing results coupled with Texas A&M survey outcomes
E. Develop and implement a comprehensive conflict resolution and peer meditation program that is aligned across the district	Check with Executive Director of Finance on budgeted resources Peer Assistance Leadership training Kelso's Choice kit for grades K-3 DARE Curriculum $30,000.00 DAVE Curriculum $50.00 per campus per year Get Real About Violence $595.00 per kit Peace Talks Video Tape Series $500.00 Boys Town Training $500.00 Andrea Fore will check on another program similar to GREAT program	Nancy Alana Heather Allen Bobby Mabery Larry Anderson Randy Leach Brian Caruthers Andrea Fore Biff Peterson Ann Schmidt	June, 2001	Peer Assistance Leadership Team Surveys Increase in number of requests by students for peer mediation sessions This objective will be researched for additional training for staff and students and to review budgetary requirements to meet this objective

Granbury Independent School District
District Improvement Plan
Goal #8: - Student Safety and Well Being

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
F. Develop and implement a Suicide Prevention Program	Training for counselors, principals and nurses Community Resources: MHMR Pecan Valley Mission Granbury Crisis Line Staff development fees and materials $1,000.00	Andrea Fore Ann Schmidt Nancy Seilheimer Kim Spencer Dawn Thompson Stacy Bishop Holli Howard Diane Fullerton Pat Robinson Lynn Smith Jim McVey Pam Thompson Kendall Condit Teresa Morris Principals: Cathy Butler Jimmy Dawson Bobby Mabery Heather Allen Roger Morgan Carolyn Horton Rebecca Johnson Kathy Haynes Nancy Alana Ralph Purget Nurses: Ginger Hodges Angela Russell Jamie Cole Kim Spirlock Melisa Monson Cynthia Langford Amanda Hardt Janet Helms	June 2001 Subject to review	A suicide prevention plan exists and appropriate personnel have received training as evidenced by training rosters Tables – for counselors to develop

Granbury Independent School District
District Improvement Plan
Goal #8: - Student Safety and Well Being

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
G. Train counselors in the Nation Organization for Victims Assistance (NOVA) crisis response training				Deemed as a resource and moved to Objective B
H. Provide the students of GISD with Violence Prevention and Intervention Strategies through selected programs	Safe and Drug Free Schools and community funds KELSO's Choice Drug & Violence Education Curriculum (DAVE) activities McGruff Drug Abuse and Resistance (DARE) Gang Resistance Education and Training (GREAT) Get Real About Violence Kit $1,000.00 Local $2,000.00 City of Granbury (in Kind) Crime Stoppers Utilize Technology – make resource library	Heather Allen Bobby Mabery Larry Anderson Nancy Alana Randy Leach Brian Caruthers Ann Schmidt Andrea Fore Biff Peterson	August 1999-May2000 In process as of 2002	Student surveys DARE evaluation