Notice of Regular
The Board of Trustees
Granbury ISD
Monday, December 12, 2011
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, December 12, 2011, beginning at 5:00 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 - 5:00 PM - GISD Board Room
2. Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
    a. Chapter 551.074 - Personnel
        1. Consider staff appointments
        2. Superintendent Position
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. Reconvene in open session - 6:00 PM
4. Opening Comments/Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Achievement Spotlight
    a. Connie Stone - UIL Award 3
    b. Texas Girls Coaches Association and All-Star Volleyball Player Madison Martin
    c. National Merit Commended Student Joshua Cutler
    d. 2011 Texas Reading Bee participant Alexander Call
    e. Texas School Counselor Association Advocate of the Year, Ron Mayfield
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the November 14, 2011 Regular Meeting 5
        2. Consider Budget Amendments
        3. Consider renewal of Printing and Copying Services CSP 2010-06
        4. Consider Copy Paper Bid 2012-01
    b. Consider Approval of Annual Audit Report 8
    c. Consider Impact of Texas Elementary School of the Arts and Fort Worth Academy of Fine Arts
    d. Consider Policy Update 91, affecting local policies BQ(LOCAL): Planning and Decision-Making Process, CDA(LOCAL): Other Revenues - Investments, CMD(LOCAL): Equipment and Supplies Management - Instructional Materials Care and Accounting, CV(LOCAL): Facilities Construction, DFBB(LOCAL): Term Contracts - Non-renewal, EFAA(LOCAL): Instructional Materials - Selection and Adoption, FFH(LOCAL): Student Welfare - Freedom from Discrimination, Harassment, and Retaliation, FO(LOCA): Student Discipline 96
    e. Consider Approval of Amending Board Policy Regarding Alcohol and Tobacco in School Vehicles 97
    f. Consider GISD and STARS 2012-2013 Calendars
    g. Consider Approval of Courses for 2012-13 99
    h. Consider Approval of Campus Improvement Plans 174
    i. Consider Approval of the Technology Plan 367
9. Discussion/Information
    a. Financial Statements for the period ending 10-3-11 392
    b. Technology Purchases 395
    c. Board LOCAL Policy Update 92 396
    d. Board Continuing Education Hours 397
    e. AEIS Report 399
    f. School Finance Litigation 437
    g. Elementary Transportation/Parents 438

10. Consider action on items discussed in closed session
    a. Consider staff appointments
    b. Superintendent Position
    c. Consider purchase, exchange, lease or value of real property
11. 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 9th day of December, 2011 this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Achievement Spotlight**

SUMMARY:
We have several students to recognize for Achievement Spotlight.

I have attached a nomination letter for Connie Stone as a nominee for the 2011 UIL Sponsor Excellence Award.

The accomplishments of each of these nominees clearly demonstrate the high level of dedication, care and achievement.

RECOMMENDATION:
N/A

Respectfully submitted,

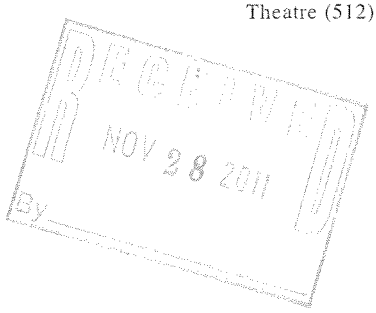
Ron Mayfield

Ron Mayfield
Superintendent

UNIVERSITY INTERSCHOLASTIC LEAGUE

P.O. Box 8028
Austin, Texas 78713-8028
(512) 471-5883
Theatre (512) 471-9996

November 14, 2011



Connie Stone
Granbury High School
2000 W Pearl St
Granbury, TX 76048

Dear Connie:

The University Interscholastic League recognizes that the benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches such as you. Therefore, the UIL is pleased to present you with this certificate designating you as a nominee for the 2011 UIL Sponsor Excellence Award. Only one faculty member from each high school in Texas can be nominated Congratulations!

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School administrators from across the state nominated teachers, directors and coaches such as yourself for this recognition. The accomplishments of each of these nominees clearly demonstrate the high level of dedication, care and achievement you all share as exemplary sponsors of UIL events. We know your students, peers and administrators take great pride in this achievement.

Following an extensive selection process, the UIL Sponsor Excellence Award winners will be selected and notified during the month of December.

In closing, on behalf of the UIL and its member schools, let us thank you for your commitment to UIL programs and the benefits they provide for the young people of Texas. Please know we are proud of you and applaud the high standards you hold for your students, school and community.

Respectfully,

Charles Breithaupt
UIL Executive Director

Richard Floyd
Sponsor Excellence Award Coordinator

Enclosure

cc: Ron Mayfield Supt., Granbury ISD
Jeremy Ross, Principal, Granbury High School
Treva Dayton, UIL Director of Academics
Mark Cousins, UIL Director of Athletics

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
November 14, 2011

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, November 14, 2011, at 5:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer ..... Charlie Cloud, President

Board Members Present

Nancy Alana
Barbara Herrington
Mark Jackson
Micky Shearon
B. J. Wallace
Don Walton

Board Members Absent

None

School Officials Present

Ron Mayfield, Superintendent
Carol Howard, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Tom Howard, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Carola Bradley, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Charlie Cloud, President, called the meeting to order at 5:05 p.m. and noted that a quorum of board members was present, the meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 5:05 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

The Board reconvened in open session at 6:00 p.m.

Opening Comments/Invocation

Micky Shearon led the invocation.

Pledge - U.S. Flag and Texas Flag

Oak Woods students Abbey Thigpen and Jack Krause led the pledges.

Achievement Spotlight

Terry Slemmons, Director of Transportation, recognized Trooper Randel Wilson for his work with the transportation department and National School Bus Safety Week.

Ron Mayfield, Superintendent, recognized Crossland 9th Grade Center for being named as a National Center for Educational Achievement campus.

Carol Howard, Assistant Superintendent, presented the Gold Performance campuses to the Board.

Ron Mayfield, Superintendent, recognized Dwight Butler, Athletic Director and our fall athletic teams for making the play-offs in each sport.

Public comments/audience participation

None

Consent Agenda Items

A motion was made by Barbara Herrington and seconded by Micky Shearon to approve the consent agenda items as presented. 1. Minutes of the October 17, 2011 Regular Meeting; 2. Budget Amendments; 3. Renewal of Charter Bus Services Bid 2011-02; 4. Renewal of Towing Services Bid 2010-07; Consider Audio Visual Supplies and Equipment Bid 2011-32; 6. Renewal of Guidance, Evaluation and Testing Supplies and Materials Bid 2010-05; 7. Renewal of Records Management Services 2010-01. **MOTION CARRIED**: Yes 7 – Noe 0

Consider Selection of Central Appraisal District Board Members

Hood County Appraisal District: Barbara Herrington nominated Mark Jackson and Charlie Cloud nominated Walter Baldree and Tony Smith. A motion was made by Don Walton and seconded by Micky Shearon to approve these nominations. **MOTION CARRIED**: Yes 7 – Noe 0

Johnson County Appraisal District: Micky Shearon nominated Don Beeson to receive all 28 votes. A motion was made by Micky Shearon and seconded by B. J. Wallace to approve the nomination. **MOTION CARRIED**: Yes 7 – Noe 0

Somervell Appraisal District: Barbara Herrington nominated Darlene Chambers to receive all 19 votes. A motion was made by Barbara Herrington and seconded by Mark Jackson. **MOTION CARRIED**: Yes 7 – Noe 0

Consider Resolution for Change of Elections to November

A motion was made by Barbara Herrington and seconded by Don Walton to approve the Resolution for the change of the Board of Trustees Elections to November. **MOTION CARRIED**: Yes 6 – Noe 1 Micky Shearon voted against. Mark Jackson read the resolution.

Consider Resolution and Contract for Texas School Coalition Litigation

A motion was made by Micky Shearon and seconded by Mark Jackson to approve the Resolution and Contract for the Texas School Coalition Litigation. **MOTION CARRIED**: Yes 7 – Noe 0 Mark Jackson read the resolution.

Reports

Technology Purchases

Amy Wood, Director of Technology, reported on purchases for the month of September.

Public Notification of Teacher Quality (Highly Qualified)

Tom Howard, Director of Human Resources, presented the Board with a report on GISD teachers. GISD is 100% highly qualified.

Maintenance Report

Randy Leach, Director of Maintenance and Facilities, presented the Board with a report on GISD Maintenance and Facilities.

Transportation Report

Terry Slemmons, Director of Transportation, gave a report on the Transportation Department. The Board requested Mr. Slemmons to look into getting more buses DOT certified and have trained staff to certify the buses.

Update 91

Ron Mayfield, Superintendent, reminded the Board to review Update 91. It will be on the agenda for approval at the December 12, 2011 meeting.

Convened in Closed Session

Board Recessed again into closed session at 6:57 P.M.

Reconvened in Open Session

Board reconvened in open session at 7:55 P.M.

Action on Items Discussed in Closed Session

- **Staff Appointments**

  None

- **Consider purchase, exchange, lease or value of real property**

  None

Adjournment

There being no further business, the meeting was adjourned at 7:55 p.m.

_____ _____

Charlie Cloud, Board President Mark Jackson, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2011
For: Approval

TO: Mr. Ron Mayfield, Superintendent

FROM: Sharay Boynton
DATE: December 7, 2011
RE: Annual Financial Report – Year ended 8/31/2011

SUMMARY:

The annual audit has been completed. Mr. Gary Snow of Snow, Garrett & Company, Certified Public Accountants will be at the board meeting to present the report and letters to the board. The Annual Financial Report for the year ended August 31, 2011, the management letter, and the SAS 114 letter are available in PDF format for the Boardbook and a hard copy is available for board members that wish to have a copy.

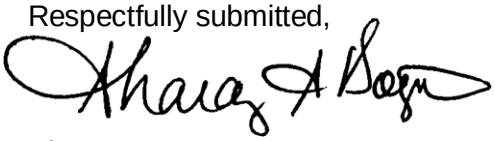
Fund Balance for the General Fund was reduced by $390,041 compared to the projected $2,000,000. The projection for Fund Balance for future years is also attached for your review.

Should you have questions regarding the report, please feel free to contact me prior to the Board meeting so that I can get with Mr. Snow and he can be prepared to respond to your questions either at the meeting or prior to the meeting.

RECOMMENDATION:

That the Board accept the Annual Financial Report for the year ended August 31, 2011 as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: December 7, 2011

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2011

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2011

Introductory Section

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2011

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Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2011

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CERTIFICATE OF BOARD

Granbury Independent School District	Hood	111-901
Name of School District	County	Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended August 31, 2011, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

_____ Signature of Board Secretary

_____ Signature of Board President

If the board of trustees disapproved of the auditor's report, the reason(s) for disapproving it is (are):
(attach list as necessary)

Financial Section

Independent Auditor's Report on Financial Statements

Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Members of the Board of Trustees:

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District as of and for the year ended August 31, 2011, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Granbury Independent School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District as of August 31, 2011, and the respective changes in financial position, and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2011, on our consideration of Granbury Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Granbury Independent School District's financial statements as a whole. The individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* and is also not a required part of the financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the financial statements. The individual nonmajor fund financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information, except for that portion marked "unaudited" on which we express no opinion, has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Respectfully submitted,

Snow, Garrett & Company

Snow, Garrett & Company
December 7, 2011

As management of the District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2011. We encourage readers to consider the information presented here in conjunction with the District's financial statements, which follow this section.

Financial Highlights

- The assets of the District exceeded its liabilities at the close of the most recent period by $19,223,998 (*net assets*). Of this amount, $17,016,201 (*unrestricted net assets*) may be used to meet the District's ongoing obligations.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of $15,882,481. Approximately 90 percent of this total amount, $14,285,646, is *available for spending* at the government's discretion (*unassigned fund balance*).
- At the end of the current fiscal year, unassigned fund balance for the general fund was $14,285,646 or 22 percent of the total general fund expenditures.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the District's assets and liabilities, with the difference between the two reported as *net assets.* Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information for all of the current year's revenues and expenses regardless of when cash is received or paid. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Both of the District's government-wide financial statements distinguish the functions of the District as being principally supported by taxes and intergovernmental revenues (*governmental activities*) as opposed to *business-type activities* that are intended to recover all or a significant portion of their costs through user fees and charges. The District has no component units for which it is financially accountable. The government-wide financial statements can be found on pages 11-13 of this report.

Fund financial statements. A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. The fund financial statements provide more detailed information about the District's most significant funds-not the District as a whole.

- Some funds are required by State law and/or bond covenants.
- Other funds may be established by the Board to control and manage money for particular purposes or to show that it is properly using certain taxes or grants.

All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

- ***Governmental funds***. *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on *near-term inflows and outflows of spendable resources,* as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of

governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*. The District adopts an annual appropriated budget for its general fund, debt service fund and food service fund. A budgetary comparison schedule has been provided to demonstrate compliance with these budgets. The basic governmental fund financial statements can be found on pages 14-17 of this report.

- ***Proprietary funds.*** *Proprietary funds* provide the same type of information as the government-wide financial statements, only in more detail. There are two proprietary fund types. *Enterprise funds* are used to report the same functions presented as *business-type activities* in the government-wide financial statements. The District has *business-type activities* or *enterprise funds* that operate similar to a private business. The District uses the enterprise fund to account for after school programs. The second type of proprietary fund is the *internal service fund*. Internal service funds are an accounting device used to accumulate and allocate costs internally among the various functions. The District uses the *internal service fund* to report activities for its workers compensation self insurance fund and the flexible benefits plan. The basic proprietary fund financial statements can be found on pages 18-20 of this report.

- ***Fiduciary funds.*** *Fiduciary funds* are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are *not* reflected in the government-wide financial statements because the resources of those funds are *not* available to support the District's own programs. The District is the trustee, or *fiduciary*, for these funds and is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All of the District's fiduciary activities are reported in a separate statement of fiduciary net assets that can be found on pages 21-22.

- **Notes to the financial statements.** The notes provide additional information that is essential to a complete understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 23-34 of this report.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* that further explains and supports the information in the financial statements. Required supplementary information can be found on page 35 of this report.

Government-wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the District, governmental type assets exceeded liabilities by $19,214,186 as of August 31, 2011.

The District's Net Assets-Governmental Activities

	August 31, 2011	August 31, 2010
Current assets	$ 29,582,763	$ 30,111,575
Capital assets	58,310,813	61,581,443
Total assets	87,893,576	91,693,018
Current liabilities	11,745,080	10,988,075
Long-term liabilities outstanding	56,934,310	58,809,551
total liabilities	68,679,390	69,797,626
Net assets:		
Invested in capital assets, net of related debt	1,515,650	14,111,677
Restricted	692,147	571,004
Unrestricted	17,006,389	7,212,711
Total net assets	$ 19,214,186	$ 21,895,392

Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) less any related debt used to acquire those assets that is still outstanding is $1,515,650. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. An additional portion of the District's net assets ($692,147) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net assets* ($17,006,389) may be used to meet the District's ongoing obligations. This surplus is not an indication that the District has significant resources available to meet financial obligations next year, but rather the result of having *long-term* commitments that are less than currently available resources.

The District's Net Assets-Business-Type Activities

	August 31, 2011	August 31, 2010
Current assets	$ 24,726	$ (16,766)
Total assets	24,726	(16,766)
Current liabilities	14,914	13,481
Total liabilities	14,914	13,481
Net assets:		
Unrestricted	9,812	(30,247)
Total net assets	$ 9,812	$ (30,247)

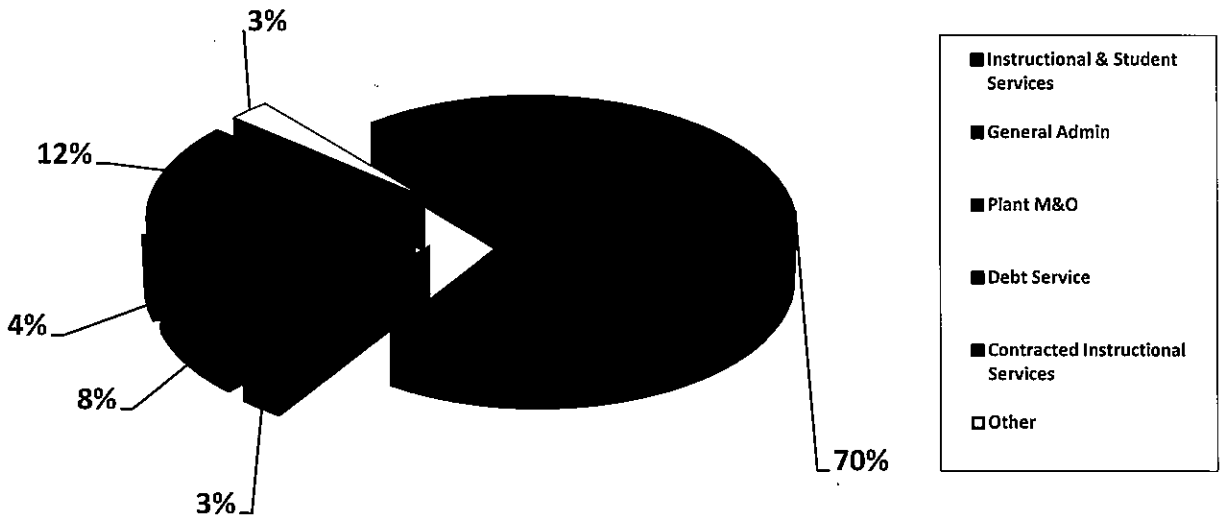
The above surplus is not an indication the District has significant assets that are available to meet financial obligations next year, but rather the result of having currently available resources that exceed *long-term* commitments.

Governmental activities. The District's total net assets decreased $2,681,206. The total cost of all *governmental activities* this year was $80,471,187. The amount that our taxpayers paid for these activities through property taxes was $53,489,303 or 66%.

Changes in the District's Net Assets

	Fiscal Year August 31, 2011	Fiscal Year August 31, 2010
Revenues:		
Program revenues		
Charges for services	$ 1,704,396	$ 1,914,230
Operating grants and contributions	10,189,017	10,608,876
General revenues		
Property taxes	53,489,303	54,843,745
State grants	11,961,011	6,140,078
Other	446,254	499,949
Total revenues	77,789,981	74,006,878
Expenses:		
Instruction	38,783,720	40,329,865
Instruction resources and media services	1,033,440	1,130,271
Curriculum and staff development	1,087,383	1,121,949
Instructional leadership	949,082	728,196
School leadership	3,741,181	3,955,732
Guidance, counseling & evaluation services	2,519,181	2,689,335
Social work services	78,652	50,130
Health services	578,615	402,160
Student transportation	2,735,232	2,778,781
Food service	3,302,153	3,575,621
Cocurricular/extracurricular activities	1,748,897	1,967,331
General administration	2,183,016	2,072,418
Plant maintenance and operations	6,549,823	6,118,920
Security and monitoring services	316,501	340,935
Data processing services	964,036	1,055,175
Community Services	124,658	159,619
Interest on long-term debt	3,127,225	3,098,088
Bond issuance costs and fees	29,110	-
Contracted instructional service arrangements	9,857,624	3,922,154
Payments related to shared service arrangements	-	98,085
Other intergovernemental charges	761,658	720,301
Total expenses	80,471,187	76,315,066
Increase (decrease) in net assets	(2,681,206)	(2,308,188)
Beginning net assets	21,895,392	24,203,580
Ending net assets	$ 19,214,186	$ 21,895,392

Expenditures by Function



Business-type activities. The District's total net assets increased $40,059. The total cost of all *business-type activities* this year was $230,642.

Changes in the District's Net Assets

	Fiscal Year August 31, 2011	Fiscal Year August 31, 2010
Revenues:		
Program revenues		
Charges for services	$ 270,701	$ 259,415
Total revenues	270,701	259,415
Expenses:		
Extended School Day Program	230,642	230,716
Total expenses	230,642	230,716
Increase (decrease) in net assets	40,059	28,699
Beginning net assets	(30,247)	(58,946)
Ending net assets	$ 9,812	$ (30,247)

Financial Analysis of the District's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements, bond covenants, and segregation for particular purposes.

Governmental Funds. The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of the District's net resources available for spending at the end of a fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of $15,882,481, a decrease of $451,460. Approximately 90 percent of this total amount ($14,285,646) constitutes

unassigned fund balance. The remainder of fund balance is *restricted, committed,* or *assigned* to indicate that it is not available for new spending because it has already been (1) *restricted* to pay (a) debt service ($419,277), (b) for federal/state funds grant restrictions ($106,495), and (c) capital acquisitions and contractual obligations ($6,586); (2) *committed* for (a) construction ($424,264), (b) capital expenditures for equipment ($400,000), and (c) for instructional improvements ($200,000); and (3) non-spendable food service inventory of ($40,213).

The general fund is the primary operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was $14,285,646, out of a total fund balance of $15,309,910. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to the total fund expenditures. Unassigned fund balance represents 22 percent of the total general fund expenditures. Total fund balance represents 24 percent of the total general fund expenditures.

The fund balance of the District's general fund decreased $390,041 during the current fiscal year.

Proprietary Funds. As mentioned earlier, the District's proprietary funds provide the same type of information found in the government-wide financial statements, but in more detail.

Extended School Day Program info. Unrestricted net assets for the Enterprise fund at August 31, 2011 amounted to $9,812, an increase of $40,059 over the prior year.

Internal Service Fund info. Total net assets for the Internal Service fund at August 31, 2011 amounted to $244,164, an increase of $2,592 over the prior year. The Internal Service fund consists of the employee's workers' compensation, and dental insurance contributions, premiums, and payments.

General Fund Budgetary Highlights

Over the course of the year, the District recommended and the Board approved several revisions to budgeted revenue and appropriations. These amendments fall into the following categories:

- Amendments approved shortly after the beginning of the new fiscal year for amounts reserved and designated in the prior year.
- Amendments in early and late summer to revise estimates for local and state revenue based on the latest information on student attendance numbers and tax collections.
- Amendments throughout the year for transfers to and from other functions and federal indirect cost calculations.
- Amendments during the year for unexpected occurrences and donated funds for special projects.

The District made the following amendments to budgeted revenue:

- Approximately $1,000,000 between State and local revenue due to increased property tax collections.

A summary of the appropriation amendments are as follows:

- Increase in function 51 budget as a result of major maintenance projects including the ADA compliance repairs.
- Approximately $500,000 increase in State Recapture due to increased property tax collections

Capital Asset and Debt Administration

Capital Assets. The District's investment in capital assets for its governmental activities as of August 31, 2011, amounts to $58,310,813 (net of accumulated depreciation). This investment in capital assets includes land, buildings and improvements, and furniture and equipment.

District's Capital Assets
(net of depreciation)

	August 31, 2011	August 31, 2010
Land	$ 1,892,108	$ 1,892,108
Buildings and improvements	54,612,262	58,016,891
Furniture and equipment	1,806,443	1,672,444
Totals at historical cost	$ 58,310,813	$ 61,581,443

Additional information on the District's capital assets can be found in Note C on page 29 of this report.

Long-term Debt. As of August 31, 2011, the District had total general obligation bonded debt outstanding of $45,694,844, a decrease of $1,793,375 over the prior year. Premium on bonds decreased $73,876 from the prior year resulting in an ending balance of $1,329,777. The District's loss on refunding decreased $76,521 from the prior year. Accretion on capital appreciation bonds was $84,511 for fiscal year 2011 resulting in an ending balance of $11,248,696.

The District's bonds are rated "AAA" by virtue of the guarantee of the Permanent School Fund of the State of Texas. The uninsured tax supported debt of the District is rated "Baa3" by Moody's. The district also has two other issues outstanding which are rated "A+" by Standard and Poor's and "Aaa" by Moody's by virtue of the guarantee of the Permanent School Fund of the State of Texas.

The "AAA" long-term rating on the District's Texas' bonds reflects the Texas Permanent School Fund guarantee. The "A+" Standard & Poor's underlying rating on the District's unenhanced debt reflects the District's: (1) participation in the strong and growing Dallas/Fort Worth area economy, (2) strong administrative management, and (3) continued satisfactory financial performance.

State statutes limit the amount of general obligation debt a government entity may issue up to 10 percent of its total assessed valuation. The current debt limitation for the District is $473,471,991, which is significantly in excess of the District's outstanding general obligation debt.

Additional information on the District's long-term debt can be found in Note E on pages 30-31 of this report.

Economic Factors and Next Year's Budgets and Rates

- The District's student attendance rate is trending at a little higher rate due to continued emphasis on this matter. Granbury ISD has historically been about 1% below the region and the State. However, this past year we gained about .5% and anticipate the same growth this year.
- The District's enrollment is projected to be similar to that in 2010-11. The District's taxable valuation has decreased approximately 6 percent for 2011-12.
- The District's tax rate increased by $0.01 to $1.15 ($1.04 for maintenance and operations and $0.11 for debt service). This is a result of the lower property values and the amount needed for debt service. The District has fully utilized the additional $0.04 available as a result of HB1. Future increases in the Maintenance and Operations tax will have to be approved by the voters.
- The District has appropriated maintenance and operations revenues and expenditures in the 2011-12 budgets of $64,059,586 and $64,026,011 respectively in its general fund. Essentially a balanced budget in spite of the loss of State Revenue in the amount of $2.9 million.
- The District is anticipating an additional loss of State revenue in the amount of $2.7 million as a result SB1 and the Federal Education Jobs funding not being available for future years. The future of school funding is of concern to District management and being monitored closely.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances as well as demonstrate accountability for funds the District receives. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Granbury ISD Business Office at 600 W. Pearl Street, Granbury, Texas 76048.

Basic Financial Statements

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET ASSETS
AUGUST 31, 2011

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 1,008,997	$ 41,493	$ 1,050,490
1120	*Current Investments*	24,587,463	--	24,587,463
1225	*Property Taxes Receivable (Net)*	1,571,891	--	1,571,891
1240	*Due from Other Governments*	1,532,480	--	1,532,480
1260	*Internal Balances*	16,786	(16,784)	2
1267	*Due from Fiduciary*	168,452	17	168,469
1290	*Other Receivables (Net)*	244,530	--	244,530
1300	*Inventories*	52,722	--	52,722
1420	*Capitalized Bond and Other Debt Issuance Costs*	399,442	--	399,442
	Capital Assets:			
1510	*Land*	1,892,108	--	1,892,108
1520	*Buildings and Improvements, Net*	54,612,260	--	54,612,260
1530	*Furniture and Equipment, Net*	1,806,445	--	1,806,445
1000	Total Assets	87,893,576	24,726	87,918,302
	LIABILITIES:			
2110	*Accounts Payable*	995,671	272	995,943
2140	*Interest Payable*	260,295	--	260,295
2165	*Accrued Liabilities*	2,271,979	14,642	2,286,621
2177	*Due to Fiduciary*	490,776	--	490,776
2180	*Due to Other Governments*	389,323	--	389,323
2300	*Unearned Revenue*	7,337,036	--	7,337,036
	Noncurrent Liabilities:			
2501	*Due Within One Year*	1,693,406	--	1,693,406
2502	*Due in More Than One Year*	55,240,904	--	55,240,904
2000	Total Liabilities	68,679,390	14,914	68,694,304
	NET ASSETS			
3200	Invested in Capital Assets, Net of Related Debt	1,515,650	--	1,515,650
	Restricted For:			
3820	Federal and State Programs	106,495	--	106,495
3850	Debt Service	579,066	--	579,066
3860	Capital Projects	6,586	--	6,586
3900	Unrestricted	17,006,389	9,812	17,016,201
3000	Total Net Assets	$ 19,214,186	$ 9,812	$ 19,223,998

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 38,783,720	$ 95,901	$ 5,373,736
12	*Instructional Resources and Media Services*	1,033,440	1,002	67,950
13	*Curriculum and Staff Development*	1,087,383	787	325,187
21	*Instructional Leadership*	949,082	592	246,656
23	*School Leadership*	3,741,181	3,710	265,406
31	*Guidance, Counseling, & Evaluation Services*	2,519,181	2,129	518,694
32	*Social Work Services*	78,652	57	2,484
33	*Health Services*	578,615	416	18,074
34	*Student Transportation*	2,735,232	2,794	437,268
35	*Food Service*	3,302,153	1,425,696	1,841,085
36	*Cocurricular/Extracurricular Activities*	1,748,897	149,519	69,466
41	*General Administration*	2,183,016	1,931	83,878
51	*Plant Maintenance and Operations*	6,549,823	6,986	303,218
52	*Security and Monitoring Services*	316,501	366	10,659
53	*Data Processing Services*	964,036	967	92,056
61	*Community Services*	124,658	155	38,601
72	*Interest on Long-term Debt*	3,127,225	--	--
73	*Bond Issuance Costs and Fees*	29,110	--	--
81	*Capital Outlay*	--	49	2,110
91	*Contracted Instructional Services between Schools*	9,857,624	10,526	457,166
99	*Other Intergovernmental Charges*	761,658	813	35,323
TG	Total Governmental Activities	80,471,187	1,704,396	10,189,017
	Business-type Activities:			
01	After School Care Program	230,642	270,701	--
TP	Total Primary Government	$ 80,701,829	$ 1,975,097	$ 10,189,017
	General Revenues:			
MT	*Property Taxes, Levied for General Purposes*			
DT	*Property Taxes, Levied for Debt Service*			
IE	*Investment Earnings*			
GC	*Grants and Contributions Not Restricted to Specific Programs*			
MI	*Miscellaneous*			
TR	Total General Revenues			
CN	Change in Net Assets			
NB	Net Assets - Beginning			
NE	Net Assets - Ending			

The accompanying notes are an integral part of this statement.

6	7	8
Net (Expense) Revenue and Changes in Net Assets		
Governmental Activities	Business-type Activities	Total
$ (33,314,083)		$ (33,314,083)
(964,488)		(964,488)
(761,409)		(761,409)
(701,834)		(701,834)
(3,472,065)		(3,472,065)
(1,998,358)		(1,998,358)
(76,111)		(76,111)
(560,125)		(560,125)
(2,295,170)		(2,295,170)
(35,372)		(35,372)
(1,529,912)		(1,529,912)
(2,097,207)		(2,097,207)
(6,239,619)		(6,239,619)
(305,476)		(305,476)
(871,013)		(871,013)
(85,902)		(85,902)
(3,127,225)		(3,127,225)
(29,110)		(29,110)
2,159		2,159
(9,389,932)		(9,389,932)
(725,522)		(725,522)
(68,577,774)		(68,577,774)
--	$ 40,059	40,059
(68,577,774)	40,059	(68,537,715)
48,897,024	--	48,897,024
4,592,279	--	4,592,279
64,584	--	64,584
11,961,011	--	11,961,011
381,670	--	381,670
65,896,568	--	65,896,568
(2,681,206)	40,059	(2,641,147)
21,895,392	(30,247)	21,865,145
$ 19,214,186	$ 9,812	$ 19,223,998

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2011

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 559,155	$ 100,092	$ 659,247
1120	*Current Investments*	22,950,928	702,378	23,653,306
1225	*Taxes Receivable, Net*	1,412,102	159,789	1,571,891
1240	*Due from Other Governments*	659,733	872,747	1,532,480
1260	*Due from Other Funds*	1,353,590	343,851	1,697,441
1290	*Other Receivables*	163,429	20,387	183,816
1300	*Inventories*	--	52,722	52,722
1000	Total Assets	$ 27,098,937	$ 2,251,966	$ 29,350,903
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 394,105	$ 132,030	$ 526,135
2150	*Payroll Deductions & Withholdings*	185	--	185
2160	*Accrued Wages Payable*	2,010,445	261,349	2,271,794
2170	*Due to Other Funds*	288,751	1,099,934	1,388,685
2180	*Due to Other Governments*	383,368	5,955	389,323
2300	*Deferred Revenue*	8,712,173	180,127	8,892,300
2000	Total Liabilities	11,789,027	1,679,395	13,468,422
	FUND BALANCES:			
	Nonspendable Fund Balances:			
3410	*Inventories*	--	40,213	40,213
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	--	106,495	106,495
3470	*Capital Acquisitions & Contractual Obligations*	--	6,586	6,586
3480	*Retirement of Long-Term Debt*	--	419,277	419,277
	Committed Fund Balances:			
3510	*Construction*	424,264	--	424,264
3530	*Capital Expenditures for Equipment*	400,000	--	400,000
3545	*Other Committed- Instructional Improvements*	200,000	--	200,000
3600	Unassigned	14,285,646	--	14,285,646
3000	Total Fund Balances	15,309,910	572,571	15,882,481
4000	Total Liabilities and Fund Balances	$ 27,098,937	$ 2,251,966	$ 29,350,903

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
AUGUST 31, 2011

Total fund balances - governmental funds balance sheet	$	15,882,481
Amounts reported for governmental activities in the Statement of Net Assets ("SNA") are different because:		
Capital assets used in governmental activities are not reported in the funds.		58,310,813
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.		1,571,891
The assets and liabilities of internal service funds are included in governmental activities in the SNA.		244,164
Payables for bond principal which are not due in the current period are not reported in the funds.		(45,694,844)
Payables for bond interest which are not due in the current period are not reported in the funds.		(260,295)
Bond issuance costs are capitalized in the SNA.		399,442
Losses on refunding bonds are deferred and reported in the SNA.		1,339,007
Payables for bond premiums are amortized and reported in the SNA.		(1,329,777)
Accumulated accretion on capital appreciation bonds is reported in the SNA.		(11,248,696)
Net assets of governmental activities - Statement of Net Assets	$	19,214,186

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 50,288,666	$ 6,200,693	$ 56,489,359
5800	*State Program Revenues*	13,039,033	434,648	13,473,681
5900	*Federal Program Revenues*	830,880	7,674,273	8,505,153
5020	Total Revenues	64,158,579	14,309,614	78,468,193
	EXPENDITURES:			
	Current:			
0011	*Instruction*	31,899,659	4,735,639	36,635,298
0012	*Instructional Resources and Media Services*	938,173	28,210	966,383
0013	*Curriculum and Staff Development*	737,435	303,667	1,041,102
0021	*Instructional Leadership*	554,005	164,547	718,552
0023	*School Leadership*	3,474,668	104,477	3,579,145
0031	*Guidance, Counseling, & Evaluation Services*	1,993,508	522,224	2,515,732
0032	*Social Work Services*	53,551	--	53,551
0033	*Health Services*	389,713	--	389,713
0034	*Student Transportation*	2,616,901	315,933	2,932,834
0035	*Food Service*	--	3,196,767	3,196,767
0036	*Cocurricular/Extracurricular Activities*	1,636,005	185	1,636,190
0041	*General Administration*	1,808,619	--	1,808,619
0051	*Plant Maintenance and Operations*	6,539,195	33,354	6,572,549
0052	*Security and Monitoring Services*	254,925	--	254,925
0053	*Data Processing Services*	905,967	50,040	956,007
0061	*Community Services*	89,039	35,619	124,658
0071	*Principal on Long-term Debt*	--	1,793,375	1,793,375
0072	*Interest on Long-term Debt*	--	3,083,014	3,083,014
0073	*Bond Issuance Costs and Fees*	--	3,982	3,982
0081	*Capital Outlay*	45,507	--	45,507
0091	*Contracted Instructional Services*			
0091	*Between Public Schools*	9,857,624	--	9,857,624
0099	*Other Intergovernmental Charges*	761,658	--	761,658
6030	Total Expenditures	64,556,152	14,371,033	78,927,185
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(397,573)	(61,419)	(458,992)
	Other Financing Sources and (Uses):			
7912	*Sale of Real or Personal Property*	7,532	--	7,532
7080	Total Other Financing Sources and (Uses)	7,532	--	7,532
1200	Net Change in Fund Balances	(390,041)	(61,419)	(451,460)
0100	Fund Balances - Beginning	15,699,951	633,990	16,333,941
3000	Fund Balances - Ending	$ 15,309,910	$ 572,571	$ 15,882,481

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED AUGUST 31, 2011

Net change in fund balances - total governmental funds	$	(451,460)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		763,537
The depreciation of capital assets used in governmental activities is not reported in the funds.		(4,034,167)
The gain or loss on the sale of capital assets is not reported in the funds.		7,532
All proceeds from the sale of capital assets are reported in the funds but not in the SOA.		(7,532)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		(685,744)
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		1,793,375
Bond issuance costs and similar items are amortized in the SOA but not in the funds.		(2,644)
The accretion of interest on capital appreciation bonds is not reported in the funds.		84,511
(Increase) decrease in accrued interest from beginning of period to end of period.		(126,078)
The net revenue (expense) of internal service funds is reported with governmental activities.		2,592
Premiums and deferred losses on bonds are amortized in the SOA but not in the funds.		(25,128)
Change in net assets of governmental activities - Statement of Activities	$	(2,681,206)

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET ASSETS
PROPRIETARY FUNDS
AUGUST 31, 2011

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 41,493	$ 349,750
1120	*Investments*	--	934,157
	Receivables:		
1260	*Due from Other Funds*	17	19,506
1290	*Other Receivables (net)*	--	60,714
	Total Current Assets	41,510	1,364,127
1000	Total Assets	$ 41,510	$ 1,364,127
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 272	$ 469,536
2160	*Accrued Wages Payable*	14,642	--
2170	*Due to Other Funds*	16,784	633,800
2300	*Unearned Revenues*	--	16,627
	Total Current Liabilities	31,698	1,119,963
2000	Total Liabilities	31,698	1,119,963
	NET ASSETS:		
3900	*Unrestricted Net Assets*	9,812	--
3000	Total Net Assets	$ 9,812	$ 244,164

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS - PROPRIETARY FUNDS FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 270,701	$ 569,256
5020	Total Revenues	270,701	569,256
	OPERATING EXPENSES:		
6100	*Payroll Costs*	219,486	--
6300	*Supplies and Materials*	10,692	--
6400	*Other Operating Costs*	464	566,664
6030	Total Expenses	230,642	566,664
1300	Change in Net Assets	40,059	2,592
0100	Total Net Assets - Beginning	(30,247)	241,572
3300	Total Net Assets - Ending	$ 9,812	$ 244,164

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

	Enterprise Fund: Extended Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 270,684	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	491,250
Cash Payments to Employees for Services	(217,987)	--
Cash Payments to Other Suppliers for Goods and Services	(10,740)	(251,673)
Other Operating Cash Receipts (Payments)	(464)	--
Net Cash Provided (Used) by Operating Activities	41,493	239,577
Net Increase (Decrease) in Cash and Cash Equivalents	41,493	239,577
Cash and Cash Equivalents at Beginning of Year	--	1,044,329
Cash and Cash Equivalents at End of Year	$ 41,493	$ 1,283,906
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 40,059	$ 2,592
Adjustments to Reconcile Operating Income to Net Cash Provided by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Interfund Receivables	(17)	(17,724)
Decrease (Increase) in Receivables	--	(60,282)
Increase (Decrease) in Accounts Payable	(66)	65,061
Increase (Decrease) in Accrued Wages Payable	1,499	--
Increase (Decrease) in Interfund Payables	18	251,456
Increase (Decrease) in Unearned Revenue	--	(1,526)
Total Adjustments	1,434	236,985
Net Cash Provided (Used) by Operating Activities	$ 41,493	$ 239,577

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
AUGUST 31, 2011

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 99,048	$ 257,182
1120	*Current Investments*	35,027	--
1260	*Due from Other Funds*	951	489,823
1000	Total Assets	$ 135,026	$ 747,005
	LIABILITIES:		
	Current Liabilities:		
2150	*Payroll Deduction & Withholdings*	$ --	$ 407,362
2170	*Due to Other Funds*	2,045	166,424
2190	*Due to Student Groups*	--	173,219
2000	Total Liabilities	2,045	747,005
	NET ASSETS		
3800	*Held in Trust*	132,981	--
3000	Total Net Assets	$ 132,981	$ --

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

	Private-Purpose Trusts
Additions:	
Investment Income	$ 68
Gifts and Bequests	18,035
Total Additions	18,103
Deductions:	
Scholarship Awards	21,962
Total Deductions	21,962
Change in Net Assets	(3,859)
Net Assets-Beginning of the Year	136,840
Net Assets-End of the Year	$ 132,981

The accompanying notes are an integral part of this statement.

A. Summary of Significant Accounting Policies

The basic financial statements of Granbury Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide ("Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

1. Reporting Entity

The Board of School Trustees ("Board"), a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB in its Statement No. 14, "The Financial Reporting Entity," as revised by GASB Statement No.39, and there are no component units included within the reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net assets and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the District and for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The District reports the following major governmental funds:

General Fund: This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

The District reports the following major enterprise funds:

Enterprise Fund: The extended day program fund accounts for all resources and expenditures of the after school program.

In addition, the District reports the following fund types:

Internal Service Funds: These funds are used to account for revenues and expenses related to services provided to parties inside the District. These funds facilitate distribution of support costs to the users of support services on a cost-reimbursement basis. Because the principal users of the internal services are the District's governmental activities, this fund type is included in the "Governmental Activities" column of the government-wide financial statements.

Private-Purpose Trust Funds: These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

Under GASB Statement No. 20, "Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting," all proprietary funds will continue to follow Financial Accounting Standards Board ("FASB") standards issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen to apply future FASB standards.

3. Financial Statement Amounts

a. Cash and Cash Equivalents

For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

b. Property Taxes

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available (1) when they become due or past due and receivable within the current period and (2) when they are expected to be collected during a 60-day period after the close of the fiscal year.

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

c. Inventories and Prepaid Items

The District records purchases of supplies as expenditures, utilizing the purchase method of accounting for inventory in accordance with the Resource Guide.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

d. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Lives
Buildings and Improvements	9-30
Land Improvements	12-25
Equipment	5-15

e. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

f. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net assets.

g. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates.

h. Data Control Codes

Data Control Codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to insure accuracy in building a statewide database for policy development and funding plans.

i. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself. The District authorizes the Superintendent to assign fund balance.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

The District established a minimum unassigned fund balance policy of 25% of general fund operational expenditures of the next year's budget.

B. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At August 31, 2011, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $1,406,722 and the bank balance was $3,818,292. The District's cash deposits at August 31, 2011 and during the year ended August 31, 2011, were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

The District is required by Government Code Chapter 2256, The Public Funds Investment Act, to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit.

The Public Funds Investment Act ("Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports and establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U.S. Treasury, U.S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds, 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

The District's investments at August 31, 2011 are shown below.

Investment or Investment Type	Wtd Avg Maturity	Fair Value
First Financial Bank Certificates of Deposit	N/A	$ 1,296,875
Texpool LGIP	39 days	3,003,203
Logic LGIP	50 days	19,058,521
Lone Star (First Public) LGIP	38 days	78,397
Texas Term LGIP	<60 days	1,185,494
Total Investments		$ 24,622,490

3. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District was not significantly exposed to credit risk.

At August 31, 2011, the District's investments, other than those which are obligations of or guaranteed by the U. S. Government, are rated as to credit quality as follows:

Texpool LGIP	AAAm
Logic LGIP	AAA
Lone Star (First Public) LGIP	AAA
Texas Term LGIP	AAA

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

C. Capital Assets

Capital asset activity for the year ended August 31, 2011, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 1,892,108	$ --	$ --	$ 1,892,108
Total capital assets not being depreciated	1,892,108	--	--	1,892,108
Capital assets being depreciated:				
Buildings and improvements	98,251,719	--	--	98,251,719
Equipment	10,424,882	703,847	211,707	10,917,022
Land improvements	9,324,539	59,690	--	9,384,229
Total capital assets being depreciated	118,001,140	763,537	211,707	118,552,970
Less accumulated depreciation for:				
Buildings and improvements	(43,768,079)	(3,071,849)	(12,331)	(46,827,597)
Equipment	(8,752,438)	(557,517)	(199,376)	(9,110,579)
Land improvements	(5,791,288)	(404,801)	--	(6,196,089)
Total accumulated depreciation	(58,311,805)	(4,034,167)	(211,707)	(62,134,265)
Total capital assets being depreciated, net	59,689,335	(3,270,630)	--	56,418,705
Governmental activities capital assets, net	$ 61,581,443	$ (3,270,630)	$ --	$ 58,310,813

Depreciation was charged to functions as follows:

Instruction	$ 2,310,821
Instructional Resources and Media Services	62,244
Curriculum and Staff Development	67,057
Instructional Leadership	46,281
School Leadership	230,530
Guidance, Counseling, & Evaluation Services	162,036
Social Work Services	3,449
Health Services	25,101
Student Transportation	188,902
Food Services	205,096
Extracurricular Activities	105,386
General Administration	117,906
Plant Maintenance and Operations	423,333
Security and Monitoring Services	16,420
Data Processing Services	61,576
Community Services	8,029
	$ 4,034,167

D. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2011, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Special Revenue Funds	$ 664,470	For transfer of federal receipts
General Fund	Debt Service Fund	2,253	Bond cost expenditures
General Fund	Capital Projects Fund	8,030	Capital projects expenditures
General Fund	Enterprise Fund	16,784	Short-term loans
General Fund	Internal Service Funds	633,800	Short-term loans
General Fund	Trust & Agency Funds	28,253	Short-term loans
Special Revenue Funds	General Fund	225,202	For transfer of federal receipts
Special Revenue Funds	Trust & Agency Funds	118,647	For transfer of federal receipts
Enterprise Fund	Trust & Agency Funds	17	Short-term loans
Internal Service Funds	Trust & Agency Funds	19,506	Short-term loans
Private Purpose Trust Funds	General Fund	951	Short-term loans
Agency Funds	General Fund	62,598	Short-term loans
Agency Funds	Special Revenue Funds	427,227	Short-term loans
	Total	$ 2,207,738	

All amounts due are scheduled to be repaid within one year.

E. Long-Term Obligations

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas, which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2011, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds:					
UT Refunding series 2005	$ 31,235,000	$	$ (90,000)	$ 31,145,000	$ 95,000
UT Refunding series 2010	2,675,000		(15,000)	2,660,000	15,000
UT Building and Refunding series 1999 CAB	13,048,219		(1,688,375)	11,359,844	1,583,406
UT Refunding series 2005 CAB	490,000			490,000	
UT Refunding series 2010 CAB	40,000			40,000	
Accumulated accretion:					
CAB series 1999	10,523,850	1,286,112	(1,436,625)	10,373,337	
CAB series 2005	681,552	58,828		740,380	
CAB series 2010	127,805	7,174		134,979	
Premium (amortized)	1,403,653	--	(73,876)	1,329,777	
Deferred Loss of refunding	(1,415,528)	--	76,521	(1,339,007)	
Total governmental activities	$ 58,809,551	$ 1,352,113	$ (3,227,355)	$ 56,934,310	$ 1,693,406

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2011, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
2012	$ 1,693,406	$ 3,184,534	$ 4,877,940
2013	1,607,188	3,272,009	4,879,197
2014	1,524,844	3,355,390	4,880,234
2015	1,446,344	3,434,614	4,880,958
2016	1,376,719	3,504,639	4,881,358
2017-2021	6,406,343	17,977,491	24,383,834
2022-2026	18,330,000	6,068,400	24,398,400
2027-2031	13,310,000	1,331,550	14,641,550
Totals	$ 45,694,844	$ 42,128,627	$ 87,823,471

The interest rate on the Series 1999 Unlimited Tax School Building and Refunding Bonds ranges from 3.50% to 5.60% and matures on August 1, 2020.
The interest rate on the Series 2005 Unlimited Tax School Refunding Bonds ranges from 3.00% to 5.00% and matures on August 1, 2029.
The interest rate on the Series 2010 Unlimited Tax School Refunding Bonds ranges from 2.00% to 5.00% and matures on August 1, 2021.

F. Commitments Under Noncapitalized Leases

Commitments under operating (noncapitalized) lease agreements for facilities and equipment provide for minimum future rental payments as of August 31, 2011, as follows:

Year Ending August 31,	
2012	$ 198,827
2013	139,625
2014	2,267
Total Minimum Rentals	$ 340,719
Rental Expenditures in 2011	$ 240,896

G. Risk Management

Property Casualty Program

The District is exposed to various risks of loss related to torts, theft, damage or destruction of assets, errors and omissions, injuries to employees, and natural disasters. During fiscal year 2011, the District participated in the Texas Assocation of Public Schools Property and Liability Fund (the fund) with coverage in Auto Liability, Auto Physical Damage, Crime, Equipment Breakdown, General Liability, Manuscript Special, Property, Sexual Misconduct Endorsement and Special Legal Liability. The Fund was created under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating the Fund execute Interlocal Agreements that define the responsibilities of the parties. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three years.

The Fund purchases stop-loss coverage for protection against catastrophic and larger than anticipated claims for the Property Casualty Program. The terms and limits of the stop-loss program vary by line coverage. The Fund uses the servies of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2010, the Fund anticipates Granbury ISD has no additional liability beyond the contractual obligations for payment of contributions.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31. The audit is accepted by the Fund's Board of Trustees in November or December of the current year. The Fund's audited financial statements as of August 31, 2010 are avaiable at the TAPS offices.

Workers' Compensation

The District has established a self-funded workers' compensation fund through an internal service fund. The plan for worker's compensation benefits is authorized by Section 504.011 of the Labor Code. Claims are paid by a third party administrator acting on behalf of the District under the terms of a contractual agreement. Administrative fees are included within the provisions of that agreement. The liability of the workers' compensation self-insurance plan includes $213,930 of incurred but not reported claims. Costs are allocated to other funds and the retained earnings are fully reserved for sef-funded insurance. Estimates of claims payable and of claims incurred, but not reported at August 31, 2011, are reflected as accounts and claims payable of the Fund. The plan is funded to discharge liabilities of the fund as they become due.

Changes in the balances of claim liabilities during the past year are as follows:

	Year Ended 8/31/2011	Year Ended 8/31/2010
Unpaid claims, beginning of year	$ 384,541	$ 224,153
Incurred claims	191,840	301,358
Claim payments	(127,862)	(140,970)
Unpaid claims, end of fiscal year	$ 448,519	$ 384,541

H. Pension Plan

1. Plan Description

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under Texas Government Code, Title 8, Chapters 803 and 805, respectively. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit pension plan. That report may be obtained by downloading the report from the TRS internet website, www.trs.state.tx.us, under the TRS Publications heading, by calling the TRS Communications Department at 1-800-223-8778, or by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701.

2. Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less that 6.0% and not more than 10% of the aggregate annual compensation of all members of the system. (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal years 2011, 2010, and 2009, and a state contribution rate of 6.644% for fiscal years 2011-2010 and 6.58% for fiscal year 2009. In certain instances the reporting district is required to make all or a portion of the state's 6.644% contribution, limited to 6.4% for the period of September through December 2009 and increased to 6.644% for the period of January 2010 through August 2011. State contributions to TRS made on behalf of the District's employees for the years ending August 31, 2011, 2010 and 2009 were $743,082, $773,001 and $762,183, respectively. The District paid additional state contributions for the years ending August 31, 2011, 2010 and 2009 in the amount of $715,792, $749,577 and $739,086, respectively, on portion of the employees' salaries that exceeded the statutory minimum. The amount contributed by the State on-behalf of the District was $2,550,000 for the fiscal year ended August 31, 2011.

I. Retiree Health Care Plan

1. Plan Description

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas (TRS). TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS web site at www.trs.state.tx.us under the TRS Publications heading, by writing to the System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

2. Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. The State of Texas and active public school employee contribution rates were 1.0% and 0.65% of public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2011, 2010 and 2009. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. For the years ended August 31, 2011, 2010, and 2009, the State's contributions to TRS-Care were $419,964, $426,384, and $420,417, respectively, the active member contributions were $272,976, $277,150, and $273,271, respectively, and the District's contributions were $230,980, $234,511, and $231,229, respectively, which equaled the required contributions each year.

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended August 31, 2011, 2010, and 2009, the subsidy payments received by TRS-Care on behalf of the District were $96,906, $105,738, and $96,105, respectively.

J. Employee Health Care Coverage

During the year ended August 31, 2011, employees of the District were covered by a health insurance plan (the Plan). The District paid premiums of $350 per month per fullt-time employee and $254 per part-time employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents and increased coverage for themselves. All premiums were paid to a licensed insurer. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement.

The contract between the District and the licensed insurer is renewable annually, and terms of coverage and premium costs are included in the contractual provisions.

Latest financial statements for the insurer are available for their year end, and have been filed with the Texas State Board of Insurance, Austin, Texas, and are public records.

K. Commitments and Contingencies

1. Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

2. Litigation

No reportable litigation was pending against the District at August 31,2011.

L. Shared Services Arrangements

Shared Services Arrangement - Membership
The District participates in a shared services arrangement ("SSA") for special education with the following school districts:

Member Districts	
Dublin ISD	Stephenville ISD
Glen Rose ISD	Weatherford ISD
Gorman ISD	
Hamilton ISD	
Mineral Wells ISD	

The District does not account for revenues or expenditures in this program and does not disclose them in these financial statements. The District neither has a joint ownership interest in fixed assets purchased by the fiscal agent, Brazos River Regional Day School Program for the deaf, nor does the District have a net equity interest in the fiscal agent. The fiscal agent is neither accumulating significant financial resources nor fiscal exigencies that would give rise to a future additional benefit or burden to the District. The fiscal agent manager is responsible for all financial activities of the SSA.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

EXHIBIT G-1

Data Control Codes		1 Budgeted Amounts Original	2 Budgeted Amounts Final	3 Actual	Variance with Final Budget Positive (Negative)
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 49,471,600	$ 50,795,946	$ 50,288,666	$ (507,280)
5800	*State Program Revenues*	13,421,645	12,421,645	13,039,033	617,388
5900	*Federal Program Revenues*	450,000	450,000	830,880	380,880
5020	Total Revenues	63,343,245	63,667,591	64,158,579	490,988
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	32,090,858	32,298,651	31,899,659	398,992
0012	*Instructional Resources and Media Services*	949,651	979,791	938,173	41,618
0013	*Curriculum and Staff Development*	814,526	718,736	737,435	(18,699)
	Total Instruction & Instr. Related Services	33,855,035	33,997,177	33,575,267	421,910
	Instructional and School Leadership:				
0021	*Instructional Leadership*	551,276	553,359	554,005	(646)
0023	*School Leadership*	3,540,299	3,525,836	3,474,668	51,168
	Total Instructional & School Leadership	4,091,575	4,079,195	4,028,673	50,522
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	2,148,407	2,177,146	1,993,508	183,638
0032	*Social Work Services*	54,000	53,551	53,551	--
0033	*Health Services*	408,069	408,046	389,713	18,333
0034	*Student (Pupil) Transportation*	2,885,626	2,772,384	2,616,901	155,483
0036	*Cocurricular/Extracurricular Activities*	1,656,647	1,735,988	1,636,005	99,983
	Total Support Services - Student (Pupil)	7,152,749	7,147,115	6,689,678	457,437
	Administrative Support Services:				
0041	*General Administration*	1,972,601	1,950,963	1,808,619	142,344
	Total Administrative Support Services	1,972,601	1,950,963	1,808,619	142,344
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	6,288,756	7,131,307	6,539,195	592,112
0052	*Security and Monitoring Services*	314,149	314,566	254,925	59,641
0053	*Data Processing Services*	894,045	932,842	905,967	26,875
	Total Support Services - Nonstudent Based	7,496,950	8,378,714	7,700,087	678,627
	Ancillary Services:				
0061	*Community Services*	143,907	148,976	89,039	59,937
	Total Ancillary Services	143,907	148,976	89,039	59,937
	Capital Outlay:				
0081	*Capital Outlay*	301,000	152,269	45,507	106,762
	Total Capital Outlay	301,000	152,269	45,507	106,762
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	9,295,454	9,830,033	9,857,624	(27,591)
0099	*Other Intergovernmental Charges*	760,720	761,658	761,658	--
	Total Intergovernmental Charges	10,056,174	10,591,691	10,619,282	(27,591)
6030	Total Expenditures	65,069,991	66,446,101	64,556,152	1,889,949
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	(1,726,746)	(2,778,510)	(397,573)	2,380,937

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budgeted Amounts Original	2 Budgeted Amounts Final	3 Actual	Variance with Final Budget Positive (Negative)
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	7,532	7,532
7080	Total Other Financing Sources and (Uses)	--	--	7,532	7,532
1200	Net Change in Fund Balance	(1,726,746)	(2,778,510)	(390,041)	2,388,469
0100	Fund Balance - Beginning	15,699,951	15,699,951	15,699,951	--
3000	Fund Balance - Ending	$ 13,973,205	$ 12,921,441	$ 15,309,910	$ 2,388,469

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2011

Data Control Codes		Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-1)
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ 86,494	$ 25	$ 13,573	$ 100,092
1120	*Current Investments*	294,303	407,032	1,043	702,378
1225	*Taxes Receivable, Net*	--	159,789	--	159,789
1240	*Due from Other Governments*	872,747	--	--	872,747
1260	*Due from Other Funds*	343,851	--	--	343,851
1290	*Other Receivables*	5,914	14,473	--	20,387
1300	*Inventories*	52,722	--	--	52,722
1000	Total Assets	$ 1,656,031	$ 581,319	$ 14,616	$ 2,251,966
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ 132,030	$ --	$ --	$ 132,030
2160	*Accrued Wages Payable*	261,349	--	--	261,349
2170	*Due to Other Funds*	1,089,651	2,253	8,030	1,099,934
2180	*Due to Other Governments*	5,955	--	--	5,955
2300	*Deferred Revenue*	20,338	159,789	--	180,127
2000	Total Liabilities	1,509,323	162,042	8,030	1,679,395
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	40,213	--	--	40,213
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	106,495	--	--	106,495
3470	*Capital Acquisitions & Contractual Obligations*	--	--	6,586	6,586
3480	*Retirement of Long-Term Debt*	--	419,277	--	419,277
3000	Total Fund Balances	146,708	419,277	6,586	572,571
4000	Total Liabilities and Fund Balances	$ 1,656,031	$ 581,319	$ 14,616	$ 2,251,966

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-2)
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 1,434,167	$ 4,766,518	$ 8	$ 6,200,693
5800	*State Program Revenues*	434,648	--	--	434,648
5900	*Federal Program Revenues*	7,674,273	--	--	7,674,273
5020	Total Revenues	9,543,088	4,766,518	8	14,309,614
	EXPENDITURES:				
	Current:				
0011	*Instruction*	4,735,639	--	--	4,735,639
0012	*Instructional Resources and Media Services*	28,210	--	--	28,210
0013	*Curriculum and Staff Development*	303,667	--	--	303,667
0021	*Instructional Leadership*	164,547	--	--	164,547
0023	*School Leadership*	104,477	--	--	104,477
0031	*Guidance, Counseling, & Evaluation Services*	522,224	--	--	522,224
0034	*Student Transportation*	315,933	--	--	315,933
0035	*Food Service*	3,196,767	--	--	3,196,767
0036	*Cocurricular/Extracurricular Activities*	185	--	--	185
0051	*Plant Maintenance and Operations*	33,354	--	--	33,354
0053	*Data Processing Services*	50,040	--	--	50,040
0061	*Community Services*	35,619	--	--	35,619
0071	*Principal on Long-term Debt*	--	1,793,375	--	1,793,375
0072	*Interest on Long-term Debt*	--	3,083,014	--	3,083,014
0073	*Bond Issuance Costs and Fees*	--	3,982	--	3,982
6030	Total Expenditures	9,490,662	4,880,371	--	14,371,033
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	52,426	(113,853)	8	(61,419)
1200	Net Change in Fund Balances	52,426	(113,853)	8	(61,419)
0100	Fund Balances - Beginning	94,282	533,130	6,578	633,990
3000	Fund Balances - Ending	$ 146,708	$ 419,277	$ 6,586	$ 572,571

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	240 National School Breakfast/Lunch Program	244 Career and Tech Basic Grant
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ --	$ --	$ 86,386	$ --
1120	*Current Investments*	--	--	294,303	--
1240	*Due from Other Governments*	140,260	140,702	74,247	7,075
1260	*Due from Other Funds*	--	60,304	1,423	--
1290	*Other Receivables*	--	--	5,914	--
1300	*Inventories*	--	--	52,722	--
1000	Total Assets	$ 140,260	$ 201,006	$ 514,995	$ 7,075
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ --	$ 58,715	$ --
2160	*Accrued Wages Payable*	56,416	73,874	46,407	--
2170	*Due to Other Funds*	83,844	127,132	295,578	7,075
2180	*Due to Other Governments*	--	--	--	--
2300	*Deferred Revenue*	--	--	12,509	--
2000	Total Liabilities	140,260	201,006	413,209	7,075
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	40,213	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	61,573	--
3000	Total Fund Balances	--	--	101,786	--
4000	Total Liabilities and Fund Balances	$ 140,260	$ 201,006	$ 514,995	$ 7,075

The accompanying notes are an integral part of this statement.

255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement	266 State Fiscal Stabilization Fund	279 Enhancing Education through Technology-ARRA	283 IDEA - Part B Formula - ARRA
$ --	$ --	$ --	$ --	$ --
--	--	--	--	--
29,493	19,800	158,209	2,198	75,015
108	--	50,739	--	110,208
--	--	--	--	--
--	--	--	--	--
$ 29,601	$ 19,800	$ 208,948	$ 2,198	$ 185,223
$ 6,210	$ --	$ 18,245	$ --	$ --
7,249	6,543	--	--	--
16,142	13,257	190,703	2,198	185,223
--	--	--	--	--
--	--	--	--	--
29,601	19,800	208,948	2,198	185,223
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
$ 29,601	$ 19,800	$ 208,948	$ 2,198	$ 185,223

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Part A Improving Basic Programs - ARRA	287 Education Jobs Fund	289 Summer School LEP
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ --	$ --	$ --	$ --
1120	*Current Investments*	--	--	--	--
1240	*Due from Other Governments*	2,783	120,151	84,265	--
1260	*Due from Other Funds*	5,916	--	--	550
1290	*Other Receivables*	--	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 8,699	$ 120,151	$ 84,265	$ 550
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ 48,860	$ --	$ --
2160	*Accrued Wages Payable*	--	--	65,366	--
2170	*Due to Other Funds*	8,699	71,291	18,899	--
2180	*Due to Other Governments*	--	--	--	--
2300	*Deferred Revenue*	--	--	--	550
2000	Total Liabilities	8,699	120,151	84,265	550
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	--	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ 8,699	$ 120,151	$ 84,265	$ 550

The accompanying notes are an integral part of this statement.

386 Regional Day School for the Deaf	397 Advanced Placement Incentives	404 Student Success Initiative	409 Texas High School Project	411 Technology Allotment
$ --	$ --	$ --	$ --	$ --
--	--	--	--	--
--	--	4,290	649	--
56,813	24,420	6,178	6,696	20,394
--	--	--	--	--
--	--	--	--	--
$ 56,813	$ 24,420	$ 10,468	$ 7,345	$ 20,394
$ --	$ --	$ --	$ --	$ --
5,494	--	--	--	--
45,364	--	10,468	200	--
5,955	--	--	--	--
--	--	--	7,145	--
56,813	--	10,468	7,345	--
--	--	--	--	--
--	24,420	--	--	20,394
--	24,420	--	--	20,394
$ 56,813	$ 24,420	$ 10,468	$ 7,345	$ 20,394

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		423 LEP Student Success Initiative	429 State Funded Special Revenue Fund	Total Nonmajor Special Revenue Funds (See Exhibit H-1)
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ --	$ 108	$ 86,494
1120	*Current Investments*	--	--	294,303
1240	*Due from Other Governments*	13,578	32	872,747
1260	*Due from Other Funds*	--	102	343,851
1290	*Other Receivables*	--	--	5,914
1300	*Inventories*	--	--	52,722
1000	Total Assets	$ 13,578	$ 242	$ 1,656,031
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ --	$ --	$ 132,030
2160	*Accrued Wages Payable*	--	--	261,349
2170	*Due to Other Funds*	13,578	--	1,089,651
2180	*Due to Other Governments*	--	--	5,955
2300	*Deferred Revenue*	--	134	20,338
2000	Total Liabilities	13,578	134	1,509,323
	FUND BALANCES:			
	Nonspendable Fund Balances:			
3410	*Inventories*	--	--	40,213
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	--	108	106,495
3000	Total Fund Balances	--	108	146,708
4000	Total Liabilities and Fund Balances	$ 13,578	$ 242	$ 1,656,031

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	226 IDEA-B Discretionary
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	1,313,138	884,439	17,514	8,516
5020	Total Revenues	1,313,138	884,439	17,514	8,516
	EXPENDITURES:				
	Current:				
0011	*Instruction*	1,162,839	813,159	17,514	8,516
0012	*Instructional Resources and Media Services*	24,409	--	--	--
0013	*Curriculum and Staff Development*	7,137	--	--	--
0021	*Instructional Leadership*	75,157	--	--	--
0023	*School Leadership*	8,680	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	889	69,176	--	--
0034	*Student Transportation*	--	29	--	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--	--
0051	*Plant Maintenance and Operations*	--	2,075	--	--
0053	*Data Processing Services*	--	--	--	--
0061	*Community Services*	34,027	--	--	--
6030	Total Expenditures	1,313,138	884,439	17,514	8,516
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

The accompanying notes are an integral part of this statement.

227 IDEA-B Deaf	228 IDEA-B Preschool Deaf	240 National School Breakfast/Lunch Program	243 Career and Technical	244 Career and Tech Basic Grant
$ --	$ --	$ 1,434,167	$ --	$ --
--	--	15,322	--	--
5,068	462	1,817,763	8,400	83,382
5,068	462	3,267,252	8,400	83,382
5,068	462	1,794	886	82,674
--	--	--	--	--
--	--	--	5,709	--
--	--	--	1,285	273
--	--	--	--	--
--	--	--	520	250
--	--	--	--	--
--	--	3,196,767	--	--
--	--	--	--	185
--	--	31,279	--	--
--	--	--	--	--
--	--	--	--	--
5,068	462	3,229,840	8,400	83,382
--	--	37,412	--	--
--	--	37,412	--	--
--	--	64,374	--	--
$ --	$ --	$ 101,786	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		253 IDEA-C Deaf	255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement	266 State Fiscal Stabilization Fund
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	272	206,081	60,171	1,768,523
5020	Total Revenues	272	206,081	60,171	1,768,523
	EXPENDITURES:				
	Current:				
0011	*Instruction*	272	169,204	44,087	1,225,756
0012	*Instructional Resources and Media Services*	--	--	3,770	--
0013	*Curriculum and Staff Development*	--	32,673	11,700	45,287
0021	*Instructional Leadership*	--	759	--	87,073
0023	*School Leadership*	--	3,445	215	90,225
0031	*Guidance, Counseling, & Evaluation Services*	--	--	--	270,142
0034	*Student Transportation*	--	--	--	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--	--
0051	*Plant Maintenance and Operations*	--	--	--	--
0053	*Data Processing Services*	--	--	--	50,040
0061	*Community Services*	--	--	399	--
6030	Total Expenditures	272	206,081	60,171	1,768,523
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

The accompanying notes are an integral part of this statement.

279 Enhancing Education through Technology-ARRA	283 IDEA - Part B Formula - ARRA	284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Part A Improving Basic Programs - ARRA	287 Education Jobs Fund
$ --	$ --	$ --	$ --	$ --
--	--	--	--	--
3,691	1,031,941	31,169	346,805	84,265
3,691	1,031,941	31,169	346,805	84,265
1,471	652,355	31,169	175,359	--
--	--	--	--	--
2,220	--	--	168,341	--
--	--	--	--	--
--	--	--	1,912	--
--	63,682	--	--	84,265
--	315,904	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	1,193	--
3,691	1,031,941	31,169	346,805	84,265
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		289 Summer School LEP	385 Supplemental Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	4,896	113,601	5,850
5900	*Federal Program Revenues*	2,673	--	--	--
5020	Total Revenues	2,673	4,896	113,601	5,850
	EXPENDITURES:				
	Current:				
0011	*Instruction*	2,673	4,896	113,601	9,184
0012	*Instructional Resources and Media Services*	--	--	--	--
0013	*Curriculum and Staff Development*	--	--	--	2,046
0021	*Instructional Leadership*	--	--	--	--
0023	*School Leadership*	--	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	--	--
0034	*Student Transportation*	--	--	--	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--	--
0051	*Plant Maintenance and Operations*	--	--	--	--
0053	*Data Processing Services*	--	--	--	--
0061	*Community Services*	--	--	--	--
6030	Total Expenditures	2,673	4,896	113,601	11,230
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	(5,380)
1200	Net Change in Fund Balances	--	--	--	(5,380)
0100	Fund Balances - Beginning	--	--	--	29,800
3000	Fund Balances - Ending	$ --	$ --	$ --	$ 24,420

The accompanying notes are an integral part of this statement.

404 Student Success Initiative	409 Texas High School Project	411 Technology Allotment	423 LEP Student Success Initiative	429 State Funded Special Revenue Fund
$ --	$ --	$ --	$ --	$ --
42,210	48,622	174,536	29,580	31
--	--	--	--	--
42,210	48,622	174,536	29,580	31
42,210	15,322	154,142	1,026	--
--	--	--	--	31
--	--	--	28,554	--
--	--	--	--	--
--	--	--	--	--
--	33,300	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
42,210	48,622	154,142	29,580	31
--	--	20,394	--	--
--	--	20,394	--	--
--	--	--	--	108
$ --	$ --	$ 20,394	$ --	$ 108

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR SPECIAL REVENUE FUNDS FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		Total Nonmajor Special Revenue Funds (See Exhibit H-2)
	REVENUES:	
5700	*Local and Intermediate Sources*	$ 1,434,167
5800	*State Program Revenues*	434,648
5900	*Federal Program Revenues*	7,674,273
5020	Total Revenues	9,543,088
	EXPENDITURES:	
	Current:	
0011	*Instruction*	4,735,639
0012	*Instructional Resources and Media Services*	28,210
0013	*Curriculum and Staff Development*	303,667
0021	*Instructional Leadership*	164,547
0023	*School Leadership*	104,477
0031	*Guidance, Counseling, & Evaluation Services*	522,224
0034	*Student Transportation*	315,933
0035	*Food Service*	3,196,767
0036	*Cocurricular/Extracurricular Activities*	185
0051	*Plant Maintenance and Operations*	33,354
0053	*Data Processing Services*	50,040
0061	*Community Services*	35,619
6030	Total Expenditures	9,490,662
1100	Excess (Deficiency) of Revenues Over (Under)	
1100	Expenditures	52,426
1200	Net Change in Fund Balances	52,426
0100	Fund Balances - Beginning	94,282
3000	Fund Balances - Ending	$ 146,708

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF NET ASSETS
INTERNAL SERVICE FUNDS
AUGUST 31, 2011

Data Control Codes		753 Worker's Compensation Insurance Fund	770 Dental Insurance Fund	Total Internal Service Funds (See Exhibit D-1)
	ASSETS:			
	Current Assets:			
1110	*Cash and Cash Equivalents*	$ 305,300	$ 44,450	$ 349,750
1120	*Investments*	833,774	100,383	934,157
	Receivables:			
1260	*Due from Other Funds*	--	19,506	19,506
1290	*Other Receivables (net)*	44,993	15,721	60,714
	Total Current Assets	1,184,067	180,060	1,364,127
1000	Total Assets	$ 1,184,067	$ 180,060	$ 1,364,127
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 448,519	$ 21,017	$ 469,536
2170	*Due to Other Funds*	580,382	53,418	633,800
2300	*Unearned Revenues*	--	16,627	16,627
	Total Current Liabilities	1,028,901	91,062	1,119,963
2000	Total Liabilities	1,028,901	91,062	1,119,963
	NET ASSETS:			
3000	Total Net Assets	$ 155,166	$ 88,998	$ 244,164

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS
INTERNAL SERVICE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		753 Worker's Compensation Insurance Fund	770 Dental Insurance Fund	771 Health Insurance Fund	Total Internal Service Funds (See Exhibit D-2)
	OPERATING REVENUES:				
5700	*Local and Intermediate Sources*	$ 349,999	$ 219,257	$ --	$ 569,256
5020	Total Revenues	349,999	219,257	--	569,256
	OPERATING EXPENSES:				
6400	*Other Operating Costs*	347,973	216,909	1,782	566,664
6030	Total Expenses	347,973	216,909	1,782	566,664
1300	Change in Net Assets	2,026	2,348	(1,782)	2,592
0100	Total Net Assets - Beginning	153,140	86,650	1,782	241,572
3300	Total Net Assets - Ending	$ 155,166	$ 88,998	$ --	$ 244,164

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET ASSETS
PRIVATE-PURPOSE TRUST FUNDS
AUGUST 31, 2011

Data Control Codes		820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarhip
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 6,863	$ 1,617	$ 2,898
1120	*Current Investments*	--	--	--
1260	*Due from Other Funds*	--	--	--
1000	Total Assets	$ 6,863	$ 1,617	$ 2,898
	LIABILITIES:			
	Current Liabilities:			
2170	*Due to Other Funds*	$ 1,797	$ --	$ --
2000	Total Liabilities	1,797	--	--
	NET ASSETS			
3800	*Held in Trust*	5,066	1,617	2,898
3000	Total Net Assets	$ 5,066	$ 1,617	$ 2,898

The accompanying notes are an integral part of this statement.

823 Doyle Holmes Scholarship	824 BRAG Scholarshjp Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-1)
$ 23,048	$ 7,570	$ 57,052	$ --	$ 99,048
--	--	--	35,027	35,027
--	951	--	--	951
$ 23,048	$ 8,521	$ 57,052	$ 35,027	$ 135,026
$ --	$ --	$ 248	$ --	$ 2,045
--	--	248	--	2,045
23,048	8,521	56,804	35,027	132,981
$ 23,048	$ 8,521	$ 56,804	$ 35,027	$ 132,981

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
ALL PRIVATE-PURPOSE TRUST FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

	820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarhip	823 Doyle Holmes Scholarship
Additions:				
Investment Income	$ --	$ 1	$ 2	$ 12
Net (Decrease) in Fair Value of Investments	--	--	--	--
Employer Contributions	--	--	--	--
Gifts and Bequests	--	500	--	--
Total Additions	--	501	2	12
Deductions:				
Scholarship Awards	--	1,000	500	1,000
Benefits	--	--	--	--
Refunds of Contributions	--	--	--	--
Administrative Expenses	--	--	--	--
Total Deductions	--	1,000	500	1,000
Change in Net Assets	--	(499)	(498)	(988)
Net Assets-Beginning of the Year	5,066	2,116	3,396	24,036
Net Assets-End of the Year	$ 5,066	$ 1,617	$ 2,898	$ 23,048

824 BRAG Scholarshjp Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-2)
$ 23	$ 11	$ 19	$ 68
--	--	--	--
--	--	--	--
--	17,535	--	18,035
23	17,546	19	18,103
--	16,212	3,250	21,962
--	--	--	--
--	--	--	--
--	--	--	--
--	16,212	3,250	21,962
23	1,334	(3,231)	(3,859)
8,498	55,470	38,258	136,840
$ 8,521	$ 56,804	$ 35,027	$ 132,981

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2011

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2002 and Prior Years	$ Various	$ Various	$ Various
2003	1.4800	.2500	2,043,095,090
2004	1.5000	.2000	2,420,426,044
2005	1.4250	.2450	2,567,206,467
2006	1.4500	.2200	2,729,083,015
2007	1.2860	.1540	3,149,532,655
2008	1.0062	.1650	3,477,564,151
2009	1.0400	.1300	4,265,084,002
2010	1.0400	.1150	4,702,405,714
2011 (School Year Under Audit)	1.0400	.1000	4,734,719,912
1000 Totals			
9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code			

10 Beginning Balance 9/1/10	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/11
$ 381,420	$ --	$ 6,906	$ 1,712	$ (115,468)	$ 257,334
101,266	--	2,824	477	(20,387)	77,578
109,639	--	4,122	550	(26,008)	78,959
133,961	--	5,586	961	(22,924)	104,490
151,300	--	12,258	1,860	(20,352)	116,830
174,274	--	26,649	3,191	(11,876)	132,558
185,505	--	36,831	6,040	(6,082)	136,552
419,467	--	104,388	13,049	(47,273)	254,757
1,002,159	--	497,817	55,047	(41,380)	407,915
--	53,975,807	48,377,704	4,651,702	(135,899)	810,502
$ 2,658,991	$ 53,975,807	$ 49,075,085	$ 4,734,589	$ (447,649)	$ 2,377,475
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST FOR 2012-2013
GENERAL AND SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

FUNCTION 41 AND RELATED FUNCTION 53 - GENERAL ADMINISTRATION AND FUNCTION 99 - APPRAISAL DISTRICT COST

Account Number	Account Name	1 (702) School Board	2 (703) Tax Collection	3 (701) Supt's Office	4 (750) Indirect Cost	5 (720) Direct Cost	6 (Other) Misc.	7 Total
611X-6146	Payroll Costs	$ 15,308	$ --	$ 235,349	$ 1,117,230	$ --	$ 71,031	$ 1,438,918
6149	Fringe Benefits (Unused Leave for Separating Employees in Function 41 and Related 53)	--	--	--	--	--	--	--
6149	Fringe Benefits (Unused Leave for Separating Employees in all Functions except Function 41 and Related 53)	--	--	--	--	--	--	--
6211	Legal Services	52,061	--	203	--	--	--	52,264
6212	Audit Services	--	--	--	38,450	--	--	38,450
6213	Tax Appraisal and Collection	--	855,784	--	--	--	--	855,784
621X	Other Prof. Services	--	--	--	9,549	--	--	9,549
6220	Tuition and Transfer Payments	--	--	--	--	--	--	--
6230	Education Service Centers	800	--	--	3,185	--	801	4,786
6240	Contr. Maint. and Repair	--	--	--	--	84,187	--	84,187
6250	Utilities	--	--	--	--	--	--	--
6260	Rentals	--	--	--	21,512	--	--	21,512
6290	Miscellaneous Contr.	--	--	655	19,854	--	4,680	25,189
6310	Operational Supplies, Materials	--	--	--	--	--	--	--
6320	Textbooks and Reading	--	--	226	957	--	--	1,183
6330	Testing Materials	--	--	--	--	--	--	--
63XX	Other Supplies, Materials	--	--	1,071	18,942	--	1,246	21,259
6410	Travel, Subsistence, Stipends	8,048	--	6,768	20,986	--	3,857	39,659
6420	Ins. and Bonding Costs	--	--	--	28,413	--	--	28,413
6430	Election Costs	--	--	--	--	--	--	--
6490	Miscellaneous Operating	4,752	--	2,820	49,571	--	11,853	68,996
6500	Debt Service	--	--	--	--	--	--	--
6600	Capital Outlay	--	--	--	--	--	9,242	9,242
	Total	$ 80,969	$ 855,784	$ 247,092	$ 1,328,649	$ 84,187	$ 102,710	$ 2,699,391

Total Expenditures for General and Special Revenue Funds		(9)	$ 74,046,814
LESS: Deductions of Unallowable Costs			
	FISCAL YEAR		
Total Capital Outlay (6600)		(10)	$ 2,078,877
Total Debt & Lease (6500)		(11)	$ --
Plant Maintenance (Function 51, 6100-6400)		(12)	$ 6,509,190
Food (Function 35, 6341 and 6499)		(13)	$ 1,496,318
Stipends (6413)		(14)	$ --
Column 4 (above) - Total Indirect Cost			$ 1,328,649
	Subtotal		11,413,034
Net Allowed Direct Cost			$ 62,633,780
	CUMULATIVE		
Total Cost of Buildings Before Depreciation (1520)		(15)	$ 98,251,719
Historical Cost of Buildings over 50 years old		(16)	570,454
Amount of Federal Money in Building Cost (Net of #16)		(17)	--
Total Cost of Furniture & Equipment Before Depreciation (1530 & 1540)		(18)	10,917,022
Historical Cost of Furniture & Equipment over 16 years old		(19)	743,424
Amount of Federal Money in Furniture & Equipment (Net of #19)		(20)	$ 339,916

(8) Note A - $129,114 in Function 53 expenditures and $761,658 in Function 99 expenditures are included in this report on administrative costs.

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET (UNAUDITED)
GENERAL FUND
AS OF AUGUST 31, 2011

Data Control Codes	Explanation	Amount
1	Total General Fund Fund Balance as of August 31, 2011 (Exhibit C-1 object 3000 for the General Fund only)	$ 15,309,910
2	Total General Fund Nonspendable Fund Balance (from Exhibit C-1 - total of object 341X-344X for the General Fund only)	--
3	Total General Fund Restricted Fund Balance (from Exhibit C-1 - total of object 345X-349X for the General Fund only)	--
4	Total General Fund Committed Fund Balance (from Exhibit C-1 - total of object 351X-354X for the General Fund only)	1,024,264
5	Total General Fund Assigned Fund Balance (from Exhibit C-1 - total of object 355X-359X for the General Fund only)	--
6	Estimated amount needed to cover fall cash flow deficits in the General Fund (net of borrowed funds and funds representing deferred revenues)	5,379,725
7	Estimate of two months' average cash disbursements during the fiscal year	10,759,450
8	Estimate of delayed payments from state sources (58XX)	--
9	Estimate of underpayment from state sources equal to variance between Legislative Payment Estimate (LPE) and District Planning Estimate (DPE) or District's calculated earned state aid amount	--
10	Estimate of delayed payments from federal sources (59XX)	--
11	Estimate of expenditures to be reimbursed to General Fund from Capital Projects Fund (uses of General Fund cash after bond referendum and prior to issuance of bonds)	--
12	General Fund Optimum Fund Balance and Cash Flow (Lines 2+3+4+5+6+7+8+9+10+11)	17,163,439
13	Excess (Deficit) Undesignated General Fund Fund Balance (1-12)	$ (1,853,529)

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,659,392	$ 1,434,167	$ (225,225)
5800	*State Program Revenues*	17,000	15,322	(1,678)
5900	*Federal Program Revenues*	1,760,238	1,817,763	57,525
5020	Total Revenues	3,436,630	3,267,252	(169,378)
	EXPENDITURES:			
	Current:			
	Instruction & Instructional Related Services:			
0011	*Instruction*	4,800	1,794	3,006
	Total Instruction & Instr. Related Services	4,800	1,794	3,006
	Support Services - Student (Pupil):			
0035	*Food Services*	3,381,086	3,196,767	184,319
	Total Support Services - Student (Pupil)	3,381,086	3,196,767	184,319
	Support Services - Nonstudent Based:			
0051	*Plant Maintenance and Operations*	31,465	31,279	186
	Total Support Services - Nonstudent Based	31,465	31,279	186
6030	Total Expenditures	3,417,351	3,229,840	187,511
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	19,279	37,412	18,133
1200	Net Change in Fund Balance	19,279	37,412	18,133
0100	Fund Balance - Beginning	64,374	64,374	--
3000	Fund Balance - Ending	$ 83,653	$ 101,786	$ 18,133

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-5

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 4,873,000	$ 4,766,518	$ (106,482)
5020	Total Revenues	4,873,000	4,766,518	(106,482)
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	1,793,375	1,793,375	--
0072	*Interest on Long-Term Debt*	3,083,015	3,083,014	1
0073	*Bond Issuance Costs and Fees*	9,481	3,982	5,499
	Total Debt Service	4,885,871	4,880,371	5,500
6030	Total Expenditures	4,885,871	4,880,371	5,500
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(12,871)	(113,853)	(100,982)
1200	Net Change in Fund Balance	(12,871)	(113,853)	(100,982)
0100	Fund Balance - Beginning	533,130	533,130	--
3000	Fund Balance - Ending	$ 520,259	$ 419,277	$ (100,982)

The accompanying notes are an integral part of this statement.

Independent Auditor's Report

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Members of the Board of Trustees:

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District as of and for the year ended August 31, 2011, which collectively comprise the Granbury Independent School District's basic financial statements and have issued our report thereon dated December 7, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting
In planning and performing our audit, we considered Granbury Independent School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Granbury Independent School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Granbury Independent School District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters
As part of obtaining reasonable assurance about whether Granbury Independent School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

We noted certain matters that we reported to management of Granbury Independent School District in a separate letter dated December 7, 2011.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



Snow, Garrett & Company
December 7, 2011

Independent Auditor's Report

Report on Compliance with Requirements That Could Have a Direct and Material Effect on each Major Program and on Internal Control Over Compliance In Accordance With OMB Circular A-133

Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Members of the Board of Trustees:

Compliance

We have audited Granbury Independent School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Granbury Independent School District's major federal programs for the year ended August 31, 2011. Granbury Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Granbury Independent School District's management. Our responsibility is to express an opinion on Granbury Independent School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Granbury Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Granbury Independent School District's compliance with those requirements.

In our opinion, Granbury Independent School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2011.

Internal Control Over Compliance

Management of Granbury Independent School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Granbury Independent School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Granbury Independent School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



Snow, Garrett & Company
December 7, 2011

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2011

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unqualified	
Internal control over financial reporting:		
One or more material weaknesses identified?	___ Yes	X No
One or more significant deficiencies identified that are not considered to be material weaknesses?	___ Yes	X None Reported
Noncompliance material to financial statements noted?	___ Yes	X No

2. Federal Awards

Internal control over major programs:		
One or more material weaknesses identified?	___ Yes	X No
One or more significant deficiencies identified that are not considered to be material weaknesses?	___ Yes	X None Reported
Type of auditor's report issued on compliance for major programs:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?	___ Yes	X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title 1, Part A Cluster
84.389	ARRA- Title 1 Part A Cluster
84.027	IDEA B Formula
84.173	IDEA B Preschool
84.391	ARRA- IDEA B Formula
84.394	ARRA- State Fiscal Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs:	$300,000	
Auditee qualified as low-risk auditee?	X Yes	___ No

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

GRANBURY INDEPENDENT SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2011

Finding/Recommendation	Current Status	Management's Explanation If Not Implemented
There are no prior year audit findings.		

GRANBURY INDEPENDENT SCHOOL DISTRICT

CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED AUGUST 31, 2011

A corrective action plan is not needed.

(1) Federal Grantor/ Pass-Through Grantor/ Program Title	(2) Federal CFDA Number	(2A) Pass-Through Entity Identifying Number	(3) Federal Expenditures
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed Through State Department of Education:			
Medicaid Administrative Claiming Program *	93.778	111-901	$ 11,038
Total U. S. Department of Health and Human Services			11,038
U. S. DEPARTMENT OF EDUCATION			
Passed Through Weatherford College:			
Career and Technical - Technical Preparation	84.243	114212077120001	8,400
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs *	84.010	11610101111901	1,283,692
ESEA Title I Part A - Improving Basic Programs *	84.010	12610101111901	68,941
Total CFDA Number 84.010			1,352,633
IDEA-B Formula *	84.027	116600011119016600	836,239
IDEA-B Formula *	84.027	126600011119016600	74,043
IDEA-B Discretionary *	84.027	1166000611901	8,516
Total CFDA Number 84.027			918,798
Career and Technical - Basic Grant	84.048	11420006111901	78,721
Career and Technical - Basic Grant	84.048	12420006111901	7,075
Total CFDA Number 84.048			85,796
IDEA-B Preschool *	84.173	116610011119016610	18,094
Title III Part A English Language Acquisition and Language Enhance	84.365	11671001111901	54,910
Title III Part A English Language Acquisition and Language Enhance	84.365	12671001111901	6,860
Total CFDA Number 84.365			61,771
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	11694501111901	204,551
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	12694501111901	7,633
Total CFDA Number 84.367			212,184
SUMMER SCHOOL LEP	84.369	69551002	2,673
ARRA - Title II Part D Subpart 1-Enhancing Education Through Tech	84.386	10553001111901	4,209
ARRA - ESEA, Title I, Part A - Improving Basic Programs *	84.389	10551001111901	363,998
ARRA - IDEA-Part B Formula *	84.391	11554001111901	1,067,593
ARRA - IDEA Part B, Preschool *	84.392	11555001111901	32,094
ARRA of 2009 Title XIV State Fiscal Stabilization Fund *	84.394	11557001111901	1,825,103
Education Jobs Fund	84.410	11550101111901	84,265
Total Passed Through State Department of Education			6,029,210
Passed Through Parker County Co-op:			
IDEA-B Deaf *	84.027	111-901	5,068
IDEA-B Preschool Deaf *	84.173	111-901	462
IDEA-C Early Intervention (Deaf) *	84.181	111-901	272
Total Passed Through Parker County Co-op			5,802

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
Total U. S. Department of Education			6,043,412
U. S. DEPARTMENT OF DEFENSE			
Direct Program:			
JROTC	12.357	111-901	65,079
Total U. S. Department of Defense			65,079
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
School Breakfast Program *	10.553	71401101	409,556
National School Lunch Program *	10.555	71301101	1,230,105
Commodity Supplemental Food Program	10.565	111001A	178,102
Total Passed Through State Department of Education			1,817,763
Total U. S. Department of Agriculture			1,817,763
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 7,937,292

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

GRANBURY INDEPENDENT SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2011

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Granbury Independent School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2011

Data Control Codes		Responses
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?	No
SF4	Did the district receive a clean audit? - Was there an unqualified opinion in the Annual Financial Report?	Yes
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls?	No
SF9	Was there any disclosure in the Annual Financial Report of material noncompliance?	No
SF10	What was the total accumulated accretion on capital appreciation bonds included in the government-wide financial statements at fiscal year-end?	$ 11,248,696

December 7, 2011

Granbury Independent School District
600 West Pearl Street
Granbury, Texas 76048

In connection with our audit of the financial statements of Granbury Independent School District for the year ended August 31, 2011, we have made a review of the accounting procedures and internal controls. While the primary objective of such a review is to afford us a basis of determining the scope of our audit procedures, it nevertheless presents us with an opportunity to submit, for management's consideration, suggestions for changes in procedures, which, in our opinion, would strengthen internal control or contribute to the improvement of operating efficiency.

The comments in this letter are based upon observations made in the course of such a review. The review was not designed for the purpose of expressing an opinion on internal accounting controls, and it would not necessarily disclose all weaknesses in the system. The matters discussed herein were considered during our audit of the above-mentioned financial statements, and they did not modify the opinion expressed in our report on those financial statements. However, we offer for your review the comments and recommendations as noted on the following pages.

We have discussed the following comments in detail with the appropriate staff of the District to ensure understanding of the comments and implementation of recommendations. If you have any questions regarding these or any other matters, please feel free to contact us.

This letter is intended solely for the information and use of the Board of Trustees, management, and others within the District and is not intended to be used and should not be used by anyone other than these specified parties.

Finally, we take this opportunity to thank you and your staff for your courtesy and cooperation during our audit. Thank you for your business.

Sincerely yours,

Snow, Garrett & Company

Snow, Garrett & Company
Certified Public Accountants

Optimum Fund Balance

As reflected in Exhibit C-2, the District in the General Fund incurred a decrease in the unassigned fund balance in the amount of $389,484 resulting in an ending fund balance of $15,310,467. However, as noted in Exhibit J-3 of the financial report, the District's Optimum Fund Balance should be approximately $17,163,439. The Board should continue to closely monitor fund balance and make every effort to increase reserves. Also, the Board should continue to review construction, equipment expenditures, and other improvements and determine the amount of reserves that should be assigned or committed for future needs. The District currently has $1,024,264 assigned for these future projects.

Transportation & ARRA SFSF Grant

During the year, the Texas Education Agency conducted a transportation and ARRA SFSF Grant audit on the District. The District promptly responded to the findings and required actions made by the TEA auditors.

Budget Variances

In comparing budgeted amounts to actual amounts, we noted that the District had a few **minor** negative budget variances. We recommend that the District closely monitor its budget, and amend its budget if necessary, to avoid future negative variances.

OBJECTIVE OF INTERNAL ACCOUNTING CONTROL

The objective of internal control is to provide reasonable, but not absolute, assurance that the District's assets will be safeguarded against loss from unauthorized use or disposition, and that the reliability of financial records for preparing financial statements and maintaining accountability for assets will be preserved. The concept of reasonable assurance recognizes that the cost of a system of internal control should not exceed the benefits derived and also recognizes that the evaluation of these factors necessarily requires estimates and judgments by management.

There are inherent limitations that should be recognized in considering the potential effectiveness of any system of internal control. In the performance of most control procedures, mistakes of judgment, carelessness, or other personal factors may occur. Control procedures whose effectiveness depends upon segregation of duties can be circumvented intentionally by management either with respect to the execution and recording of transactions or with respect to the estimates and judgments required in the preparation of financial statements. Further, projection of any evaluation of internal control to future periods is subject to the risk that the procedures may become inadequate because of changes in conditions, and that the degree of compliance with the procedures may deteriorate.

December 7, 2011

To the Board of Trustees
Granbury Independent School District

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District for the year ended August 31, 2011. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated April 21, 2011. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Granbury Independent School District are described in Note A to the financial statements. As described in Note A to the financial statements, Granbury Independent School District changed accounting policies related to fund balance and fund type definitions by adopting Statement of Governmental Accounting Standards (GASB Statement) No. 54, Fund Balance Reporting and Governmental Fund Type Definitions, in fiscal year 2011.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. No significant estimates affecting the financial statements were noted.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 7, 2011.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Board of Trustees and management of Granbury Independent School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Snow, Garrett & Company

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Consider Approval of Board Policy Update 91**

SUMMARY:
I have read through the changes and have not found anything to be out of line.

I presented copies of Update 91 and Update 92 to Directors and Principals on November 29, 2011.

RECOMMENDATION:
I recommend approval of Update 91.

Respectfully submitted,



Ron Mayfield
Superintendent

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Consider Approval of Amending Board Policy Regarding Alcohol and Tobacco in School Vehicles – Board Policy CNB (LOCAL)**

SUMMARY:
It has been brought to my attention that vehicles are not considered District property unless specifically stated in Board Policy. Therefore I requested language from TASB to remedy this issue.

I received the following:

> District vehicles shall be considered District property; therefore, an employee shall not use, possess, or transport alcohol or tobacco products in District vehicles. Violation of this provision may result in disciplinary action up to and including termination.

RECOMMENDATION:
I recommend approval of this language be added to Board Policy CNB (LOCAL)

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

PROPOSED REVISIONS

NO NONSCHOOL USE

The District shall not permit use of District vehicles for nonschool purposes.

EMERGENCY USE EXCEPTION

In case of emergencies or disasters, the Superintendent or designee may authorize the use of District vehicles by civil defense, health, or emergency service authorities.

NONPROFIT ORGANIZATION EXCEPTION

The District may contract with a nonprofit organization for the use of District school buses when such use will not interfere with the regular transportation of school students.

Drivers employed by the District shall be certified Texas school bus drivers and shall be compensated by the organization involved at the prevailing extracurricular trip salary. Should such a driver not be available, the director of transportation may allow use of a non-certified driver. Organizations contracting for emergency use of a school bus shall complete appropriate contract forms, compensate the driver, reimburse the District the prevailing per-mile charge assessed for extracurricular trips, compensate the District for any damage received by the bus during the trip, and be liable for any and all damages caused by the bus or its driver.

SCHOOL-RELATED USE

The Superintendent or designee shall develop administrative regulations for requesting, scheduling, and using District vehicles for extracurricular activities, field trips, and other school-related purposes.

District vehicles shall be considered District property; therefore, an employee shall not use, possess, or transport alcohol or tobacco products in District vehicles. Violation of this provision may result in disciplinary action up to and including termination.

[See GKD regarding nonschool use of school facilities]

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Consider Approval of Courses for 2012-13**

SUMMARY:
You have been given a list of courses for 2012-13. We have not added any new courses.

RECOMMENDATION:
I recommend approval of the courses.

Respectfully submitted,



Ron Mayfield
Superintendent

Granbury Independent School District Graduation Plan

Name _____ ID #_____ Career Pathway_____ Graduation Plan: REC ☐ DAP ☐ [____]

SUBJECT AREA	GRADE 8 Year _____	S 1	S 2	GRADE 9 Year _____	S 1	S 2	GRADE 10 Year _____	S 1	S 2	GRADE 11 Year _____	S 1	S 2	GRADE 12 Year _____	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ~~___ PreAP Eng 1~~ ___ PreAP Eng 2 ___ English 2			___ English 2 ___ PreAP Eng 2 ___ English 3/AP/DC ___ Other:			___ English 3/AP/DC ___ English 4/AP/DC			___ English 4 ___ English 4 AP or DC ___ Other:		
MATH—4 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ PreAP Geom			___ Geometry~~m~~ ___ PreAP Geom ___ Algebra 2 ___ PreAP Alg 2 ___ Other:			~~___ Geometry~~ ___ Math Models ___ Algebra 2 ___ Algebra 2/PreAP ___ Pre Cal/PreAP ~~___ DC Alg/DC Trig~~ ___ Other:			~~___ Geometry~~ ___ Algebra 2 ___ ~~AMDM~~AQR ___ Pre Cal/PreAP Pre Cal ___ AP Cal ___ AP Stats ~~___ DC Alg/Trig~~ ___ Other:		
SCIENCE—4 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma. IPC not allowed for DAP diploma.**	-----			___ Biology ___ PreAP Bio ~~___ IPC~~			___ IPC ___ Biology ~~___ Conceptual~~ Physics ~~___ Chemistry~~ ___ PreAP Chemistry ___ Other:			~~___ Conceptual~~ Physics ___ PreAP Chemistry~~/PreAP~~ ~~___ AP Chem~~ ___ PreAP Physics ___ DC Science ___ Other:			___ Chemistry ___ Physics ~~___ Anat & Phys/DC~~ ___ AP~~/College~~ Biology ___ AP Chemistry ___ AP Physics ___ DC Science ___ Other:		
SOCIAL STUDIES **3 ½ cr + ½ cr for Economics**	-----			___ World Geo ___ PreAP World Geo			___ World Geo ___ World History ___ PreAP W History ___ AP W History ___Other:			___ US History ___ AP US History ___ DC US History ___ Other:			___ US Gov ___ DC/AP US Gov ___ Economics ___ AP Macro Economics ___ AP Micro Economics ___ Other:		
FOREIGN LANG **2 cr (Rec)** **3 cr (DAP)** ***Must be 2 or 3 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ German 1 ___ French 1 ___ ASL 1 ___ AP Spanish 5			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ German 1 or 2 ___ French 1 or 2 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ German 1, 2, or PreAP3 ___ French 1, 2, or PreAP3 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ German 1, 2, or PreAP3 ___ AP German 4 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___ Ath ___ PE ___JV Drill			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
SPEECH—1/2 cr	-----			___Comm App/Prof Comm			___Comm App/ Prof Comm			___Comm App/Prof Comm			___Comm App___ Prof Comm		
FINE ARTS—1 cr ***Must be a full year of the same fine art**	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre ___ Other			___ Band Choir Dance ___ Art ___ Theatre/TechTH ___ Other			___ Band Choir Dance ___ Art ___ Theatre/TechTH ___ Other			___ Band Choir Dance ___ Art ___ Theatre/TechTH ___ Other		
ELECTIVES—	___ GTT														
5 ¾ cr Rec/4 ¾ cr DAP															
***4 advanced measures required for DAP diploma**															
TOTAL CREDITS:															

Formatted Table

Granbury Independent School District Graduation Plan

Last Name _____ First Name _____ MI__ Date _____

Campus _____

ID# _____

Graduation Year_____

Present Grade _____

Counselor _____

Proposed Graduation Program: Recommended DAP [_____]

Possible Career Choices: 1. _____ 2. _____

My Post-High School plans include:

(circle all that apply)

Two Year College Four Year College Military

Technical School Employment

Other_____

Student Signature: _____

Parent Signature: _____

Place an "X" next to the cluster in which you are most interested:

CAREER CLUSTERS

___Agriculture, Food & Natural Resources

~~___Architecture & Construction~~

___Arts, A/V Technology & Communication

___Business Administration & Finance

___Education & Training

___Health Science

___Hospitality & Tourism

___Information Technology

___Law & Public Safety

~~___Marketing~~

___Science, Technology, Engineering & Math

___Transportation, Distribution & Logistics

The following courses are required to receive a Recommended Diploma from GHS:

English	**4 credits**
Math	**4 credits**
Science	**4 credits**
Social Studies	**3 ½ credits**
Economics	**½ credit**
Foreign Language	**2 credits**
PE (or equivalent)	**1 credit**
Speech	**½ credit**
Fine Arts	**1 credit**
Elective Courses	**5 ½ credits**
TOTAL:	**26 credits**

This is a working document and will be reviewed on an annual basis by the student, parent, and counselor.

CROSSLAND NINTH GRADE CENTER
2012-2013 FRESHMAN COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL FRESHMAN STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
_____	_____	0110	ENGLISH 1
_____	_____	0120	*ENGLISH 2
_____	_____	0125	*PREAP ENGLISH 2

MATHEMATICS (FULL YEAR)

_____	_____	0210	ALGEBRA 1
_____	_____	0225	*PREAP GEOMETRY

SCIENCE (FULL YEAR)

_____	_____	0310	BIOLOGY
_____	_____	0315	PREAP BIOLOGY

SOCIAL STUDIES (FULL YEAR)

_____	_____	0400	WORLD GEOGRAPHY
_____	_____	0405	PREAP WORLD GEOGRAPHY

FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0600	SPANISH 1
_____	_____	0605	*SPANISH 2
_____	_____	0617	AP SPANISH 5
_____	_____	0620	GERMAN 1
_____	_____	0640	FRENCH 1
_____	_____	0670	ASL 1

SPEECH (HALF YEAR)

_____	0185	COMMUNICATION APPLICATIONS
_____	9850	PROFESSIONAL COMMUNICATIONS

HEALTH

_____	0500	HEALTH

ENGLISH ELECTIVES

_____	_____	0165	DESKTOP GRAPHIC DESIGN
_____	_____	0175	*DEBATE 1

FINE ARTS - THEATRE (FULL YEAR)

_____	_____	0750	THEATRE ARTS 1
_____	_____	0751	*THEATRE ARTS 2

FINE ARTS - CHORAL (FULL YEAR)

_____	_____	0720	CHOIR 1 - APPROVAL REQUIRED
_____	_____	0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

A	B		
_____	_____	0730	ART 1
_____	_____	0731	*ART 2 DRAWING
_____	_____	0736	*ART 2 PAINTING

FINE ARTS - DANCE

_____	_____	0780	DRILL TEAM YEAR 2 - TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

_____	_____	0700	BAND 1 MARCH - APPROVAL REQ.
_____	_____	0701	*BAND 2 MARCH

ATHLETICS / PHYSICAL EDUCATION

IF YOU PARTICIPATED IN ATHLETICS/PHYSICAL EDUCATION IN 8TH GRADE, CHOOSE YEAR 2. IF NOT, CHOOSE YEAR 1.

	YEAR 1	YEAR 2
PE IND/TEAM SPORTS	8910	
ATH TRAIN - APP. REQ.	8850	8860
BASEBALL	8350	8360
BOYS BASKETBALL	8050	8060
GIRLS BASKETBALL	8100	8110
BOYS GOLF	8450	8460
GIRLS GOLF	8500	8510
BOYS SOCCER	8650	8660
GIRLS SOCCER	8700	8710
CHEER - TRYOUT REQ.	8750	8760
CROSS COUNTRY - BOYS *FALL	8250	8260
CROSS COUNTRY - GIRLS *FALL	8300	8310
DRILL TEAM/DANCE - TRYOUT REQ.	8790	
FOOTBALL	8000	8010
SOFTBALL	8400	8410
SWIM	8550	8560
TENNIS	8600	8610
TRACK - BOYS *SPRING	8150	8160
TRACK - GIRLS *SPRING	8200	8210
VOLLEYBALL	8825	8830

ROTC

_____	_____	0501	MCJROTC I

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

***Applications for Debate, Desktop Graphic Design and Athletic Trainer are available in the Counseling Office at your middle school campus**

Revised 12/2/2011

CROSSLAND NINTH GRADE CENTER
2012-2013 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER COURSES

COURSES WILL LEAD TO ANY OF THE CAREER CLUSTERS LISTED BELOW IN BOLD

FULL YEAR CHOICES

_____ _____ 9000 PRIN. OF AG, FOOD & NAT. RES.

AGRICULTURE, FOOD & NATURAL RESOURCES
TRANSPORTATION - AUTO MECHANICS

_____ _____ 9750 INTRO TO ENG. DESIGN (PLTW) HONORS

STEM

_____ _____ 9250 BUSINESS INFORMATION MGT. I

ARTS/AV TECHNOLOGY & COMMUNICATIONS
BUSINESS MANAGEMENT & ADMINISTRATION
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY

SEMESTER CHOICES

_____ 9305 HUMAN SERVICES + TEENS, TEAMS AND TRANSITIO HS+T^3

EDUCATION & TRAINING
HEALTH SCIENCE
HOSPITALITY & TOURISM
LAW & PUBLIC SAFETY

_____ 9505 MONEY AND MARKET STRATEGIES

BUSINESS & FINANCE
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY
TRANSPORTATION - AUTO MECHANICS

_____ 9200 PRIN. OF ARTS & AV

ARTS, A/V TECHNOLOGY - VIDEO & GRAPHICS
BUSINESS & FINANCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY

Note: If a course is specified to be a "full year" course it must be taken both terms.

If a course is specified to be a "half year" course it will taken one term only along with another half year course to balance the schedule.

Note: There are seven class periods in a school day, therefore 14 selections will be checked. See example of possible 14 selections:

- ✓ ✓ English 1 (Full year)
- ✓ ✓ Algebra 1 (Full year)
- ✓ ✓ Biology (Full year)
- ✓ ✓ World Geography (Full year)
- ✓ ✓ Spanish 2 (Full year)
- ✓ ✓ Theater Arts 1 (Full year)
- ✓ Speech (Half year)
- ✓ Prin. of Human Services (Half year)

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION

SCHEDULE CHANGES: Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after three class days of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change course selections depending on test results, individual school staffing and other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent and the student to make certain that the courses selected are the ones the student needs.

Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

Revised 12/2/2011

GRANBURY HIGH SCHOOL
2012-2013 SOPHOMORE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
_____	_____	0100	ENGLISH SOL 1
_____	_____	0105	*ENGLISH SOL 2
_____	_____	0110	ENGLISH 1
_____	_____	0120	ENGLISH 2
_____	_____	0125	*PREAP ENGLISH 2
_____	_____	0130	ENGLISH 3
_____	_____	0135	*AP ENGLISH 3

MATHEMATICS (FULL YEAR)

_____	_____	0210	ALGEBRA 1
_____	_____	0220	GEOMETRY
_____	_____	0225	*PREAP GEOMETRY
_____	_____	0230	*ALGEBRA 2
_____	_____	0238	*PREAP ALGEBRA 2

SCIENCE (FULL YEAR)

_____	_____	0305	IPC
_____	_____	0310	BIOLOGY
_____	_____	0338	PREAP CHEMISTRY
_____	_____	0363	*PHYSICS

SOCIAL STUDIES (FULL YEAR)

_____	_____	0400	WORLD GEOGRAPHY
_____	_____	0410	WORLD HISTORY
_____	_____	0417	*AP WORLD HISTORY

FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0670	ASL 1
_____	_____	0600	SPANISH 1
_____	_____	0605	*SPANISH 2
_____	_____	0606	*SPANISH 2 NTV
_____	_____	0610	*PREAP SPANISH 3
_____	_____	0611	*PREAP SPANISH 3 NTV
_____	_____	0618	*AP SPANISH 4 NTV
_____	_____	0619	*AP SPANISH 5 NTV
_____	_____	0620	GERMAN 1
_____	_____	0625	*GERMAN 2
_____	_____	0640	FRENCH 1
_____	_____	0645	*FRENCH 2

SPEECH (HALF YEAR)

_____	0185	COMMUNICATION APPLICATIONS
_____	9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

_____	0500	HEALTH

ENGLISH ELECTIVES

_____	_____	0165	YEARBOOK 1 - APPROVAL REQ.
_____	_____	0166	*YEARBOOK 2
_____	_____	0175	*DEBATE 1
_____	_____	0176	*DEBATE 2

FINE ARTS - THEATRE (FULL YEAR)

_____	_____	0750	THEATRE ARTS 1
_____	_____	0751	*THEATRE ARTS 2
_____	_____	0770	TECH THEATRE 1

FINE ARTS - CHORAL (FULL YEAR)

A	B		
_____	_____	0720	CHOIR 1 - APPROVAL REQUIRED
_____	_____	0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

_____	_____	0730	ART 1
_____	_____	0731	*ART 2 DRAWING
_____	_____	0736	*ART 2 PAINTING
_____	_____	0732	*ART 2 PRINT DESIGN
_____	_____	0734	*ART 2 CERAMICS
_____	_____	0735	*ART 2 SCULPTURE
_____	_____	0738	*ART 3 PHOTOGRAPHY
_____	_____	9365	PRIN & ELE OF FLORAL DES. **(FA CR)**

FINE ARTS - DANCE

_____	_____	0780	DRILL TEAM YEAR 2- TRYOUT REQUIRED
_____	_____	0785	DRILL TEAM YEAR 3- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

_____	_____	0700	BAND 1 MARCH - APPROVAL REQ.
_____	_____	0701	*BAND 2 MARCH
_____	_____	0706	PERCUSSION

ACADEMIC DECATHLON

_____	0805NC	ACA DECA **(NO CREDIT) (SEM A)**

ATHLETICS / PHYSICAL EDUCATION

*****THE YEAR INDICATES THE NUMBER OF YEARS YOU HAVE PARTICIPATED IN ANY SPORT INCLUDING 8TH GRADE*****

	YEAR 1	YEAR 2	YEAR 3
^ PE IND/TEAM SPORTS	8910		
PE AEROBICS	8930		
^ PE YOGA	8940		
ATH TRAIN - APP. REQ.	8850	8860	8875
BASEBALL	8350	8360	8375
BOYS BASKETBALL	8050	8060	8075
GIRLS BASKETBALL	8100	8110	8125
BOYS GOLF	8450	8460	8475
GIRLS GOLF	8500	8510	8525
BOYS SOCCER	8650	8660	8675
GIRLS SOCCER	8700	8710	8725
CHEER - TRYOUT REQ.	8750	8760	8775
CROSS COUNTRY - BOYS	8250	8260	8275
CROSS COUNTRY - GIRLS	8300	8310	8325
DRILL TM/DANCE - *TRYOUT	8790		
FOOTBALL	8000	8010	8025
SOFTBALL	8400	8410	8425
SWIM	8550	8560	8575
TENNIS	8600	8610	8625
TRACK - BOYS	8150	8160	8175
TRACK - GIRLS	8200	8210	8225
VOLLEYBALL	8825	8830	8837

ROTC

_____	_____	0501	MCJROTC I
_____	_____	0502	*MCJROTCII

^ MAY ONLY TAKE ONE OF THE TWO COURSES

Revised 12/2/2011

GRANBURY HIGH SCHOOL
2012-2013 SOPHOMORE COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9005	*LIVESTOCK PRODUCTION
_____		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
	_____	9350	*EQUINE SCIENCE **(SEM B)**
_____	_____	9365	PRIN & ELE OF FLORAL DESIGN

AG MECHANICS / WELDING

_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9050	*AG MECHANICS & METAL TECH

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9150	DIGITAL & INTERACTIVE MEDIA **HON. AVA.**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____	_____	9205	AUDIO VIDEO PRODUCTION

BUSINESS MANAGEMENT & ADMINISTRATION

_____		9505	MONEY & MARKET STRATEGIES **(SEM A)**
	_____	9260	GLOBAL BUSINESS **(SEM B)**
_____	_____	9250	BUSINESS INFORMATION MGT. I

EDUCATION AND TRAINING

_____		9560	CHILD DEVELOPMENT **(SEM A)**
	_____	9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
_____	_____	9405	ACCOUNTING I

HEALTH SCIENCE

_____		9455	MEDICAL TERMINOLOGY **(SEM A)**
	_____	9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**

HOSPITALITY & TOURISM

_____		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
	_____	9520	TRAVEL AND TOURISM MGMT **(SEM B)**

INFORMATION TECHNOLOGY

_____		9605	WEB TECHNOLOGIES **(SEM A)**
	_____	9610	*VIRTUAL BUSINESS **(SEM B)**
_____	_____	9620	COMPUTER PROGRAMMING **(HONORS)**
_____	_____	9635	COMPUTER MAINTENANCE

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9655	PRIN LAW, PUB SAF, CORR & SEC.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

	_____	9750	INTRO TO ENG. DESIGN **(PLTW) HONORS**
_____	_____	9755	*PRINCIPLES OF ENGINEERING **(PLTW) HONORS**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	ENERGY, POWER & TRANS. SYS.

HON. AVA. DESIGNATES HONORS CREDIT AVAILABLE IF NECESSARY REQUIREMENTS ARE MET

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Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/2/2011

GRANBURY HIGH SCHOOL
2012-2013 JUNIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL JUNIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
_____	_____	0100	ENGLISH SOL 1
_____	_____	0105	*ENGLISH SOL 2
_____	_____	0110	ENGLISH 1
_____	_____	0120	ENGLISH 2
_____	_____	0130	ENGLISH 3
_____	_____	0135	*AP ENGLISH 3
_____	_____	0137	*DC ENGLISH 3 (COLLEGE ENGLISH 1301, 1302)

MATHEMATICS (FULL YEAR)

_____	_____	0210	ALGEBRA 1
_____	_____	0220	GEOMETRY
_____	_____	0230	*ALGEBRA 2
_____	_____	0235	*PREAP ALGEBRA 2
_____	_____	0240	*PREAP PRECALCULUS
_____	_____	0245	PRECALCULUS
_____	_____	0255	*AP CALCULUS
_____	_____	0260	*MATH MODELS
_____	_____	0270	*AP STATISTICS
_____	_____	0280	ADV. QUANTITATIVE REASON. **(4TH YEAR ONLY)**
_____	_____	9780	ENGINEERING MATH H **(PLTW) (4TH MATH ONLY)**

SCIENCE (FULL YEAR)

_____	_____	0305	IPC
_____	_____	0310	BIOLOGY
_____	_____	0325	*AP BIOLOGY
_____	_____	0328	*DC ZOOLOGY/BOTANY SR&D 3 **(4TH SCIENCE)**
_____	_____	0330	*CHEMISTRY
_____	_____	0335	*PREAP CHEMISTRY
_____	_____	0345	*AP CHEMISTRY
_____	_____	9470	*ANATOMY & PHYSIOLOGY H **(4TH SCIENCE)**
_____	_____	0360	*PHYSICS
_____	_____	0365	*PREAP PHYSICS
_____	_____	0368	*AP PHYSICS
_____	_____	0390	ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
_____	_____	0395	AP ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
_____	_____	9010	*ADV ANIMAL SCIENCE **(4TH SCIENCE)**
_____	_____	9660	FORENSICS **HONORS (4TH SCIENCE)**
_____	_____	9820	AVIATION SR&D 2 **HON (4TH SCIENCE)**
_____	_____	0380	AQUATICS

SOCIAL STUDIES (FULL YEAR)

_____	_____	0400	WORLD GEOGRAPHY
_____	_____	0417	*AP WORLD HISTORY
_____	_____	0420	US HISTORY
_____	_____	0425	*AP US HISTORY
_____	_____	0426	*DC US HISTORY
_____	_____	0430	*AP EUROPEAN HISTORY
_____		0475	SOCIOLOGY
	_____	0470	PSYCHOLOGY
	_____	0473	DC PSYCHOLOGY

FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0670	ASL 1
_____	_____	0675	*ASL 2
_____	_____	0680	*ASL 3 **HONORS**
_____	_____	0600	SPANISH 1
_____	_____	0605	*SPANISH 2
_____	_____	0606	*SPANISH 2 NTV
_____	_____	0610	*PREAP SPANISH 3
_____	_____	0611	*PREAP SPANISH 3 NTV
_____	_____	0616	*AP SPANISH 4
_____	_____	0618	*AP SPANISH 4 NTV
_____	_____	0619	AP SPANISH 5 NTV
_____	_____	0620	GERMAN 1
_____	_____	0625	*GERMAN 2
_____	_____	0630	*PREAP GERMAN 3
_____	_____	0640	FRENCH 1
_____	_____	0645	*FRENCH 2
_____	_____	0650	*PREAP FRENCH 3

SPEECH (HALF YEAR)

_____	0185	COMMUNICATION APPLICATIONS
_____	9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

_____	0500	HEALTH

ENGLISH ELECTIVES

A	B		
_____	_____	0165	YEARBOOK 1 - APPROVAL REQ.
_____	_____	0166	*YEARBOOK 2
_____	_____	0167	*YEARBOOK 3
_____	_____	0175	*DEBATE 1
_____	_____	0176	*DEBATE 2
_____	_____	0177	*DEBATE 3
_____		0193	CREATIVE WRITING (1/2 CREDIT)

FINE ARTS - THEATRE (FULL YEAR)

_____	_____	0750	THEATRE ARTS 1
_____	_____	0751	*THEATRE ARTS 2
_____	_____	0752	*THEATRE ARTS 3
_____	_____	0770	TECH THEATRE 1
_____	_____	0771	*TECH THEATRE 2
_____	_____	0775	DC INTRO TO THEATRE **(INST. APP.)**

FINE ARTS - CHORAL (FULL YEAR)

_____	_____	0720	CHOIR 1 - APPROVAL REQUIRED
_____	_____	0721	*CHOIR 2
_____	_____	0722	*CHOIR 3
_____	_____	0724	*AP MUSIC THEORY

FINE ARTS - ART (FULL YEAR)

_____	_____	0730	ART 1
_____	_____	0731	*ART 2 DRAWING
_____	_____	0732	*ART 2 PRINT DESIGN
_____	_____	0736	*ART 2 PAINTING
_____	_____	0734	*ART 2 CERAMICS
_____	_____	0735	*ART 2 SCULPTURE
_____	_____	0737	*PREAP ART 3
_____	_____	0738	*ART 3 PHOTOGRAPHY
_____	_____	0739	*AP ART 3 DRAWING
_____	_____	0733	ART 3 ADVANCED PRINT DESIGN
_____	_____	9365	PRINCIPLES & ELEMENTS OF FLORAL DESIGN

FINE ARTS - DANCE

_____	_____	0780	DRILL TEAM YEAR 2- TRYOUT REQUIRED
_____	_____	0785	DRILL TEAM YEAR 3- TRYOUT REQUIRED
_____	_____	0790	DRILL TEAM YEAR 4- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

_____	_____	0700	BAND 1 MARCH - APPROVAL REQ.
_____	_____	0701	*BAND 2 MARCH
_____	_____	0702	*BAND 3 MARCH
_____	_____	0706	PERCUSSION

ACADEMIC DECATHLON

_____	0805NC	ACA DECA **(NO CREDIT) (SEM A)**

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
^ PE IND/TEAM SPORTS	8910			
PE AEROBICS	8930			
^ PE YOGA	8940			
ATH TRAIN - APP. REQ.	8850	8860	8875	8885
BASEBALL	8350	8360	8375	8385
BOYS BASKETBALL	8050	8060	8075	8085
GIRLS BASKETBALL	8100	8110	8125	8135
BOYS GOLF	8450	8460	8475	8485
GIRLS GOLF	8500	8510	8525	8535
BOYS SOCCER	8650	8660	8675	8685
GIRLS SOCCER	8700	8710	8725	8735
CHEER - TRYOUT REQ.	8750	8760	8775	8780
DRILL TEAM/DANCE - TRYOUT REQ.	8790			
CROSS COUNTRY - BOYS *FALL	8250	8260	8275	8285
CROSS COUNTRY - GIRLS *FALL	8300	8310	8325	8335
FOOTBALL	8000	8010	8025	8035
SOFTBALL	8400	8410	8425	8435
SWIM	8550	8560	8575	8585
TENNIS	8600	8610	8625	8635
TRACK - BOYS *SPRING	8150	8160	8175	8185
TRACK - GIRLS *SPRING	8200	8210	8225	8235
VOLLEYBALL	8825	8830	8837	8843

ROTC

_____	_____	0501	MCJROTC I
_____	_____	0502	*MCJROTCII
_____	_____	0503	*MCJROTC III

^ MAY ONLY TAKE ONE OF THE TWO COURSES

Revised 12/2/2011

Granbury ISD

~~2011-2012~~2012-2013

Course Catalog

Granbury High School and Crossland Ninth Grade Center Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Crossland Ninth Grade Center and Granbury High School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

Granbury Independent School District is committed to guiding you in helping make your future goals a reality. The career clusters will assist you in selecting the courses and programs that will best serve your needs. You will be able to identify a career area of interest and develop an academic plan to support your choices. Activities and electives will be reflective of your chosen career area.

You are to select one of the thirteen career clusters prior to your freshman year of school. A four-year plan will be established to support your choice. We will do our best to schedule you for the classes you have carefully chosen within the pathway. If a conflict is unavoidable, we will consider every option that is focused on your success.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

~~Lynn Pool~~Diane Fullerton
Principal
Crossland Ninth Grade Center

Jeremy Ross
Principal
Granbury High School

INCLUDES COURSES OFFERED AT BOTH CROSSLAND NINTH GRADE CENTER AND GRANBURY HIGH SCHOOL

2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	**Four credits:** • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: ▪ English IV ▪ Research/Technical Writing ▪ Creative/Imaginative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language Composition ▪ AP English Literature and Composition	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	**Three credits:** • Algebra I • Geometry • The third credit may be selected from any of the following: ▪ Algebra II ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Science ♦	**Two credits:** • Biology • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the other as academic elective credit	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	**Two and one-half credits:** • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: ▪ World History Studies (one credit) ▪ World Geography Studies (one credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	**One-half credit**	**One-half credit**	**One-half credit**
Academic Elective	**One credit from any of the following**: • World History Studies • World Geography Studies • Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	**None**	**None**
Languages Other Than English ♦	**None**	**Two credits:** The credits must consist of any two levels in the same language.	**Three credits:** The credits must consist of any three levels in the same language.

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Physical Education	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Speech	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Fine Arts ♦	**One credit** for students who enter Grade 9 in 2010-11 or later from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV; • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	**Six and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	**Five and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	**Four and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	22	26	26

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

*Granbury ISD will comply with the most current state adopted graduation credit requirements.

DISTINGUISHED ACHIEVEMENT

****Advanced Measures for Class of 2011 - 2014**
(Four Required)

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 accessed 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.

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Students graduating on the Distinguished Achievement Program must meet Level III: Advanced Academic Performance (postsecondary readiness) on English III and Algebra II STAAR EOC.

Students graduating on the Recommended High School Program must meet Level II: Satisfactory Academic Performance on English III and Algebra II STAAR EOC.

SEMESTER SCHEDULE
Students in Grades 9-12

School Year: 2 Semesters

- Each semester is 3 six weeks long
- ½ credit per semester for class passed with 70 or better
- Semesters will be averaged to award a full credit if applicable.
- Students entering 9th grade in 2011 will be required to take End-of-Course Exams in the 4 core areas including Math, English, Science, and Social Studies. Each of these assessments will count as 15% of the final course average.
- Most courses are two semesters for 1 credit
- Some courses are only one semester for ½ credit

GRADE CLASSIFICATION
After the ninth grade, students are classified according to the number of units/credits earned toward graduation. Reclassifications are made at the beginning of each school year.

Credits Earned	Grade Classification
6	10th(Sophomore)
12	11th(Junior)
17	12th(Senior)

CLASS LOAD
ALL STUDENTS **MUST TAKE** A FULL CLASS LOAD EACH SEMESTER.

SUMMER SCHOOL
Summer school classes may be available for:

- Restoration of credit for a failed course or lost credit due to lack of attendance. See your counselor concerning tuition/fee waiver availability.
- Credit acceleration

SCHEDULE CHANGES
Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after **THREE CLASS DAYS**. **The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.**

When a student selects a course, he/she is expected to complete it.

NOTE: A course dropped after the change period may be recorded as an F.

DUAL CREDIT COURSES**
Students who are exempt or have passed one of the tests under the Texas Success Initiative (TSI) may register for concurrent college and high school credit in selected courses offered by cooperating colleges.
The student is responsible for paying tuition, books and any fees, which are required by the college for credit. Dual credit courses will be offered pending arrangements with colleges for onsite instructors.
If you pre-register for a Dual Credit class, register to take one of the TSI tests: THEA, COMPASS, ACCUPLACER, or ASSET. You must take one of the tests before you enroll in college courses ***unless you are exempt*** by your TAKS, SAT or ACT scores.
The exemption policy is posted in all English classes and in the Counseling Office. See your Counselor if you have questions.
You must provide proof of the scores or exemption by August 15st or you will be removed from the Dual Credit classes.
**It is the student's responsibility to contact the college(s) to find out which dual credit courses will transfer or the AP test score required to earn college credit.

REGISTRATION INSTRUCTIONS

Courses selected during pre-registration are considered **final**. Please, choose carefully!

1. **Choose a Career Cluster**. The Career Clusters offer you a chance to guide your learning in the context of personal career interests. ~~There are 13 clusters from which to choose.~~ Pick a first and second choice from available clusters. Use your choices to help you select your core classes and electives.
2. ~~**Fill out your**~~**Update your four-year plan** using the graduation plan and career cluster you have selected.
3. **Choose the classes** necessary to complete your schedule for next year. **Choose 3 alternative classes** for each of the elective classes you selected.
4. **Carefully fill out your Course Selection Sheet**, following the information printed on the form.
5. BE SURE TO **HAVE YOUR PARENT/GUARDIAN SIGN** YOUR COURSE SELECTION SHEET.
6. ~~5.~~ **High School student who are concurrently enrolled at Weatherford College need to see their guidance counselor for academic advising.**

ENGLISH

English 1 (0110)
1 credit - Grade 9
Prerequisites: None

Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English 2 (0120)
1 credit - Grade 09-10
Prerequisites: English 1

Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

English 3 (0130)
1 credit - Grade 11
Prerequisites: English 1 and English 2

Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, integrates writing skills with the study of literature and the research process. Time is devoted to preparation and practice for the TAKS Exit Level Exam.

English 4 (0140)
1 credit - Grade 12
Prerequisites: English 1, English 2, and English 3

Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills.

~~**Pre-Advanced Placement English 1** (0115)~~
~~1 credit - *CNGC Grade 9 only*~~
~~*Prerequisites:* Required reading~~

~~Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition. Examination given by the College Board their junior and senior years.~~

Pre-Advanced Placement English 2 (0125)
1 credit - Grade 9-10
Prerequisites: English 1 and required reading list

Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition Examination given by the College Board their junior and senior years.

Advanced Placement English 3 (0135)
1 credit - Grades 10-11
Prerequisites: Required reading list and parent authorization

Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course students may take the Advanced Placement English Language and Composition Examination given by College Board for advanced placement and/or credit.

Advanced Placement English 4 (0145)
1 credit - Grades 11-12
Prerequisites: Required reading list and parent authorization

An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course students may take the Advanced Placement English Literature and Composition Examination given by the College Board for advanced placement and/or credit.

Dual Credit English 3 (1301/1302) (0137)
1 credit – Grade 11
Prerequisites: TSI Assessment and registration with the college in the fall

This course offers students the opportunity to earn simultaneous credit in both high school junior English and freshman college English (1301 &1302) through Weatherford College.

Dual Credit English 4 (1301/1302) (0147)
1 credit - Grade 12
Prerequisites: TSI Assessment and registration with the college in the fall

This course offers students the opportunity to earn simultaneous credit in both high school senior English and freshman college English (1301&1302) through Weatherford College.

Dual Credit Technical Writing (College Technical Writing 2311) (0150)
½ credit- Grade 12
Prerequisites: College English 1301 & 1302

Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit. English college credit 2311 at Weatherford College. *Can count as Dual Credit English 4 if needed.

Dual Credit British Literature (College English/Humanities Credit 2321) (0155)
½ credit- Grade 12
Prerequisites: College English 1301 &1302

This single semester course includes selected significant works of British literature. May include study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasizes religious, political, and socioeconomic commentaries and encourages students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive 3 hours of college credit. Humanities college credit 2321 Weatherford College. *Can Count as Dual Credit English 4 if needed.

Honors Advanced Journalism Yearbook Production 1, 2, 3 (0165, 0166, 0167)
1 credit - Grade 10-12
Prerequisites: Application*, Teacher interview & approval

Yearbook staff members must be creative and outgoing as they work to capture the memories of the friends and classmates for the school year. Students work as a team as photographers, writers and layout designers to complete all sections of the yearbook. Staff members will meet with students, teachers, and/or coaches to get background information and interviews. Students have both Nikon and Canon Rebel SLR Digital Cameras with which to take photos for the yearbook. They learn to use the latest Adobe software including Photoshop and InDesign CS5. The students gain real world work experience as they work to design, proof and edit their layouts in order to meet strict deadlines for the publishing plant in Dallas.
Students interested in becoming a staff member must return the application to the Yearbook Advisor no later than **April 1, 2012.*

English for Speakers of Other Languages (ESOL 1, 2) (0100) (0105)
½ -1 credit – Grades 10-12
Prerequisites: Committee decision after language survey testing

The four language skills (listening, speaking, reading, and writing) are offered in a developmental sequence. The course is designed to consider cultural backgrounds of the students and to incorporate those with instruction. Only two credits may count as English graduation requirement.

Reading 1 (0195)

½ -1 credit- *CNGC Grade 9 only*

Students learn strategies that improve reading skills and vocabulary development. Students gain knowledge of study skills while reading fiction and nonfiction.

~~*The following courses will be offered beginning in the 2012-2013 school year.*~~

~~**Dual Credit Technical Writing (College Technical Writing 2311)** (0150)~~
~~½ credit- Grade 12~~
~~*Prerequisites:* College English 1301 & 1302~~

~~Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit. English college credit 2311 at Weatherford College.~~

~~**Dual Credit British Literature (College English/Humanities Credit 2321)** (0155)~~
~~½ credit- Grade 12~~
~~*Prerequisites:* College English 1301 &1302~~

~~This single semester course includes selected significant works of British literature. May include study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasizes religious, political, and socioeconomic commentaries and encourages students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive 3 hours of college credit. Humanities college credit 2321 Weatherford College.~~

MATHEMATICS

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: None

Builds on previous experience in mathematics. Includes properties and operations of real numbers, the solving of linear equations and inequalities, properties of fractions and algebraic fractions, the coordinate plane, linear equations and inequalities with two variables and radicals.

Geometry (0220)
1 credit – Grades 10-12
Prerequisites: Algebra 1

Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Pre-Advanced Placement Geometry (0225)
1 credit – Grades 9, 10
Prerequisites: Algebra 1

This course is designed for the advanced, academically bright math student who meets the placement criteria listed for honors courses. Some additional material will be covered in this course not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills will be stressed.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisites: Algebra 1, Geometry

Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Pre-Advanced Placement Algebra 2 (0235)
1 credit - Grades 10-12
Prerequisites: Algebra 1, Geometry

Designed for students who have displayed a high degree of understanding in previous Algebra and Geometry classes. All the topics included in regular Algebra 2, as well as more difficult problems, and more independent research will be added to the course. Emphasis is placed on skills to begin preparing students for the Advanced Placement Calculus curriculum.

~~**Dual Credit College Algebra (Independent Study in Mathematics)** (0236)~~
~~1 credit – Grades 11-12~~
~~*Prerequisites:* Geometry, Algebra 2, TSI Assessment and registration with the college~~

~~This course offers students the opportunity to earn simultaneous credit in Independent Study in Mathematics for high school credit and 3 hours of college Algebra through Weatherford College.~~

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series and introduction to limits.

Pre-Advanced Placement Precalculus (0240)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, and Algebra 2

Designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series and introduction to limits. Emphasis is placed on advanced skills in math as preparation for the Advanced Placement Calculus course.

Advanced Placement Calculus AB (0255)
1 credit - Grade~~s 11~~-12
Prerequisites: Precalculus

The course covers the material in the first semester of Calculus at a college or university. Topics included are analytical geometry, limits, differentiation of algebraic functions, application of differentiation, the definite integral, calculus of trigonometric and exponential functions and techniques of integration. After completing this class, students are expected to take the Advanced Placement Calculus Examination given by the College Board for advanced placement and/or credit.

Mathematics Modeling with Applications (0260)
1 credit – Grade 11
Prerequisites: Algebra 1 and Geometry

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

~~**Advanced Mathematical Decision Making (AMDM)**~~**Advanced Quantitative Reasoning (AQR)** (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2
***4th Math Only**

~~Advanced Mathematical Decision Making (AMDM)~~Advanced Quantitative Reasoning (AQR) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

~~**Statistics and Risk Management** (9275)~~
~~1 Credit – Grade 11-12~~
~~*Recommended Prerequisites:* Accounting I and Algebra 2~~
~~***CAN COUNT AS 4TH MATH**~~

~~Students will use a variety of graphical and numerical techniques to analyze patterns and departures from Patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within~~

~~business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.~~

Engineering Mathematics (9780)
1 Credit – Grade 11-12
Prerequisites: For PLTW Students Only
***CAN COUNT AS 4TH MATH**

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. ***Honors credit will be given.***

AP Statistics (0270)
1 credit – Grade 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

SCIENCE

At least 40% of all instruction shall include hands on lab investigations and field work using appropriate scientific inquiry.

Biology (0310)
1 credit - Grade 9
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Pre-Advanced Placement Biology (0315)
1 credit - *CNGC Grade 9 only*
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Reading and a project are required.

Advanced Placement Biology (0325)
1 credit - Grades 11-12
Prerequisites: Biology & Chemistry

This course is designed to provide students adequate knowledge and laboratory skills to place out of freshman level college biology. Biochemistry, genetics and advanced plant and animal biology are examples of studies. Students are expected to take the Advanced Placement examination for college credit at the completion of the course.

Dual Credit ~~Biology~~ Zoology/Botany (SR &D 3) (0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: Biology & Chemistry
***CAN COUNT AS 4TH SCIENCE**

~~*College Biology*~~*Zoology – Semester A*
An introduction to the physical and chemical organization of living organisms, cell structure, function, and metabolism. Students learn to understand and interpret
terms and discover principles covering all aspects of living organisms. Course can count as 4th year science. Students will receive 4 hours of college credit. Biology college credit 1406 at Weatherford College.

~~College Biology~~Botany – *Semester B*
An introduction to plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Course can count as 4th year science. Students will receive 4 hours of college credit. Biology college credit 1407 at Weatherford College.

Integrated Physics and Chemistry (0305)
1 credit - Grade 10
Prerequisites: None

Laboratory-oriented class that integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Chemistry (0330)
1 credit - Grades 11~~10~~-12
Prerequisites: One unit of high school science, Algebra 1

Covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Pre-Advanced Placement Chemistry (0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and strong foundation in Algebra I~~One unit of high school science and completion of or enrollment in Algebra 2~~

Follows the course description of Chemistry with a focus on advanced laboratory skills and critical thinking skills to prepare students for Advanced Placement chemistry. *Performance-based projects are required.*

Advanced Placement Chemistry (0345)
1 credit - Grades 11-12
Prerequisites: Chemistry, Algebra 2

Laboratory-oriented course which reinforces basic concepts of Pre-Advanced Placement Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

Anatomy & Physiology (9470)
1 Credit – Grades 11-12
Prerequisites: Biology I, Chemistry I
***CAN COUNT AS 4TH SCIENCE**

Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applies to human health and well being. ***Honors credit will be given.***

~~**Dual Credit Anatomy & Physiology of Human Systems (0355)**~~
~~1 credit – Grades 11-12~~
~~*Prerequisites:* Biology, Chemistry, TSI assessment and registration with Hill College~~
~~***CAN COUNT AS 4TH SCIENCE**~~

~~Offers students general exploratory and advanced activities in the structures and functions of the human body. This includes a realization of interrelationships of the body systems and the understanding of the complexity of the human organism. Pursuant to payment of tuition fees and passing the TSI Assessment, this course can count as a dual credit course with the student receiving concurrent high school and college technical credit through Hill College of Hillsboro.~~

Physics (0360)
1 credit - Grades 10-12
~~*Prerequisites:* Two units of high school science~~

Students conduct laboratory investigations involving such topics as laws of motion; force; conservation of energy and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Pre-Advanced Placement Physics (0365)
1 Credit – Grades 11-12
Prerequisites: Two units of high school science and strong foundation in Algebra I and Geometry~~Two units of high school science & Algebra II~~

Students follow curriculum of physics with increased lab requirements and projects. Special emphasis is placed on advanced skills in preparation for the Advanced Placement course. *Performance-based projects are required.*

Advanced Placement Physics B (0368)
1 credits – Grades 11-12
Prerequisites: Physics and Precalculus or AP Calculus

Provides a systematic introduction to the fundamental principles of physics, enhanced by a laboratory component emphasizing the development of independent study skills and problem-solving abilities. Topics include Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This course is designed for the student desiring to place out of trig-based introductory college physics by taking the Advanced Placement examination at the end of the course.

Aquatic Science (0380)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include components of an aquatic ecosystem, relationships among aquatic habitats and ecosystems, roles of cycles within aquatic environments, geologic phenomenon and fluid dynamics effects, and the origin and use of water in a watershed and environmental system, sources and flow of energy through an aquatic environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in aquatic ecosystems.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

AP Environmental Science (0395)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environ mental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requires a high level of cognitive learning skills. It is designed to prepare students to take the AP exam. Students are expected to take the AP exam.

Advanced Animal Science (9010)
1 Credit – Grades 11-12
Prerequisites: Livestock Production/Small Animal Management
***CAN COUNT AS 4TH SCIENCE CREDIT**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

~~**Medical Microbiology** (9475)~~
~~1 Credit – Grade 11-12~~
~~*Prerequisites: 3 Science Credits*~~
~~***CAN COUNT AS 4TH SCIENCE***~~

~~This course explores the microbial world, covering topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, drug-resistant organisms, and emerging diseases. ***Honors credit will be given.***~~

Forensics (9660)
1 Credit – Grades 12
Prerequisites: 2 years of science
***CAN COUNT AS 4TH SCIENCE**

Ever watch CSI and think "Do they really do that stuff" or "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator? ***Honors credit will be given.***

Aviation (SR&D 2) (9820)
1 Credit Grades 11-12
Prerequisites: One unit high school science
***CAN COUNT AS 4TH SCIENCE**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum. ***Honors credit will be given.***

SOCIAL STUDIES

World Geography Studies (0400)
1 credit - Grade 9
Prerequisites: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Pre-Advanced Placement World Geography Studies (0405)
1 credit – *CNGC Grade 9 only*
Prerequisites: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Reading required. ***Honors credit will be given.***

World History Studies (0410)
1 credit - Grades 10~~-12~~
Prerequisites: None

World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present.

AP World History (0417)
1 credit – Grades 10-12
Prerequisites: World Geography

This course presents a comprehensive history of the world, allowing students to view history in a global and integrated way. It will afford students the opportunity to gain a Distinguished Achievement measure as well as college credit by successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationship of change and continuity, impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments and interactions, and changes in functions and structures of states and in attitudes toward states and political identities, including the rise of the nation-state. This course meets the one-year world history social studies graduation requirement.

United States History Studies Since Reconstruction (0420)
1 credit – Grades 11~~-12~~
Prerequisites: None

History of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Advanced Placement United States History (0425)
1 credit - Grade 11
Prerequisites: World History, World Geography, completion of required reading

This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and topics in U. S. History. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the U.S. History Advanced Placement exam.

Dual Credit United States History to 1877 (0426)
(History 1301-3 hrs credit)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with the college

This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction.

Dual Credit United States History from 1877 (0426)
(History 1302-3 hrs credit)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with the college

This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from the end of Reconstruction to the 1990s.

Advanced Placement European History (0430)
1 credit – Grades 11, 12
Prerequisites: World History, World Geography

This advanced placement social studies elective consists of the study of European History since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the European History Advanced Placement exam.

US Government (0440)
½ credit - Grade 12
Prerequisites: U.S. History

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Advanced Placement American Government & Politics (0445)
½ credit-Grade 12
Prerequisites: U.S. History

This program gives students a critical perspective on government and politics in the United States. The course requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Upon completion of this course, students are expected to take the Advanced Placement exam.

Dual Credit Government 1 (GOVT 2301) – Principles and Institutions of the American and Texas Systems of Government (0441)
½ credit - Grade 12

Prerequisites: TSI assessment and registration with the college

This course presents terminology and concepts needed to explain the principles and functions of the United States and Texas governments. Emphasis is placed on evaluating the social contract theory and tracing the historical development of the Declaration of Independence and the Texas and American constitutions. Students acquire information on the organization of the national and Texas executive departments.

Dual Credit Government 2 (GOVT 2302- Functions of the Institutions of American and Texas Government) (Special Topics in Social Studies) (0442)
½ credit – Grade 12
Prerequisites: TSI assessment and registration with the college and DC Government 1

This course presents terminology and concepts needed to explain the principles and functions of the United States and Texas governments. Emphasis is placed on evaluating the federal and Texas court systems, constitutional law (civil liberties and civil rights), Congress and the Texas legislature, and local governments. Students are required to read a body of material dealing with the Supreme Court's interpretation of our liberties and freedoms under the Bill of Rights and the Fourteenth Amendment.

Economics and the Free Enterprise System (0450)
½ credit - Grade 12
Prerequisites: U.S. History

This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Advanced Placement Macro-Economics (0455)
½ credit - Grade 12
Prerequisites: U.S. History

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus is on fiscal and monetary policy, purpose, implementation and outcome. Students are expected to take the Advanced Placement exam.

AP Micro Economics (0452)
½ Credit - Grade 12
Prerequisites: U.S. History

Presents a one-semester analysis of the elements of economic theory. This course deals with product and factor price determination in a market economy. Prepares students to perform successfully on the AP Examination. This course may be used to meet either the course requirement for Economics for state graduation or elective course requirements.

Psychology (0470)
½ credit - Grades 11-12
Prerequisites: None

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Dual Credit Psychology (0473)
½ credit - Grades 11-12
Prerequisites: TSI assessment and registration with the college

Presents a basic understanding of psychological terms, theories, and methodologies in the scientific discipline that studies behavior and mental processes. Cognitive abilities such as problem solving, learning, and communication; affective (emotional) states such as self-esteem, mood states, and sociability; and interpersonal relationships and gender issues are explored. Psychological principles are presented in the context of biology, such as the neuropsychological underpinning of learning and behavior, discrete brain functioning, and the significance of neurotransmitters and neurohormones. In addition, learning theory, epistemology, personality theory, personality disorders, development, psychopathology, and therapies are explored. Students will receive 4 hours of college credit. Psychology college credit 2301 at Weatherford College.

Sociology (0475)
½ credit - Grades 11 -12
Prerequisites: None

This course deals with the study of people and their interaction with one another. It involves learning about institutions found in all societies such as the family, community organizations as well as political and social activities. Broad areas of content include mobility of people, human relationships and factors in society that influence human personality.

~~**Dual Credit Sociology** (0478)~~
~~½ credit – Grades 11-12~~
~~*Prerequisites:* TSI assessment and registration with the college~~

~~Presents the basic terminology and concepts needed to understand major sociological theories and application to society. Emphasis is placed on the comprehension of sociological vocabulary appraisal of applications to various social situations, and analysis of the complex interrelationships involved in individual, small group and societal interactions. Students will receive 4 hours of college credit. Sociology college credit 1301 at Weatherford College.~~

OTHER LANGUAGES

Spanish 1 (0600)
1 credit - Grades 9-11
Prerequisites: None

Teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
1 credit - Grades 9-12
Prerequisites: Spanish 1

Teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

Spanish Language for Native Speakers 2 (0606)
1 credit – Grades 10-12
Prerequisites: Spanish for Spanish Speakers

This course continues to build on a student's oral skills in Spanish to increase and expand reading and writing abilities. It develops critical thinking skills in Spanish that will be transferable to English. Students successfully completing this one credit course will be prepared for Pre-AP for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Pre-Advanced Placement Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2

Advanced conversational and writing skills and literature.

Pre-Advanced Placement Spanish 3 for Native Speakers (0611)
1 credit - Grades 10-12
Prerequisites: Spanish for Spanish Speakers

This course builds on a student's oral skills in Spanish. It increases and expands a student's skills in oral, written and interpretive modes.

Advanced Placement Spanish 4 (0616)
1 credit – Grades 11-12
Prerequisites: Spanish 3

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 4 for Native Speakers (0618)

1 credit – Grades 11-12
Prerequisites: Pre-Advanced Placement Spanish 3

Intensive study of the Spanish language for native speakers using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 5 (0617)
1 credit – Grades 12
Prerequisites: Advanced Placement Spanish 4

The curriculum requires a close reading of literary texts in all genres in Spanish, covers critical analysis of the forms and content of literary works in Spanish, and provides for active participation in Spanish on literary topics. The course is aimed at preparation for the Advanced Placement Spanish Literature examination.

Advanced Placement Spanish 5 Literature for Native Speakers (0619)
1 credit – Grades 09~~10~~-12
Prerequisites: AP Spanish 4

This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

German 1 (0620)
1 credit - Grades 9-11
Prerequisites: None

Develops the four language skills (reading, listening, writing and speaking). Through an integrated sequence of common language functions, the course introduces the vocabulary, grammar, and cultural background that students need to master communicative competence.

German 2 (0625)
1 credit - Grades 10-12
Prerequisites: German 1

Continues development of language skills. By the end of this course the student should not only be familiar with the broad range of German speaking countries, but should also be able to communicate with native speaking Germans, using knowledge of discourse strategies and, to an even greater extent, reading and writing.

Pre-Advanced Placement German 3 (0630)
1 credit - Grades 1-12
Prerequisites: German 1, German 2

Advanced conversational and writing skills.

Advanced Placement German 4 (0635)
1 credit – Grades 12
Prerequisites: German 3

Intensive study of the German language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

French 1 (0640)
1 credit - Grades 9-11
Prerequisites: None

Introduces the vocabulary, grammar and language skills necessary for a basic study of French.

French 2 (0645)
1 credit - Grades 10-12
Prerequisites: French 1

Continues the development of skills necessary for the more complex strategies of the French language.

Pre-Advanced Placement French 3 (0650)
1 credit - Grades 11-12
Prerequisites: French 1 and French 2

Advanced conversational and writing skills.

Advanced Placement French 4 (0660)
1 credit – Grades 12
Prerequisites: French 3

Intensive study of French language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

American Sign Language (ASL) I (0670)
1 Credit – Grades 0910-12
Prerequisites: None

Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American Deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar. Novice checkpoint.

American Sign Language (ASL) II (0675)
1 Credit – Grades 11-12
Prerequisites: ASL I

Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I. Novice checkpoint.

American Sign Language (ASL) III (0680)
1 Credit – Grades 11-12
Prerequisites: ASL I and II

Students expand their ability to
perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should: participate in simple face-to-face communication; create statements and questions to communicate independently when signing; understand main ideas and some details of signed material on familiar topics; understand simple signed statements and questions and transcribe these into written English gloss; meet limited practical and social communication needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations. Intermediate checkpoint. ***Honors credit will be given.***

SPEECH

Communication Applications (0185)
½ credit – Grade 9 – 12
Prerequisites: None

Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group situations, and personal and professional presentations.

Professional Communication (9850)
½ credit – Grade 9-12
Prerequisites: None

Professional Communications offers students a required speech credit while blending written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit,

speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications within careers and the workplace will be included in this curriculum

~~**Dual Credit Speech (Independent Study in Speech)** (0186)~~
~~½ credit – Grade 11-12~~
~~*Prerequisites:* TSI Assessment and registration with college~~

~~This course covers the research, composition, organization, delivery, and analysis of speeches for various purposes and occasions. Students are simultaneously registered for an independent study in speech for high school credit and will receive 3 hours of college credit in verbal communication from Weatherford College (Speech 1315). This will be an elective credit at the high school level.~~

ENGLISH ELECTIVES

Journalism 1 (Yearbook) - Application Only (0165)
1 credit – ~~*CNGC 9th grade only*~~Grades 10-12
Prerequisites: Application Only

Students are taught to plan, organize and lay out a yearbook within a given period of time and within a budget. Units include: planning, organization, and laying out of a yearbook using computer technology within a given period of time and within a given budget, advertising, proofreading, and editing copy.

Advanced Journalism Yearbook Production 1, 2, 3 (01685, 01696, 01706~~7~~)
~~½ –~~1 credit - Grade 10-12
Prerequisites: Journalism, teacher interview, & approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the adviser in order to be considered for the yearbook staff.

Debate 1, 2, 3, 4 (0175, 0176, 0177, 0180)
½-1 credit - Grades 9-12
Prerequisites: Instructor approval

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale.

Debate 2 and 3 (Honors) (0178, 0179)
½ -1 credit - Grades 11-12
Prerequisites: Instructor approval, Debate 1, previous successful performance in debate activities

Provides students with the advanced instruction in debate and competition. Students must complete additional requirements to achieve honors credit including peer coaching, tournament attendance, and competition in a minimum of three tournaments per semester or equivalent activity, critical evaluation of debate rounds, writing and sharing evidence briefs for the team, attendance of regular practice sessions before or after school, and participation in any local invitational meets or activities sponsored by the Granbury High School Forensics Team. Students will also be required to earn a minimum number of points toward NFL distinction per semester on a graded scale.

Creative and Imaginative Writing (0193)
½ Credit – Grades 11-12
Prerequisites: None

Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Humanities (0157)
1 credit – Grade 12

Prerequisites: Must carry an average no lower than a B from English 1, 2, and 3

This course includes the study of major historical and cultural movements and their relationship to cultural artifacts of our society, literature, film, television, etc. Students will examine both the time and society the films represent by investigating the cultural and historical context of the American Cinema from the period of its inception (1885) to the present. Daily attendance, participation in classroom discussions and presentations are a necessity.

FINE ARTS - THEATRE

Theatre Arts 1(0750)
1 credit - Grades 9-12
Prerequisites: None

This overview course introduces students to the basic concepts of Theatre and creative expression including pantomime, improvisation, voice and diction, analysis of script and characters, Theatre safety, interdependence of technical Theatre, acting, Theatre appreciation, and audience etiquette. Emphasis is on basic acting skills.

Theatre Arts 2 (0751)
1 credit - Grades 9-12
Prerequisites: Theatre Arts 1

This course analyzes the multiple components and skills that comprise a theatrical production, and provide for continued development of acting and production skills. It concentrates on the process and methods of Theatre production. Students will audition, rehearse, and perform in public.

Theatre Arts 3 (0752)
1 credit – Grades 11-12
Prerequisites: Theatre Arts 2, teacher approval

This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in Theatre arts. Evaluations of production styles and techniques will be made. Focus is on performance. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Arts 4 (0753)
1 credit – Grade 12
Prerequisites: Theatre Arts 3, teacher approval

The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. Focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Dual Credit Introduction to Theatre (0775)
½ Credit – Grades 11-12
Prerequisites: Level 1 Theatre course, Instructor Approval, and TSI assessment and registration with the college

Survey of all phases of theatre including its history, dramatic works, stage techniques, production procedures, and relation to the fine arts. Students will receive 3 hours of college credit. College drama credit 1310 at Weatherford College.

Theatre Production 1,2,3,4 (0760) (0761)
(0762) (0763)
1 credit – Grades 10-12
Prerequisites: Director's approval and audition for placement

Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play Competition.

Technical Theatre 1 (0770)
1 credit – Grades 10-12
Prerequisites: None

Students will gain hands on experience in technical Theatre including: building scenery and props, costumes, makeup, lighting, rigging, and Theatre safety. Students will build sets for major productions during class.

Technical Theatre 2, 3 (0771) (0772)
1 credit – Grades 10-12
Prerequisites: Technical Theatre 1, teacher approval

Students will gain hands on experience in technical Theatre including: building scenery and props, costumes, makeup, lighting, rigging, and Theatre safety. Students will build sets for major productions during class.

FINE ARTS - CHOIR

Choir 1 (0720)
1 credit – Grades 9-12
Prerequisites: Auditioned by instructor

Provides music instruction in the care and development of the voice and the production and control of tone. Students are prepared for advancement into concert, a cappella, or chamber chorus. Attendance at all performances is required.

Choir 2, 3, 4 (Concert) (0721) (0722) (0723)
1 credit - Grades 9-12
Prerequisites: Auditioned by instructor:
Choir 2, 3, and 4 are taken in sequence

Offers instruction for those students who wish to improve their vocal skills and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Choir 3, 4 (Honors-Chamber Choir) (0726) (0727)
1 credit – Grades 11-12
Prerequisites: Choir 1 and 2 or commensurate skills, teacher recommendation based on audition, successful performance on sight reading skills test, concurrent membership in the most advanced choir in the school music department. Choir 3 and 4 are taken in sequence.

Provides students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. With instructor approval, honors credit will be given to students who meet additional requirements

Advanced Placement Music Theory (0724)
1 credit – Grades 11-12
Prerequisites: Choir 1 and 2 or commensurate skills, teacher recommendation, concurrent membership in the most advanced choir in the school music department, contract with choir teacher for advanced curriculum.

The course includes a study of all aspects of music: reading music, rhythms, performance, composing, and critical listening. It targets choir students who plan to major in music in college. Students work to be prepared for the AP Music Theory Test.

FINE ARTS – ART

Art 1 (0730)
1 credit - Grades 9-12
Prerequisites: None

Provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. Offers opportunity to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. Includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. Includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 Drawing (0731)
1 credit - Grades 9-12
Prerequisites: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in drawing techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the drawing field.

Art 2 Painting (0736)
1 Credit – Grades 9-12
Prerequisites: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in painting techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the painting field of study.

Art 2 Print Design (0732)
1 credit – Grades 10-12
Prerequisites: Art 1

This course provides basic art instruction to emphasize the fundamentals of design and to develop skills in various media and techniques that apply to the principles of design. Emphasis will be upon creating a portfolio focused on design schemes. Careers in fashion, advertising, interior, and exterior design will be explored.

Art 2 Ceramics (0734)
1 credit - Grades 10-12
Prerequisites: Art 1

Introduces students to basic materials and processes in ceramic construction. Students are introduced to hand-built and thrown ceramic techniques. Students create original designs by incorporating the elements and principles of art into their personal ceramic projects. History and careers will be explored.

Art 2 Sculpture (0735)
1 Credit – Grades 10-12
Prerequisites: Art 1

Introduces students to basic materials and processes in the three-dimensional art form of sculpture. Students create original designs by incorporating the elements and principles of art into their personal three-dimensional sculptures. History and careers will be explored.

Art 3 Advanced Print Design (0733)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2 Design

This course provides advanced instruction in the principles of design and development of media and techniques used in commercial art. Emphasis will be upon creating a portfolio focused on design schemes. Careers in illustration, advertising, interior, and exterior design will be explored.

Pre-Advanced Placement Art 3 Portfolio(0737)
1 credit – Grades 11-12
Prerequisites: Art 1 & 2

Provides students an opportunity to start preparing a portfolio while working in and out of the classroom. Students will prepare the breadth portion of the AP portfolio. This work will be the first part of the AP portfolio to be evaluated by the College Board. The remainder of the work will be completed during the AP Drawing course. This is also an upper level course available to students who want to stay involved in art without progressing to the AP level.

Advanced Placement Art 3 Drawing (0739)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2

Provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination.

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12

Prerequisites: Art 1, Art 2, portfolio exam, and 85+ average in art

Provides students an opportunity to prepare a portfolio while working in and out of classroom. Students work on the quality, concentration, and breadth of presentation. This course is equivalent to freshman college level courses in general art and fundamental design. Students are encouraged to submit their advanced placement portfolio to the College Board for evaluation.

Art 3 Photography (0738)
1 credit - Grades 10-12
Prerequisites: Art 1

Focus on Art in Black and White Photography. Includes basic skills and techniques associated with the operation of the camera and development of prints in the darkroom. Composition plays a very important role, hence the recommendation of drawing or design as a *Prerequisite.* (Personal digital camera recommended.)

~~**Commercial Photography** (9190)~~
~~**1 credit - Grades 11-12**~~
~~***Prerequisites:* Art 3 Photography**~~

~~Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in Arts, AV & Technology, students will develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will focus on digital photography and will include time in a computer lab, with use of Adobe Photoshop editing software. ***Honors credit will be given.***~~

Principles & Elements of Floral Design (9365)
1 Credit – Grades 10-12
Prerequisites: None
***CAN COUNT AS FINE ARTS CREDIT**

Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. ***CRT**~~This course exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student, and to provide hands-on activities in techniques required in the floral industry.~~

FINE ARTS - DANCE

Dance 1, 2, 3, and 4 (Drill Team-Stowaways Years 2-5) (0780, 0785, 0790, 0795)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

FINE ARTS - BAND

Marching Band/Instrumental Ensemble 1, 2, 3, 4 (0700, 0701, 0702, 0703)
1 credit (Fine Arts or PE) - Grades 9-12
Prerequisites: Audition for placement

Encourages music education and appreciation through participation in the Marching Band, Wind Ensemble, Symphonic Band, solos, ensembles, and All Region Band. Junior and senior band students may receive honors credit if accepted into the course of study. Qualities of social, mental and moral discipline are necessary for a successful band program. Assignment to Marching Band, Wind Ensemble, Symphonic Band, and Percussion (0706) is based on performance.

Band 3, 4 (Honors) (0704, 0705)
1 credits – Grades 11-12
Prerequisites: Audition and instructor approval.

Provides students with advanced instruction in musical training and performance. Students must complete additional course requirements in order to receive honors credit.

PHYSICAL EDUCATION & HEALTH

Health (0500)
½ credit - Grade 9-12
Prerequisites: None

The course instructs students in the importance of achieving a complete physical, mental and social well-being. The course outline includes the State Board of Education curriculum, the Parent and Paternity Awareness Program, and the Family Violence Prevention Program.

~~**Dual Credit Kinesiology (Foundations of Personal Fitness)** (8900)~~
~~1 credit – Grade 11-12~~
~~*Prerequisites:* TSI Assessment and registration with college~~

~~This course covers principles of nutrition, exercise, stress management, and health concerns that increase longevity and quality of life. Physical activities that relate to social, mental, physical, spiritual, and emotional domains of wellness are addressed. Students are simultaneously registered for Foundations of Personal Fitness for high school credit and Concepts of Fitness and Wellness for 3 hours of college credit from Weatherford College. Kinesiology 1338.~~

PE Individual/Team Sports (8910)
1 Credit – Grades 09-12
Prerequisites: None

Students are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students continue to develop health-related fitness initiated in the Foundations of Personal Fitness course, through the selection of individual sport and lifetime activities. Enjoyment is a major objective of this course.
*A student may select PE Individual/Team Sports **OR** Yoga.

Aerobic Activities (8930)
1 credit – Grades 10-12
Prerequisites: None

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. A major expectation of this course is for the student to design a personal fitness program using aerobic activities as a foundation.

P.E. – Yoga (8940)
1credit – Grades 10-12
Prerequisites: None

This course provides students with instruction in the basics of Yoga. While meeting all of the P.E. TEKS, students learn current practices in this motivating area of fitness and exercise.
*A student may select Yoga **OR** PE Individual/Team Sports.

Athletic Training (8850, 8860, 8875, 8885, 8890)
1 credit – Grades 9-12
Prerequisites: Trainer approval, student interview, application review, and a minimum B average in academic classes

The course will introduce a broad discipline of sports medicine. The student will learn and participate in prevention, care, first-aid, and rehabilitation of sports injuries, be responsible for performing direct training-room duties daily, and provide training coverage of assigned athletic events, both home and away. The student will work with and under the supervision of a licensed athletic trainer to achieve the academic course work requirements.

Drill Team (Stowaways Year 1) (8795~~0~~)
1 credit - Grades 9-12
Prerequisites: Audition for placement

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Cheer (8750, 8760, 8775, 8785, 8790)
1 credit – Grades 9-12
Prerequisites: Tryouts required

MCJROTC

Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction: (1) Leadership (2) Citizenship (3) Personal Growth and Responsibility (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum reflects two fundamental aspects. Leadership studies teach Leadership and Citizenship whereas the Leadership Labs allow student to apply that knowledge.

MCJROTC I (0501)
1 elective or 1 P.E. credit - Grades 9-12
Prerequisites: None

This first unit of the Leadership Education provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

MCJROTC II (0502)
1 elective or 1 PE credit – Grades 10-12
Prerequisites: LE-1

This course continues the leadership and citizenship classes of LE-1. Students receive instruction in general military subjects with more structure and tradition than in LE-1. Cadets also receive an introduction to the exciting sport of marksmanship. LE-2 begins a cadet's orienteering training with map and compass.

MCJROTC III (0503)
1 elective or 1 PE credit – Grades 11-12
Prerequisites: MCJROTC 2

In this course, cadets resume building upon the subjects studied in LE-1 and LE-2, including various career options by beginning to learn more about public service and other possible careers for life after high school. Cadets also learn about job seeking and the interview process as well as receiving instruction in personal finances.

MCJROTC IV (0504)
1 elective or 1 PE credit – Grade 12
Prerequisites: MCJROTC 3

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school.

CAREER AND TECHNOLOGY EDUCATION

AGRICULTURE, FOOD & NATURAL RESOURCES

Principles of Agriculture, Food & Natural Res. (9000)
1 Credit – Grades 09-12
Prerequisites: None

~~This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations in agriculture.~~ Agriculture feeds and clothes the world! Learn about all aspects of agriculture including animals, horticulture, natural resources, and green energy. This foundational class introduces FFA and various leadership opportunities and competition within the ag program. Students do not have to raise an animal to be a part of the ag program.

Livestock Production (9005)
~~½~~ 1 Credit – Grades 10-12

Prerequisites: Principles of Agriculture, Food & Natural Resources

Got stock show? This course teaches basic animal care including immunizations, feeding schedules and animal showmanship. This one year course builds the foundation for Veterinary Medicine and strengthens large animal care skills. Large animal anatomy and physiology, genetics, reproduction and livestock disease are a part of the curriculum.
~~Introduces the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. This course is recommended for those who have an interest in showing animals in livestock shows and who have an interest in the Veterinary Science field.~~

~~**Small Animal Management (9008)**~~
~~½ Credit – Grades 10–12~~
~~*Prerequisite:* Principles of Agriculture, Food, and Natural Resources~~

~~Students will develop skills related to small animal systems including but not limited to small mammals, including household pets. Students will acquire knowledge and skills related to career opportunities and industry expectations. This semester class partners with Livestock Production and is recommended for students who have an interest in working with small animals or in a veterinary setting.~~

Advanced Animal Science (9010)
1 Credit – Grades 11-12
Prerequisites: Livestock Production~~/ Small Animal Management~~
***~~CAN COUNT AS~~ 4TH SCIENCE CREDIT OPTION**

This course builds and expands upon Livestock Production and offers further study in large animal care and is intended for students interested in large animal veterinary care. Classes often meet in the ag barn and assist students with immunizations and nutrition/feed schedules for barn animals. Recommended for students working toward a Veterinary Assistant Certificate.
~~Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.~~

Veterinary Medical Applications (9015)
1 Credit – Grades 11-12
Prerequisites: Livestock Production~~/ Small Animal Management~~

Do you love pets? Get prepared to work in a veterinary clinic and gain skills to be a veterinary assistant. This is a laboratory-oriented course that provides hands-on experience with large and small animal care, customer service, and employability skills.
~~Develop and expand the knowledge and techniques skills pertaining to Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship, and techniques used in surgical practices. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.~~***CRT**

Practicum in Agriculture, Food, and Natural Resources (9025)
3 Credits – Grades 12
Prerequisites: Vet Med App I

This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Technician Certification exam preparation is the focus of this course.
***CRT**~~Provides students with a paid or non-paid internship arrangement between the high school and agriculture industry. It provides students with a professional internship experience. Students recognize the value of effective work ethics and attitudes and develop communications and problem solving skills. This course is for those individuals that have completed Veterinary Medical Application.~~

~~**Professional Standards in Agribusiness** (9020)~~
~~1 Credit – Grades 11–12~~
~~*Prerequisites:* Principles of Agriculture, Food & Natural Resources~~

~~Prepares students in agribusiness systems and develops technical knowledge and skills related to leadership development and the workplace. Develops knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. This course primarily focuses on leadership, communication, employer-employee relations, and problem-solving as they relate to agribusiness. This course is designed for FFA officers and leadership teams.~~

Equine Science (9350)
½ Credit – Grades 10-12

Prerequisites: Principles of Agriculture, Food and Natural Resources

Interested in raising horses or competing in rodeos? This course focuses on selection, anatomy, nutrition, and health management of horses. This course is recommended for students interested in Horse Judging Competition. Competition skills/knowledge will be practiced.
~~Develops knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses. This course is recommended for those that have an interest in the Veterinary Science field.~~

Principles & Elements of Floral Design (9365)
1 Credit – Grades 10-12
***CAN COUNT AS FINE ARTS CREDIT**
Prerequisites: None

Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification.
***CRT**~~Exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands on activities to involve the students in techniques required in the floral industry.~~

Wildlife, Fisheries & Ecology Management (9360)
1/2 Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources

Are you an outdoor enthusiast? If you enjoying hunting, fishing and other outdoor activities, then this class will interest you. Wildlife, natural resources, fish, aqua crops, and ecology will be studied. Hunter Safety exam preparation and certification is a part of the curriculum. The Texas exam must be passed to earn the certification. ***CRT**~~Examines the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students will also examine the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs. Students are able to obtain their Hunter Safety Certification during this course if they pass their exam growing various plants. Students will also investigate the various career pathways within the horticulture industry.~~

AG MECHANICS / WELDING

Principles of Agriculture, Food & Natural Res. (9000)
1 Credit – Grades 09-12
Prerequisites: None

Agriculture feeds and clothes the world! Learn about all aspects of agriculture including animals, horticulture, natural resources, and green energy. This foundational class introduces FFA and various leadership opportunities and competition within the ag program. Students do not have to raise an animal to be part of the ag program.
~~This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations in agriculture. This course also develops leadership, communication, and introduces the FFA organization and history.~~

Agricultural Mechanics & Metal Tech. (9050)
1 Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources

Have you ever wanted to build a pipe fence, a trailer, deer blind or smoker? This is the first year in a series of three welding courses that will help you gain the skills to build and weld these things. This course develops an understanding of safety, tool operation, and metal working techniques. Students will be expected to use the cutting torch and MIG welders.
~~Develops proficiency in welding skills. The course develops an understanding of ag mechanics as it relates to tool operation, electrical wiring, plumbing, carpentry, and metal working techniques. Students will be expected to use the cutting torch and MIG Welders.~~

Agricultural Facilities Design & Fabrication (9055)
1 Credit – Grades 11-12
Prerequisites: Ag Mechanics

Build a trailer, smoker or special interest project and enter your design in the Hood County Stock Show. This is the second course in a series of three welding classes. Your skills will be developed and strengthened as you fabricate a product. Students will gain academic and technical knowledge related to agricultural power systems and industry expectations.
~~Students will be prepared for careers in agricultural power, structural, and technical systems. Students will acquire academic skills and technical knowledge related to agricultural power, structural, technical systems and the workplace, including industry expectations. This course is designed to develop an understanding of agricultural power systems, metal fabrication techniques, agricultural structures, electrical controls, and land and water management systems.~~

Practicum in Agriculture and Ag Mechanics (9060)
3 Credits – Grades 12
Prerequisites: Ag Facilities Design

This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required.
~~Provides students an opportunity for a professional internship experience and/or the opportunity to develop professional welding skills. This course is designed for students to have the opportunity/education to progress toward and/or receive a welding certification. A major construction project for exhibition is required in this class.~~

~~ARCHITECTURE & CONSTRUCTION~~

~~**Principles of Architecture & Construction** (9100)~~
~~1 Credit – Grades 10-12~~
~~*Prerequisites:* None~~

~~Students will learn an overview of the various fields of architecture, construction science, and construction technology. Students will practice problem-solving skills and will learn foundational carpentry skills, safety in the workplace, and environmental systems. Career opportunities, industry expectations, and entry-level jobs in the trade and industry profession.~~

~~**Building Maintenance Technology** (9120)~~
~~1 Credit – Grades 11-12~~
~~*Prerequisites:* principles of Architecture and Construction~~

~~Students gain knowledge and skills specific to those needed to enter the field of building maintenance. Students will learn a variety of skills including but not limited to plumbing, electrical, repair and installation of drywall, roof, and insulation systems.~~

ARTS, A/V TECHNOLOGY & COMMUNICATION

GRAPHIC TRACK

Digital and Interactive Media (DIM) (9150)
1 Credit – Grades 10-12
Prerequisites: None

Are you interested in multimedia? Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, animation, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Fireworks, Adobe InDesign, and Audacity. Honors credit can be earned if necessary requirements are met.

Graphic Design and Illustration (9155)
1 Credit – Grades 11-12
Prerequisites: Digital and Interactive Media (DIM) or Commercial Photography

Do you have a creative side? Are you interested in graphics? In Graphic Design and Illustration students will learn programs such as Adobe Photoshop and Illustrator to develop an understanding of the graphic design industry with a focus on fundamental elements and principles of visual art and design. Students will use their own digital photography to create numerous graphic projects. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary. Professional certifications may be obtained during the course. Honors credit can be earned if necessary requirements are met. ***CRT**

Animation and Advanced Graphic Design (9170)
1 Credit – Grades 12

Prerequisites: Graphic Design

Have you ever dreamed of working in an animation studio or creating graphics for video games? Students in Animation and Adv Graphic Design will integrate multiple graphic and animation programs to create individualized projects that meet industry standards. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. They will develop an understanding of the history and techniques of the animation industry. Students will be expected to participate in community-based problems projects. Programs such as Photoshop, Flash, Scratch , and Illustrator will be explored. Professional certifications may be obtained during the course. Honors credit can be earned if necessary requirements are met. ***CRT**

Commercial Photography (9190)
1 credit - Grades 11-12
Prerequisites: DIM or Art I

Do you enjoy taking pictures and want to make money doing it someday? Commercial photography may be for you! Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. This class will take a hands-on approach to learning the skills needed to work in a photography environment. Students will develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will focus on digital photography and will include time in a computer lab, with use of Adobe Photoshop editing software.

~~**Honors Digital and Interactive Media (DIM)** (9165)~~
~~1 Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Photoshop, Adobe Fireworks, Adobe InDesign, and Audacity. This is a project based course and students will be expected to successfully create a digital portfolio of their work. Students will also create several community based projects with a focus on professional publishing and industry standards as well as present a portfolio to a team of business/industry professionals. ***Honors credit will be given.***~~

~~**Honors Graphic Design and Illustration** (9170)~~
~~1 Credit – Grades 11-12~~
~~*Prerequisites*: Honors DIM~~

~~Are you ready for a challenge? Do you want to show off really amazing graphics that you have created? In Honors Graphic Design and Illustration students will learn programs such as Photoshop and Illustrator to develop an understanding of the graphic design industry with a focus on fundamental elements and principles of visual art and design. Students will use their own digital photography to create numerous graphic projects. Students will create two digital portfolios that can be used for opportunities in employment or post-secondary as well as a website photo gallery. Students will be required to complete a community need based project and meet professional standards as well as present to a business/industry team of professionals. Professional certifications may be obtained during the course.~~

~~**Honors Animation and Advanced Graphic Design** (9163)~~
~~1 Credit – Grades 12~~
~~*Prerequisites*: Honors Graphic Design and Illustration~~

~~Students in Honors Animation and Adv Graphic Design will integrate multiple graphic and animation programs to create individualized projects. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. They will develop an understanding of the history and techniques of the animation industry. Students will be expected to participate in community-based problems projects. Students will create two digital portfolios that can be used to obtain employment or used in post-secondary school as well as present to a business/industry team of professionals. Students will also publish graphics within our community. Professional certifications may be obtained during the course.~~

VIDEO TRACK

Principles of Arts and AV (9200)
½ Credit – Grades 09~~-12~~
Prerequisites: None

This is a lab-oriented course that introduces students to the fundamentals of the Video and Graphics industries.

Students use video camcorders and editing software as they learn to write, produce and edit a video production. Graphics for video and multimedia production will also be emphasized.
~~This is a lab-oriented course that provides a broad understanding of the various careers in the media and communications fields. The fundamentals video production will be covered as well as the integration of computer technology. Graphics for video and multimedia production will be emphasized. Each student will have an opportunity to write, produce and edit a video production.~~

Audio Video Production (9205)
1 Credit – Grades 10-12
Prerequisites: ~~Principles Arts, AV Technology and Communications~~ None

This is a hands-on class where students learn the basics of audio and video production. Students will learn camera operation, editing, directing, reporting, producing, writing and newsgathering while creating a variety of video projects that will air on GHS news. The class utilizes various video cameras, microphones, mixers and lighting equipment, along with Adobe's Premiere Pro CS4 editing software. Students in this class will be responsible for GHS video announcements.

Advanced Audio Video Production (9210)
2 Credits – Grades 11-12
Prerequisite: Audio Video Production

This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will be responsible for the production of several district programs covering events many activities and events at all campuses. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. The class utilizes a variety of video cameras, microphones, mixers, and lights, along with Adobe's Premiere Pro editing suite. Students are prepared for the Premier Pro Certification. ***Honors credit*** ~~***will be given.***~~***can be earned if necessary requirements are met. *CRT***
Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.

Practicum In AV Video (9215)
3 Credits – Grade 12
Prerequisite: Advanced AV Production

This is an independent study course available to students who have completed Advanced Audio/Video Production. The class is a self-paced independent production course focused on productions related to the GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. *Honors credit can be earned if necessary requirements are met. Honors credit* ~~*will be given.*~~*can be earned if necessary requirements are met.* ***Extra hours outside of the normal class time will be required to complete projects and/or cover district activities and events at various GISD campuses.***

BUSINESS, MANAGEMENT & ADMINISTRATION

~~**Principles of Business, Marketing & Finance**~~**Money and Market Strategies** (9505)
½ Credit – Grades 09-12
Prerequisites: None
Partners with Global Business or Professional Communications

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.
~~Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.~~

Global Business (9260)
½ Credit – Grades 10-12
Prerequisites: None
Partners with Money and Market Strategies

Ever dream of international travel or living in another country? Global business will teach you the ways of the world and how the international market interacts together. Students will study a variety of cultures and how their business laws and traditions impact global decisions. Social, ethical, technical and international workplace skills will be developed.

~~Students develop a foundation in financial, technical, international, social and ethical aspects of business. Students will study the global, competitive nature of business and develop reading, writing, communication and reasoning skills and apply them to the business environment. The skills obtained will assist them in making a successful transition to the workforce or post secondary study.~~

Banking and Financial Services (9400)
½ Credit – Grades ~~10~~11-12
Prerequisites: None
Partners with Business Law

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Town and Country Bank representatives teach Financial Literacy and a six-bank-approved curriculum offers the student the opportunity to learn money handling and a locally approved teller certification. ~~Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. (Bank teller training and certification.)~~

Business Law (9415)
½ Credit – Grades 11-12
Prerequisite: None
Partners with Banking and Financial Services

Innocent until proven guilty! Know the facts of the law and protect yourself and your business. Learn about business ethics, contracts, negotiable financial instruments, warranties and property sales and contracts. This is a great class for students interested in self-employment and students interested in law. This is a good elective for students enrolled in the Law/Public Safety Pathway.

~~**Web Technologies** (9605)~~
~~½ Credit – Grades 10-12~~
~~*Prerequisites*: None~~
~~*Partners with Virtual Business*~~

~~Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. HTML, XHTML, CSS will be the covered. Students will get hands on experience with Adobe Dreamweaver, Flash, Fireworks and Photoshop.~~

~~**Virtual Business** (9610)~~
~~½ Credit – Grades 10-12~~
~~*Prerequisites*: Web Technologies~~

~~Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. This class will incorporate true business skills necessary for success in today's workforce.~~

~~**Statistics and Risk Management** (9275)~~
~~1 Credit – Grade 11-12~~
~~*Recommended Prerequisites:* Accounting I and Algebra 2~~
~~***CAN COUNT AS 4TH MATH***~~

~~Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.~~

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Strengthen your resume and learn thorough instruction of the Microsoft Office Suite, including Word, Excel, Power Point, Access, Outlook and Publisher. This class offers the necessary skills required in all workplace settings as well as provide college-ready skills. Develop your basic knowledge into expert skills.
~~Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post secondary education. Students will apply technical skills through word processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.~~

~~**Business Management** (9255)~~
~~1 Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~Need a job? Create your own! Students review the state of Texas' requirements for starting a business and explore business opportunities. A foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs is developed. Students incorporate a broad range of knowledge that includes legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions. Students can walk away with a business plan that may be the beginnings of their own corporation.~~

Entrepreneurship (9265)
½ - 1 Credit – Grades 09-12
Prerequisites: None

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

Career Prep I (9900)
3 Credits – Grades 11-12
Prerequisites: None

Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.

Career Prep II (9905)
3 Credits – Grade 12
Prerequisites: Career Prep I

Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.

EDUCATION & TRAINING

~~**Principles of Human Services**~~**HS+T^3 (Human Services + Teens, Teams and Transitions)** (9305)
½ Credit – Grade~~s~~ 09~~-12~~
Prerequisites: None

You can expect this course to be one of your favorite classes. Why? Because it is all about you, your struggles, your relationships and the decisions you are faced with daily. Because of the changing relationships and lifestyle trends within our society, there is an increasing need for developing healthy, stable, critical thinkers through personal and family life studies. This course is designed to help you acquire academic knowledge necessary for high school and the understanding necessary for critical thinking and healthy decision-making.
~~This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, education, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high skill, high wage, or high demand human services careers. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular~~

~~organizations.~~

Child Development (9560)
½ Credit – Grades ~~11~~10-12
Prerequisites: None
Partners with Interpersonal Studies

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Interpersonal Studies (9565)
½ Credit – Grades ~~11~~10-12
Prerequisites: None
Partners with Child Development

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Instructional Practices in Education and Training (Ready, Set, Teach) (9325)
1 Credit – Grades 11-12
Prerequisites: Child Development and Interpersonal Studies ~~or Principles of Human Services and Principles of Education~~

This is a combination classroom and field-based internship in an elementary school. This class prepares students with background knowledge of child and adolescent development as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of the classroom teacher as well as the partnering elementary teacher. Students will learn lesson plan development, instructional strategies and other responsibilities related to education.

Human Growth and Development (9330)
1 Credit – Grades 11-12
Prerequisites: Child Development and Interpersonal Studies ~~OR Principles of Human Services and Principles of Education~~

This class is intended to be taken concurrently with Instructional Practices in Education and Training. (Can be taken senior year with appropriate academic advising ~~counseling~~.) The course covers introductory development psychology and human development. The course studies human development across the lifespan including cognitive, physical, emotional and social development milestones.

Practicum in Education and Training (9335)
2 Credits – Grade 12
Prerequisite: Instructional Practices in Education/Training

Education students have the opportunity to shadow an elementary teacher in a pre-student teaching role. This is the capstone course for Educating and Training and places a high school student in an elementary classroom to learn all aspects of teaching from a veteran teacher. Students are required to volunteer in an elementary classroom 10 hours per week.

FINANCE

~~**Business Information Management** (9250)~~
~~1 Credit – Grades 09-12~~
~~*Prerequisites*: None~~

~~Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post-secondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.~~

~~**Banking and Financial Services** (9400)~~
~~½ Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the~~

~~operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. Financial Literacy unit is taught by Town/Country Bank employees and a baking/teller certification is available and endorsed by six local banking institutions.~~

Accounting I (9405)
1 Credit – Grades 10-12
Prerequisites: None

The FBI wants you.....all Accounting majors. One of the leading government agencies has an "ALL-CALL" out for accounting majors to fill their positions involving "white-collar" crime. If this interests you, then YOU need to register for Accounting 1 next year. This course also affords you the opportunity to try out for the two-time **UIL State Winning Accounting Team** at Granbury High School. Our Accounting Team is held in very high esteem throughout the state. Accounting is known as the "language of business"....learn how financial records are a part of everyone's life and everything in the business world revolves around ACCOUNTING. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II (9410)
1 Credit – Grades 11-12
Prerequisites: Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

HEALTH SCIENCE

Medical Terminology (9455)
½ Credit – Grades 10-12
Prerequisites: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.

Principles of Health Science (9450)
½ Credit – Grades 10-12
Prerequisite: Medical Terminology

Medical Terminology (Fall) and Principles of Health Science (Spring) are the first year in a series of three years of health science courses. These courses provide a foundation in health science careers. Principles of Health Science includes an overview of anatomy and physiology, diseases, disorders, health and wellness, diagnostics and biotechnology systems of the health care industry.
~~This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology systems of the health care industry. This will include an overview of anatomy and physiology, diseases and disorders, concepts of health and wellness, career planning, professional characteristics, effective communication and leadership skills.~~
~~Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.~~

~~**Medical Terminology** (9455)~~
~~½ Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.~~

Health Science Clinical Rotations (9460)
2 Credits – Grades 10-12
Prerequisites: Principles of Health Science and Medical Terminology

This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital and other health care facilities.

~~This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital, for continued knowledge and skill development. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.~~

Practicum in Health Science (Pharmacy Tech Certification) (9465) ~~or EMT Certification (9466))~~
2 Credits – Grade~~s 11~~-12
Prerequisites: Health Science

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a Pharmacy Technician course, preparing the student for the Pharmacy Technician certification exam. Honors credit will be given. ***CRT** ~~Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.~~

Practicum in Health Science (EMT Certification) (9466)
2 Credits – Grade 12
Prerequisites: Health Science

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework from the Weatherford College EMT program and be prepared for rotations with an EMS Department. Students must apply to the Weatherford College program upon graduation and be accepted in order to complete the EMT program. Honors credit will be given. ***CRT**
~~Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework for EMT and be prepared for rotations with an EMS Department.~~

~~**Medical Microbiology** (9475)~~
~~1 Credit – Grade 11-12~~
~~*Prerequisites: 3 Science Credits*~~
~~***CAN COUNT AS 4TH SCIENCE***~~

~~This course explores the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. ***Honors credit will be given.***~~

Anatomy & Physiology*(9470)
1 Credit – Grades 11-12
Prerequisites: Biology I and Chemistry I
~~***CAN COUNT AS 4TH SCIENCE***~~ ***OPTION***

Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applies to human health and well being. ***Honors credit will be ~~given~~earned.***

~~**Dual Credit Anatomy & Physiology of Human Systems** (0355)~~
~~½ -1 credit – Grades 11-12~~
~~*Prerequisites:* Biology, Chemistry, TSI assessment and registration with Hill College~~
~~***CAN COUNT AS 4TH SCIENCE***~~

~~Offers students general exploratory and advanced activities in the structures and functions of the human body. This includes a realization of interrelationships of the body systems and the understanding of the complexity of the human organism. Pursuant to payment of tuition fees and passing the TSI Assessment, this course can count as a dual credit course with the student receiving concurrent high school and college technical credit through Hill College of Hillsboro~~

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Principles of Hospitality and Tourism (9500)
½ Credit – Grades 10-12
Prerequisites: None
Partners with Travel & Tourism Management

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Travel and Tourism Management (9520)
½ Credit – Grades 10-12
Prerequisite:None
Partners with Principles of Hospitality and Tourism

Students will continue the study of hospitality and tourism with a management focus. Students will research travel and tourism throughout the world and will compare/contrast lodging styles, travel options, entertainment choices, and learn how to create a full travel package , including an itinerary and budget. If you enjoy travel and dreaming of vacations, this class is for you.

~~**Principles of Business, Marketing & Finance** (9505)~~
~~½ Credit – Grades 09-12~~
~~*Prerequisites*: None~~

~~Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.~~

Lifetime Nutrition and Wellness (9508)
½ Credit – Grades 11~~0~~-12
Prerequisites: None
Partners with Restaurant Management

Do you like to cook, try new recipes or plan healthy meals? This class concentrates on nutrition, food choices, and food management skills for individuals and families. This course teaches basic cooking skills, reading a recipe, along with making nutritional and healthy food choices. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities.
~~This course uses principles of lifetime nutrition and wellness to help students make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services and health sciences. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities.~~

Restaurant Management (9510)
½ Credit – Grades 11~~0~~-12
Prerequisites: ~~Partners with~~ Lifetime Nutrition and Wellness
Partners with Lifetime Nutrition and Wellness

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students will learn about a variety of career opportunities related to the food service industry. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities.

Culinary Arts I (9515)
1 Credit – Grades 11-12
Prerequisites: Lifetime Nutrition and Wellness AND Restaurant Management

This is an introductory course into the professional world of food production. The student will have the opportunity to explore many facets of the food service industry. Food preparation will be the focus of this course as well as the opportunity to cater a variety of school-related events.

HUMAN SERVICES

Principles of Human Services (9305)
½ Credit – Grades 09-12
Prerequisites: None

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

INFORMATION TECHNOLOGY

Digital and Interactive Media (DIM) (9150)
1 Credit – Grades 10-12
Prerequisites: None

Are you interested in multimedia? Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Fireworks, Adobe InDesign, and Audacity.

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post-secondary education. Students will apply technical skills through word processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.

Web Technologies (9605)
½ Credit – Grades 10-12
Prerequisites: None
*Partners with Virtual Business

Want to build a website and learn to enhance a personal blogsite? Web-site construction and maintenance are tools that will be learned in this class. As a computer-based class, students have daily hands-on activities and projects to build HTML, XHTML and CSS skills/knowledge. Adobe Dreamweaver, Flash, Fireworks, and Photoshop foundations are learned.
Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. HTML, XHTML, CSS will be the covered. Students will get hands on experience with Adobe Dreamweaver, Flash, Fireworks and Photoshop.

Virtual Business (9610)
½ Credit – Grades 10-12
Prerequisites: Web Technologies

Build your own website from beginning to end. After learning the foundations of website construction in Web Technologies, you will be able to implement learned skills and publish your own website. Building a "Virtual" or online business will be one of several applicable projects that will be covered. True business skills necessary for success in today's modern society will strengthen your resume. Adobe Dreamweaver certification is available. ***CRT**Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. This class will incorporate true business skills necessary for success in today's workforce.

Computer Programming (9620)
1 Credit – Grades 10-12

Prerequisites: Algebra I and Geometry

This course is the study of the beginning skills and concepts with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and the social implications of computer systems are integrated throughout the course. Java is the programming language studied. No prior knowledge of computer science is assumed or required. This beginning level course is specifically designed for college bound students in a wide variety of majors. It helps to prepare college bound students with problem solving skills that model the approach used college. ***Honors credit will be given.***

AP Computer Science (APCS) (9625)
1 Credit – Grades 11-12
~~*CAN COUNT AS~~ 4TH MATH OPTION
Prerequisites: Geometry, Algebra II, Computer Programming

This course continues the study begun in Computer Programming and is designed for students who are preparing for the Advanced Placement exam. Topics include advanced data structures and extensive programming in Java programming language. College credit may be awarded following successful completion of the AP exam.

Computer Maintenance (9635)
1 Credit – Grades 10-12
Prerequisites: None

This course is designed to provide students with the necessary skills to diagnose and repair computers and peripherals in a networked environment. The student will study the current software and hardware environment at Granbury High School. Students will learn to diagnose and repair the common problems associated with personal computers and any large area network. This course will provide technological real world employability skills in a fast paced, demanding industry and also to provide qualified student technicians to the area and community.

Computer Technician (9640)
2-3 Credits – Grades 11-12
Prerequisites: Computer Maintenance

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service and repair of computer-based technology systems. This course will provide technological real world employability skills as students intern in the GISD Technology Department. While learning the foundations of computer repair, students will get complete the A+ practical application portion of study for the CompTIA A+ industry certification.~~The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.~~ ***CRT**

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Principles of Law, Public Safety, Corrections, and Security (9655)
1 Credit – Grades 10-12
Prerequisites: None

Do you like to watch Cops, The First 24,or CSI series? If you are interested in learning more about the law, then the courses in Law/Public safety are for you. This class ~~I~~introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

Law Enforcement I (9650)
1 Credit – Grade ~~10~~11-12
Prerequisites: Principles of Law, Public Safety, Corrections, and Security

An overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students participate in mock trials and have the opportunity to visit local court systems.

Law Enforcement II (9655)
1 Credit – Grade 12

Prerequisite: Law Enforcement I

Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, law enforcement and investigations. The rules, regulations, laws and techniques that assist the law enforcement professional are applied through a variety of case studies and research analysis.

Forensics (9660)
1 Credit – Grades 11-12
Prerequisites: 2 years of science
***~~CAN COUNT AS~~ 4TH SCIENCE OPTION**

Ever watch CSI and think "Do they really do that stuff" or "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, blood spatter bones, autopsies and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator? ***Honors credit will be ~~given~~ earned.***

~~MARKETING~~

~~**Principles of Business, Marketing & Finance** (9505)~~
~~½ Credit – Grades 09-11~~
~~*Prerequisites*: None~~

~~Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.~~

~~**Sports & Entertainment Marketing** (9710)~~
~~½ Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~Explores the sports and entertainment industry. This is a growing industry and employs athletes, musicians, stage crews, advertising agents, promotion agents, event planners, and numerous other related professions. The purpose of this course is to provide students with the fundamental principles and concepts identified within these industries and to develop critical thinking and decision making skills through the application of marketing principles. This course will feature guest speakers, design of logos for sports teams and entertainment groups (musicians, stars, athletes, etc.) and design of stadiums, organization of sports camps, and field trips to appropriate entertainment facilities.~~

~~**Practicum in Marketing Dynamics** (9720)~~
~~3 Credits – Grades 12~~
~~*Prerequisites*: Marketing or Management~~

~~Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functions. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.~~

~~**Business Information Management** (9250)~~
~~1 Credit – Grades 09-12~~
~~*Prerequisites*: None~~

~~Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post-secondary education. Students will apply technical skills through word processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.~~

~~**Business Management** (9255)~~
~~1 Credit – Grades 10-12~~
~~*Prerequisites*: None~~

~~Need a job? Create your own! Students review the state of Texas' requirements for starting a business and explore business opportunities. A foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs is developed. Students incorporate a broad range of knowledge that includes legal,~~

managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions. Students can walk away with a business plan that may be the beginnings of their own corporation.

Statistics and Risk Management (9275)
1 Credit – Grade 11-12
Recommended Prerequisites: Accounting I and Algebra 2
***CAN COUNT AS 4TH MATH**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from Patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Career Prep I (9900)
3 Credits – Grades 11-12
Prerequisites: None

Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.
Career Prep II (9905)
3 Credits – Grade 12
Prerequisites: Career Prep I

Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Project Lead the Way (PLTW) is ~~a new~~an Engineering program that promises to build our science, technology and math programs in GISD. PLTW is about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.
In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You'll build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you're doing it. A PLTW class is the first step on your life's journey of imagination, innovation, and discovery. Start building a better world—and a better you—today. To learn more about Project Lead the Way, go to **www.pltw.org**.

Introduction to Engineering Design (PLTW IED) (9750)
1 Credit – Grades 09-12
Prerequisites: None

Introduction to Engineering Design™ is the first of 5 Pre-Engineering courses that will give students a hands-on problem solving approach to the Math and Science concepts encountered in the Engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor. ***Honors credit will be earned.***

Principles of Engineering (POE) (9755)
1 Credit – Grades 10-12
Prerequisites: Intro to Engineering Design (IED)

Principles of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a teaming approach, POE challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Civil Engineering and Architecture (CEA)
1 Credit – Grades 11-12
Prerequisite: Principles of Engineering (POE)

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

Engineering Mathematics (9780)
1 Credit – Grade 11-12
Prerequisites: For PLTW Students Only
*** 4TH MATH Option**
~~***CAN COUNT AS 4TH MATH**~~

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. ***Honors credit will be given.***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Energy, Power & Transportation Systems (9800)
1 Credit – Grades 10-12
Prerequisites: None

Do you like to work with your hands and figure out how things work? The Auto Tech series of courses allows students to trouble shoot and learn how mechanical systems work together. The first year course ~~I~~introduces students to the business and industry of transportation careers. Student will learn to understand the interaction between various vehicle systems and the logistics used to move goods and services. Students prepare to meet the expectations of employers in this industry.

Collision Repair & Refinishing (9810)
1 Credit – Grades 11-12
Prerequisites: Energy, Power & Transportation

Ever had a ding in the bumper or a small dent to repair? Collision and Repairs teaches the foundations of ~~Provides a two year program in the areas of:~~ auto metal repair and reconditioning, auto rebuilding and auto refinishing, estimating costs of auto body repairs, and developing proper techniques for the applications of oxyfuel welding, cutting, brazing, soldering, and electric welding processes.

Automotive Technology (9805)
1 Credit – Grades 11-12
Prerequisites: Energy, Power & Transportation Systems

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems including oil changes, tire rotation, tire repair and brake **systems** ~~systems~~. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. ~~The focus on this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.~~

Advanced Automotive Technology (9815)
2 Credits – Grades 12
Prerequisites: Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and principles of diagnosing and servicing these systems~~. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.~~ Students will have the opportunity to learn how to diagnose auto systems and learn basic air conditioning system functions. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Aviation – (SR&D 2) (9820)
1 Credit Grades 11-12
Prerequisites: One unit high school science
***~~CAN COUNT AS~~ 4TH SCIENCE OPTION**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

TECHNOLOGY APPLICATIONS

Computer Science 1
Grades 10-12
Prerequisites: None

This course is the study of the beginning skills and concepts with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and the social implications of computer systems are integrated throughout the course. Java is the programming language studied. No prior knowledge of computer science is assumed or required. Computer Science 1 is specifically designed for college bound students in a wide variety of majors. It helps to prepare college bound students with problem solving skills that model the approach used in college. College credit may be earned through concurrent enrollment at Hill College. Course can count for one credit of Technology Applications. ***Honors credit will be given.***

Computer Science II
Grades 11-12
Prerequisites: Computer Science 1

Advanced Placement Computer Science 2 continues the study begun in Computer Science 1 and is designed for students who are preparing for the Advanced Placement examination. Topics include advanced data structures and extensive programming in Java programming language. College credit may be awarded following successful completion of the AP exam. Course can count for one credit of Technology Applications. ***Honors credit will be given.***

Independent Study in Tech Apps
Grades 11-12

This course builds on the Java concepts learned in the Pre-AP Computer Science and emphasizes competitive programming projects. Special topics may include Robotics, UIL contest, game development, college tech prep, and programming languages other than Java. The course can be taken before or after AP Computer Science. ***Honors credit will be given.*** Enrollment preference will be given to seniors who have successfully completed APCS. ***Honors credit will be given.***

Multimedia
Grades ~~11~~09-12
Prerequisites: None

This advanced computer graphics class will enhance knowledge and skills in the use of computers for multimedia presentations and digital animation. Adobe PhotoShop and Flash will be used to create, edit, and render characters for multimedia presentations. Advanced use of the digital camera, scanner, PowerPoint, and audio resources will be included.

Digital Graphics Animation
Grades 11-12
Prerequisites: None

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. These knowledge and skills prepare students for success in the modern world. Students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. Students will focus on programs from Adobe Suite.

Video Technology
Grades 10-12

Prerequisites: None

This is a hands-on introductory course where students will explore visual communications methods in photography, video, and computer-video integration. This class will have the responsibility of completing the daily announcements for TV viewing. Students will learn on-camera performance, camera operation, editing, directing, reporting, producing, writing and newsgathering.

Web Mastering
Grades 11-12
Prerequisites: None

An introduction to the development and impact of telecommunications. With appropriate supervision, students explore various types and uses of networks and online services, develop skills in accessing, navigating, and applying online services and develop skills in creating, editing, and installing web pages. College credit may be earned through concurrent enrollment at Hill College. Two-year colleges ***may*** accept this course for credit. This course counts for 1 credit of technology applications.

Desktop Publishing
Grades ~~11~~09-12
Prerequisites: None

Curriculum emphasis will be on the principles and advanced use of desktop publishing and digital imaging. The hands-on course allows students to design and produce documents that meet current design principles.

SPECIAL EDUCATION COURSES

150

Essentials Courses
1 credit per year unless indicated otherwise – Grades 9-12
Prerequisites: ARD committee Approval
These courses are provided in the general education setting with accommodations and modifications. Course descriptions are the same as the general education course which is indicated in bold.

English
Essentials of **English I**, Essentials of **English II**, Essentials of **English III**, Essentials of **English IV**
Math
Essentials of **Algebra I**, Essentials of **Geometry**, Essentials of **Algebra II**, Essentials of **Mathematical Models with Applications**
Science
Essentials of **Biology**, Essentials of **Chemistry**; Essentials of **Physics**; Essentials of **Integrated Physics and Chemistry**, Essentials of **Aquatic Science**, Essentials of **Environmental Science**
History
Essentials of **World Geography Studies**, Essentials of **World History Studies**, Essentials of **U.S. History Studies Since Reconstruction**, Essentials of **Government** (1/2 credit), Essentials of **Economics** (1/2 credit)

Principles Courses
1 credit per year – Grades 9-12
Prerequisites: ARD committee Approval
These courses are provided in the special education setting with specialized instruction and modified curriculum. Course descriptions are the same as the general education course which is indicated in bold.

English
Principles of **English I**, Principles of **English II**, Principles of **English III**, Principles of **English IV**
Math
Principles of **Algebra I**, Principles of **Geometry**, Principles of **Algebra II**, Principles of **Mathematical Models with Applications**, Principles of Consumer Math (not offered as a general education course)

Fundamental Courses
1 credit per year unless indicated otherwise – Grades 9-12
Prerequisites: ARD committee Approval
These courses are provided in the special education setting with specialized instruction focusing on prerequisite skills to the general education course which is indicated in bold.

English

Fundamentals of **English I**, Fundamentals of **English II**, Fundamentals of **English III**, Fundamentals of **English IV**
Math
Fundamentals of **Algebra I**, Fundamentals of **Geometry**, Fundamentals of **Mathematical Models with Application**
Science
Fundamentals of **Biology; Fundamentals of Integrated Physics and Chemistry**
History
Fundamentals of **World Geography**, Fundamentals of **World History Studies**, Fundamentals of **U.S. History**, Fundamentals of **Government** (1/2 credit), Fundamentals of **Economics** (1/2 credit)

~~**SPECIAL EDUCATION PRINCIPLES**~~

~~**Principles of Language Arts 1-4**~~
~~1 credit per year - Grades 9-12~~
~~*Prerequisites:* ARD Committee Approval~~

~~This course provides individualized instruction to increase understanding of concepts and skills in writing, language, literature, and reading. Topics include word attack skills, vocabulary development, production of well-structured sentences and paragraphs, and correct usage of oral language. Resource Language Arts will satisfy the English requirements for high school graduation.~~

~~**Principles of Reading 1-4**~~
~~1credit per year - Grades 9-12~~
~~*Prerequisites:* ARD Committee Approval~~

~~This course is designed for students who need to improve reading skills to be successful at the high school level. The course will focu~~ 151
~~on word recognition skills, comprehension strategies, and vocabulary development. Students will read a wide variety of materials including narratives, content reading, and technical materials found typically in the high school curriculum.~~

~~**Principles of Mathematics** 1-4~~
~~1 credit per year - Grades 9-12~~
~~*Prerequisites:* ARD Committee Approval~~

~~This course provides individualized instruction to increase concepts and skills in understanding of numbers, banking and budgeting procedures, and solving problems by selecting and matching strategies to given situations. Topics include operations with whole numbers, decimals, fractions, percentages, units of measure, and consumer applications of personal finance. Resource mathematics will satisfy the mathematics requirements for high school graduation.~~

VOCATIONAL ADJUSTMENT CURRICULUM

Vocational Experience
1-7 credits - Grades 11-12
Prerequisites: ARD Committee Approval and 16 years of age

This course provides students with the support and skills needed to succeed in vocational laboratory courses (**one period daily class**) for two semesters and a cooperative work study program. The students are provided opportunity to increase concepts and skills in managing resources, personal development, and career planning. Topics include exploration of employment opportunities, rules and standards of the work place,
productive work habits and attitudes, consumer and money management, and communication skills.

Vocational Adjustment Cooperative (VAC)
3-8 credits - Grade 12
Prerequisite: ARD Committee Approval and 16 years of age

The program provides selected students with entry-level skills in a variety of semi-skilled occupations. The teacher and employer work together to provide the student instruction related to the student's work experience. Students in this program are released from the school campus to approved training stations for one or more periods per day for work.

~~**SUPPORT FOR INCLUSION**~~

~~These courses provide individualized instruction to students qualifying for special education services and experiencing behavioral difficulties. These courses will include appropriate essential knowledge and skills of academic subjects as recommended by the ARD~~

~~Committee and developed in the student's IEP. These courses will satisfy academic requirements for high school graduation.~~

~~**ACADEMIC COMMUNITY EDUCTION**~~

~~Provides specialized instruction for students needing functional living skills in the areas of communications, prevocational, daily living, community skills, recreation/leisure, occupational preparation, and work-study.~~

~~**DEAF EDUCATION**~~

~~Provides individualized instruction with a total communication approach to increase understanding and skills in academics, communication, and vocational areas.~~

STUDENTS WHO HAVE NOT PASSED TAKS ~~WILL~~MAY BE PLACED IN A TAKS COURSE.

TAKS English Language Arts
No credit – Grade ~~10~~11-12
This course emphasizes the skills necessary for excelling on TAKS ELA. Placement is based on test scores and individual needs.

TAKS Math
No credit – Grade ~~10~~11-12
This course emphasizes the skills necessary for excelling on TAKS Math. Placement is based on test scores and individual student needs.

TAKS Science
No credit – Grade ~~10~~11-12
This course emphasizes the skills necessary for excelling on TAKS Science. Placement is based on test scores and individual student needs

TAKS Social Studies
No credit – Grade ~~10~~11-12
This course emphasizes the skills necessary for excelling on TAKS Science. Placement is based on test scores and individual student needs

OTHER ELECTIVES

Academic Decathlon (0805NC)
No credit – Grades 10-12

Students have the opportunity to study ten subjects in the areas of math, language, literature, science, music, social studies, art, and super quiz. Students will use critical-thinking skills to locate, organize, analyze, and use data collected from a variety of sources and subjects. Communication skills are essential as there are events in speech and interview. Decision-making is an important element in this course. Written skills are tested in an essay. Extensive reading is required.

UIL (UIL)
No credit – Grades 10-12

Students competing in any UIL academic event are encouraged to take the UIL Prep Class for additional in-school study time for their particular event. Students are provided study materials for preparation of UIL Academic competitions and may take the class for one semester or an entire year. GO UIL ACADEMICS!!!!

Student Aide (0810)
No credit – Grades 11-12
Prerequisite: Counselor approval

A cluster course designed to introduce the basic concepts and skills needed for general office positions. Instruction and skill development are provided in keyboarding, filing, financial activities, office machines, and securing and maintaining employment. This course provides entry-level employment skills for the office or for advancement into further skill training courses.

Student Leadership
No credit (1ST Year for Credit only) – Grades 10-12
Prerequisites: Election to Student Council

This course provides students the opportunity to study, practice and develop group and individual leadership skills on campus and in the community. This course is designated for Student Council officers.

What is Achieve Texas?

Welcome to Achieve Texas which is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

Achieve Texas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (**www.careerclusters.org**) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools.

CAREER CLUSTERS

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Granbury ISD

~~2011-2012~~2012-2013

Middle School Course Catalog

Acton Middle School and Granbury Middle School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Acton Middle School and Granbury Middle School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Jimmy Dawson
Principal
Acton Middle School

~~Diane Fullerton~~Holly Campbell
Principal
Granbury Middle School

SIXTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

6th Grade ELA

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading based assessment toward the end of the year.

6th Grade Math

In addition to strengthening prior learning in math, the primary focal points of Grade 6 math are using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions. Students will take a state mandated (STAAR) math assessment toward the end of the year.

~~ACCELERATED 6TH GRADE MATH~~

~~*Pre-requisite for this class:* A good working knowledge of basic math, including 2 and 3 digit multiplication and division, fractions, and decimals, as well as the readiness to tackle a rigorous and fast-paced curriculum. Students need to be mindful of the additional challenges they will face while transitioning, not only from intermediate school to middle school, but also from a GT classroom to an accelerated classroom.~~

~~This course is a **7th grade level advanced course**. Advanced (Accelerated) 6th grade Math not only extends and enriches the 6th grade TEKS, it addresses **half** of 7th grade TEKS as well. Taking accelerated 6th grade math provides the background needed to take Accelerated Math as a 7th grade student, and Algebra as an 8th grader.~~

6th Grade Science

The content in the 6th grade science course is heavily weighted on physical science. Students will be involved with investigations and field experiences at least 40% of the time. Some of the content in this course will appear on a state mandated assessment (STAARR) at the end of the 8th grade course.

6th Grade Social Studies

In Grade 6, students study people, places, and societies of the contemporary world. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

6TH GRADE CHOIR

Sixth grade choirs are mixed boys and girls. Students learn how to sing, how to read music, and how to perform. Students will do a fall and winter concert, have an opportunity to compete at a Solo and Ensemble Contest, sing as a group in a contest, and perform a spring program. Learning is stressed within the framework of being part of a team.

BEGINNER BAND

Beginning Band is open to any student in the 6th grade regardless of musical background or experience. The beginning band classes provide instruction on basic music theory as well as the fundamentals of how to play the following instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, baritone, tuba, and percussion. Students will have an opportunity to tryout the different instruments in the spring of their 5th grade year or when school begins in the fall. Once an instrument is chosen for that individual student it is their responsibility to furnish that instrument. AMS will provide some of the more expensive instruments (tuba, baritone, bassoon, oboe) for a one-time fee at the beginning of each year.

ART

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving, and creative thinking through development of the following skills:
Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.
Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art. Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.
Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

TECHNICAL APPLICATIONS /CAREER EXPLORATIONS
Technology Applications is a hands-on course will allow students the opportunity to explore various computer applications. This course will work in conjunction with the core content teachers to create projects, develop presentations, and advance students' knowledge of current technology. The student's will integrate technology into their academic subjects.

The following areas will be ~~approached~~studied:

- Keyboarding
- Word processing
- Databases and Spreadsheets
- File Management
- PowerPoint Presentations
- Internet
- Web Publishing (HTML, Graphics)
- Scanners, Digital Cameras, etc.

Students will additionally be provided the opportunity to investigate Career and Technology Education Career Clusters. Students will complete interest inventories and surveys to gain a better understanding of themselves, their interests, and their abilities. Students will incorporate decision-making tools and problem-solving skills through career investigation, college and career readiness exploration, and will gain industry standards knowledge. This technology course will enable students to make informed decisions in the design of a four-year educational plan.

PREPLACEMENT COURSES

~~**TAKS READING & MATH LAB**~~
~~This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.~~

~~All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course.~~

ESL (ENGLISH AS A SECOND LANGUAGE)
The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. The committee also decides exit from this program after testing shows mastery of basic English skills.

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. *Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

STUDY SKILLS
Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study of strategies learned in this course is applied to the content that they're learning in their science and social studies classes.

ACADEMIC INTERVENTION LAB

In this course, students will receive necessary math and reading intervention to meeting their individual needs to ensure success in the classroom and on mandatory assessment.

SEVENTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

7th Grade ELA

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading and writing based assessment toward the end of the year as well as a written language state mandated assessment early in the spring.

~~**ENGLISH LANGUAGE ARTS**~~

~~Seventh grade ELA students will analyze a speaker's persuasive techniques and credibility. They will evaluate spoken messages in terms content, credibility, and delivery. Seventh grade students will continue to read widely in classic and contemporary selections and informational texts. Students will learn Greek and Latin roots and prefixes and suffixes to supplement their reading. They will learn to recognize tone, style, and mood, and each element's contribution to the text. Seventh grade students will be able to select and use different forms of writing for specific purposes, such as to inform, persuade, and entertain. They will learn to vary sentence structure and use verb tenses appropriately and consistently, such as past, present, future, perfect, and progressive. Students will edit their writing based on their knowledge of grammar, usage, spelling, punctuation, and other conventions of written language. Additionally, students will learn to draw data from multiple primary and secondary sources for use in research reports and projects.~~

7th Grade Math

In addition to strengthening prior learning in math, the primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will take a state mandated (STAAR) math assessment toward the end of the year.

~~**MATH**~~

~~This course is designed to reinforce the basic math skills. Concepts to be studied include the following: addition, subtraction, multiplication, and division of whole numbers; decimals; fractions; number theory; ratio, proportion, and percent; measurement; geometry (lines, angles, perimeter, area, and volume); probability and statistics; integers; algebraic expressions; and equations. Applications are made to life experiences: financial skills, marketing, domestic planning, and travel.~~

~~**ACCELERATED 7TH Grade Math**~~

~~This course is an **8th grade level advanced course**. Accelerated 7th Grade Math covers 7th grade TEKS, 8th grade TEKS, *plus* extensions and additions of that curriculum. Taking accelerated 7th Grade Math provides the background to take Algebra 1 as an 8th grade student.~~

7th Grade Science

The content in the 7th grade science course is heavily weighted on physical organisms and the environment. Students will be involved with investigations and field experiences at least 40% of the time. Some of the content in this course will appear on a state mandated assessment (STAAR) at the end of the 8th grade course.

~~**SCIENCE**~~

~~Science will begin to incorporate concepts from the life, earth and physical sciences into innovative hands-on explorations, so those students can be effective problem solvers. Scientific concepts in all the major science areas will be explored, along with current events and developments in the areas of science and technology. Application of science concepts in lab experiences allows the students to draw their own logical conclusions about the world around them. Labs include the use of many kinds of scientific instruments, including the microscope, dissection material and tools of metric measure.~~

7th Grade Social Studies

In Grade 7, students study the history of Texas from early times to the present. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

~~**TEXAS HISTORY**~~

~~Texas History is a required course for all seventh graders. The essential elements include the geography, early beginnings, cultural contributions, history, economic development, and political structure of Texas. While the course is a standard part of the seventh grade curriculum, it offers opportunities for enrichment and transfer of concepts and knowledge to other courses. This will be done through hands-on, life experiences, comprehension, application, and analysis of interdisciplinary studies used.~~

ATHLETIC/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS

The athletic program offers three sports for young men – football, basketball, and track. Three sports are offered for young ladies – volleyball, basketball, and track. The young men and ladies who choose to take athletics should be competitive, disciplined, responsible, and dependable. Too, they must make passing grades in order to participate. In order to participate in athletics a student is required by law to have a physical on file before the student can work out. Parents are expected to provide transportation to/from before or after school practices.

PHYSICAL EDUCATION

Boys and girls will be divided into separate PE classes. Classes meet every day and each student is expected to change into PE shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student will be asked to set a fitness goal for the year. Sports that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training.

FINE ARTS ELECTIVES

CHOIR

Seventh grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the seventh grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all of the programs are outside the school day.

BAND

There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

THEATER ARTS

This course appeals to students seeking experience in theatrical performance and group participation in goal-related activities. The seventh grade program is an introduction to theater. Students will recognize and begin to develop the many skills needed for an apprentice performer.

This course might include:

1. Movement and dance
2. Pantomime and Improvisation
3. Vocal production
4. Theatre History
5. Technical theatre design
6. Analysis of dramatic literature
7. Playwriting

ART

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.

This course might include: drawing skills, sculpture, painting, print art, scratch art, graphic design, and study of the elements of art.

TEEN LEADERSHIP

This course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects. This course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.

Through the Teen Leadership curriculum, students will:

- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills
- Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial

decisions
- Recognize and resist peer pressure
- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

PRE-PLACEMENT CLASSES

~~**TAKS READING & MATH LAB**~~

~~This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.~~

~~All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course.~~

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to find academic success. Students follow a regular schedule, yet the resource classes maintain a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. **Admission into the resource program is by ARD (Admission, Review, and Dismissal) committee after testing by the diagnostician.**

ESL (ENGLISH AS A SECOND LANGUAGE)

The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. Exit from this program is also decided by the committee after testing shows a mastery of basic English skills.

STUDY SKILLS

Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study strategies learned in this course are applied to the content that they're learning in their science and social studies classes.

Academic Intervention Lab

In this course, students will receive necessary math and reading intervention to meeting their individual needs to ensure success in the classroom and on mandatory assessment.

EIGHTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

8th Grade ELA

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading based assessment toward the end of the year.

~~**ENGLISH LANGUAGE ARTS**~~

~~Eighth grade ELA students will continue to read widely in classic and contemporary selections and informational texts. Students will be able to identify characteristics of various literary forms. Eighth grade students will be able to select and use different forms of writing for specific purposes, such as to inform, persuade, and entertain. Students will produce multi-paragraph compositions with varied sentence structure, while editing their writing based on their knowledge of grammar, usage, spelling, punctuation, and other conventions of written language. Additionally, students will present oral and written reports.~~

English I

Only students that have strong reading and writing skills should take this course during the 8th grade year. This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take an end of course (STAAR EOC) toward the end of the course. This assessment is high stakes and contributes to graduation requirements as mandated by the state of texas.

~~**ENGLISH I**~~

~~**This is a 9th grade level Pre-AP course.**~~

~~This course provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills. Successful completion of this course places a student on track to enroll in Pre-AP English II in the ninth grade.~~

8th Grade Math

In addition to strengthening prior learning in math, the primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions. Students will take a state mandated (STAAR) math assessment toward the end of the year.

~~**MATH**~~

~~This course builds on previous math skills and introduces basic algebra concepts. Elements to be studied include the following: whole numbers and operations; decimals; fractions; number theory; solving equations; ratio, proportion, and percent; measurement; geometry (perimeter, area, and volume); probability and statistics; integers; rational numbers; real numbers; the coordinate plane; right triangles; and similarity. These elements will be applied to solving real-life situations.~~

Algebra I

Only students that have strong math skills should take the Algebra I course earlier than 9th grade. This course is the foundation course for all high school mathematics. Students will learn symbolic reasoning, the role of functions, relationships between equations and functions, tools for algebraic thinking while and apply these concepts in problem solving in real world applications. Students will take a state mandated end of course (STAAR EOC) assessment late in the spring that is high stakes and contributes toward graduation requirements as mandated by the state of Texas.

~~**ALGEBRA I**~~

~~*It is recommended that students successfully complete Accelerated Math in the 7th grade prior to taking Alegebra I.*~~

~~This course is a **9th grade level Pre-AP course.** The course covers 9th grade Algebra TEKS, *plus* extensions and additions of that curriculum. Taking Algebra as an 8th grader sets a student on the course to take **5** high school math courses before graduation.~~

~~A student intending to take Calculus as a senior would need to complete Algebra as an 8th grader.~~

~~Successful completion of this course places a student on track to enroll in Pre-AP Geometry in the ninth grade.~~

8th Grade Science
The content in the 8th grade science course is heavily weighted on earth and space science. Students will be involved with investigations and field experiences at least 40% of the time. In addition to some content in the 6th and 7th grades course, the content in this course will appear on a state mandated assessment (STAAR) toward the end of the year.

~~**SCIENCE**~~
~~In Grade 8, the study of science follows the Texas Essential Knowledge and Skills for Science. Students will conduct investigations using the scientific method, critical thinking, problem solving and tools that develop skills to learn about the natural world. An integrated approach linking the physical sciences, earth and space sciences, and life science will provide the opportunity to use multiple resources in order to understand environmental interactions, energy, changes over time, and systems and structures.~~

8th Grade Social Studies
In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Students will also be taking a state mandated assessment (STAAR) toward the end of the year for this course.

~~**AMERICAN HISTORY, Part I**~~
~~This is a required course for all eighth graders. This course covers the geography, early beginnings, European colonization, the formation of government and the constitution, and cultural and historical contributions up to 1877.~~
~~In addition to studying the development of the American system of government and economics, students will have opportunities to examine the responsibilities of citizenship and to develop an appreciation for the many patriotic contributions of Americans.~~
~~Students will take the second half Part II of American History in high school. Both are full year courses.~~

ATHLETICS/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS
The athletic program offers three sports for young men - football, basketball and track. Three sports are offered for young ladies - volleyball, basketball, and track. The young men and ladies who choose to take athletics rather than Physical Education should be competitive, disciplined, responsible, and dependable. Too, they must make passing grades in order to participate. In order to participate in athletics a student is required by law to have a physical on file before the student can work out. Parents are expected to provide transportation to before or after school practices.

PHYSICAL EDUCATION
Boys and girls will be divided into separate classes.
Classes meet every day and each student is expected to change into P.E. shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student needs to set a fitness goal for the year. The students will be tested on the one-mile run in the fall and again in the spring. Sports that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training.

DRILL TEAM PREP/DANCE
This course is designed to prepare young ladies to be physically and mentally ready to try out for the Varsity Stowaways drill team at the end of their eighth grade year. Students will learn dance technique and skills based on classical ballet and jazz as well as drill team technique. Students must have parent permission and a health release (physical) form to enroll in the class. Students must purchase team practice/performance attire (about $200-$250). The team will have limited performances and will have some after school practices and performances. This performing group will be under the UIL no pass/no play guidelines.

FINE ARTS/FOREIGN LANGUAGE ELECTIVES

BAND
There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

CHOIR
Eighth grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the

study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the eighth grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all the programs are outside the school day. Eighth grade students are given many opportunities to perform in the community, and are encouraged to do independent singing.

ART 1

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.
The art department participates in UIL competitions in the spring.

THEATER ARTS

This course serves as an introduction to Theatre and further explorations of the skills needed for the theatre.

1. Perceptions – activities and exercises in developing characters based upon perceptions of others.
2. Creative expression and performance through movement, improvisation, original play production, and play production.
3. Historical/cultural heritage – study of timeline and progression of theatre over time.
4. Critical evaluation – Analyze and evaluate any kind of performance.

SPANISH I

Spanish I will be a yearlong study in which reading, writing, and listening and speaking will be reinforced with daily practice. Students will acquire an understanding of basic grammatical structures. You must have passed the English portion of the TAKS test and have a recommendation from your language arts teacher to take this class. Successful completion of this class will take the place of Spanish I in high school.

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TECHNOLOGY

Gateway To Technology (GTT) is an activity-oriented program designed to challenge and engage the natural curiosity of middle school students. The program is taught in conjunction with a rigorous academic curriculum.

Courses:

Design and Modeling introduces students to the design process. Using design briefs, students create models and documentation to solve problems.
The Magic of Electrons gives students the opportunity to explore the science of electricity, the movement of atoms, circuit design, and sensing devices.
The Science of Technology teaches students about the mechanics of motion, the conversion of energy, and energy transfer.
Automation and Robotics explores the history and development of automation and robotics while teaching students about structures, energy transfer, machine automation, and computer control systems.
Energy and the Environment investigates the importance of energy in our lives and the impact energy use has on the environment.
Flight and Space studies the history of aerospace through hands-on activities, research and various projects that allow students to apply what they have learned.
For the latest news about members of PLTW's Innovation Generation, visit the PLTW website, www.pltw.org.

PRE-PLACEMENT CLASSES

~~**TAKS READING & MATH LAB**~~

~~This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.~~

~~All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in. math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course~~

ESL (ENGLISH AS A SECOND LANGUAGE)

The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. The committee also decides exit from this program after testing shows mastery of basic English skills.

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready.

Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

AP SPANISH 4 (0616)

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

YEARBOOK

Yearbook provides students with the opportunity to compose the yearbook. Composition includes laying out pages, taking photos and creating write-ups.

The yearbook staff is looking for dedicated, committed, creative, organized, enthusiastic individuals who are willing to work as part of a team. Yearbook staff members must be able to work with others, must be reliable, must meet deadlines and must put in extra work sessions outside of the regular school day. Staff members must be dedicated to creating the best yearbook this school has ever seen!

Academic Intervention Lab

In this course, students will receive necessary math and reading intervention to meeting their individual needs to ensure success in the classroom and on mandatory assessment.

GRADUATION PLANS for CLASSES OF 2011- 2014

Requirements	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English~~Engl sh~~ language proficiency.	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	**Four credits:** • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and R sk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)
Science ♦	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)

Economics with emphasis on the free enterprise system and its benefits ♦	**One-half credit**	**One-half credit**
Academic Elective	**None**	**None**
Languages Other Than English ♦	**Two credits:** The credits must consist of any two levels in the same language.	**Three credits:** The credits must consist of any three levels in the same language.
Physical Education	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	**None**	**None**
Speech	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	**None**	**None**
Fine Arts ♦	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	**Five and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	**Four and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	26	26

***Granbury ISD will comply with the most current state adopted graduation credit requirements.**

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures.

DUE FEBRUARY 3RD

ACTON MIDDLE SCHOOL
2012-2013 6TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

OFFICE USE ONLY

3641 ____ RESOURCE LANGUAGE 3621 ____ RESOURCE READING
0606 ____ STUDY SKILLS 3631 ____ RESOURCE MATH
80800AL6____ACADEMIC INTERVENTION LAB

NAME: _____ **ID:** _____

REQUIRED COURSES:

0601 CR LANGUAGE ARTS
0603 CR SCIENCE
0604 CR SOCIAL STUDIES
0602 CR MATH
0605 PE 6
0913 TECH APP / CAREER EXPLORATION

ELECTIVE COURSES:

YOU MUST CHOOSE ONE ELECTIVE FROM THE LIST - NUMBER YOUR CHOICES 1, 2, 3. (2 & 3 WILL BE ALTERNATES IN CASE YOUR FIRST CHOICE IS NOT AVAILABLE
****NUMBERS ONLY, NO CHECKS****

_____ 0819 CHOIR-6
_____ 0900 BEGINNER BAND-6
_____ 0821 ART-6

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***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

SCHEDULE CHANGES: Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change subject selections depending on test results, individual school staffing and other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent and the student to make certain that the courses selected are the ones they want.

Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/2/2011

DUE FEBRUARY 24TH

ACTON MIDDLE SCHOOL
2012-2013 7TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***

3141 ____	RESOURCE LANGUAGE	3131 ____	RESOURCE MATH
3121 ____	RESOURCE READING	0713 ____	STUDY SKILLS
85000AL7____	ACADEMIC INTERVENTION LAB		

NAME: _____ **ID:** _____

REQUIRED COURSES:

_____	0217	CR ENGLISH / LANGUAGE ARTS
_____	0417	CR SCIENCE
_____	0517	CR TEXAS HISTORY
_____	0317	CR MATH

ELECTIVE COURSES:

ATHLETICS / PE *ALL STUDENTS MUST CHOOSE ONE PE ELECTIVE

_____	0613	BOYS ATHLETICS
_____	0614	GIRLS ATHLETICS
_____	0610M	PE BOYS
_____	0610F	PE GIRLS

CHOOSE 3 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3
(CHOICE 3 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

FINE ARTS - BAND
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____	0910	BEGINNER BAND
_____	2914	CONCERT
_____	0914	SYMPHONIC
_____	0912	PERCUSSION

FINE ARTS - CHORAL

_____	0817	BOYS CHOIR
_____	0815	GIRLS CHOIR

FINE ARTS - ART

_____	0810	ART
_____	0813	THEATER ARTS

LEADERSHIP

_____	TEEN	TEEN LEADERSHIP

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Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

Revised 12/2/2011

DUE MARCH 1ST

ACTON MIDDLE SCHOOL
2012-2013 8TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***

3260 ____	RESOURCE LANGUAGE	3360 ____	RESOURCE MATH
3160 ____	RESOURCE READING	0716 ____	STUDY SKILLS
0165 ____	YEARBOOK	85000AL8 ____	AIL

NAME: _____ **ID:** _____

HIGH SCHOOL CREDIT EARNED IN THE 8TH GRADE IS NOT USED TO CALCULATE GPA OR CLASS RANK IN HIGH SCHOOL

REQUIRED COURSE:

_____ 0412 CR AMERICAN HISTORY

SCIENCE (CHOOSE ONE)

_____ 0312 CR SCIENCE

MATHEMATICS (CHOOSE ONE)

_____ 0212 CR MATH
_____ J210 ALGEBRA 1 **(H.S. CREDIT)**

ENGLISH (CHOOSE ONE)

_____ 0112 CR ENGLISH / LANGUAGE ARTS
_____ J110 ENGLISH 1 **(H.S. CREDIT)**

CHOOSE 4 ELECTIVES - ONLY ONE CHOICE CAN BE FROM THE PE/ATHLETIC CATEGORY
(CHOICE 4 WILL BE USED AS AN ALTERNATE IN CASE YOUR THIRD CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

ATHLETICS / PHYSICAL EDUCATION (H.S. CREDIT)

_____ J585 JV DRILL TEAM
_____ J888M BOYS ATHLETICS
_____ J888F GIRLS ATHLETICS
_____ J611M PE BOYS
_____ J611F PE GIRLS

FINE ARTS - BAND (H.S. CREDIT)
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____ J700 BEGINNER BAND
_____ J701 CONCERT
_____ J706 PERCUSSION
_____ J710 SYMPHONIC

FINE ARTS - ART (H.S. CREDIT)

_____ J730 ART 1

FINE ARTS - CHORAL (H.S. CREDIT)

_____ J720M BOYS CHOIR
_____ J720F GIRLS CHOIR

FINE ARTS - THEATRE (H.S. CREDIT)

_____ J750 THEATRE ARTS 1

FOREIGN LANGUAGE (H.S. CREDIT)

_____ J600 SPANISH 1
_____ J616 AP SPANISH *INSTRUCTOR APPROVAL

TECHNOLOGY (H.S. CREDIT)

_____ J975 GATEWAY TO TECHNOLOGY

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

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Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admissions to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

Revised 12/2/2011

DUE FEBRUARY 3RD

GRANBURY MIDDLE SCHOOL
2012-2013 6TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

OFFICE USE ONLY

3641 ___ RESOURCE LANGUAGE 3621 ___ RESOURCE READING
0606 ___ STUDY SKILLS 3631 ___ RESOURCE MATH
80800AL6___ACADEMIC INTERVENTION LAB

NAME: _____ **ID:** _____

REQUIRED COURSES:

0601 CR LANGUAGE ARTS
0603 CR SCIENCE
0604 CR SOCIAL STUDIES
0602 CR MATH
0605 PE 6
0913 TECH APP / CAREER EXPLORATION

ELECTIVE COURSES:

YOU MUST CHOOSE ONE ELECTIVE FROM THE LIST - NUMBER YOUR CHOICES 1, 2, 3. (2 & 3 WILL BE ALTERNATES IN CASE YOUR FIRST CHOICE IS NOT AVAILABLE
****NUMBERS ONLY, NO CHECKS****

_____ 0819 CHOIR-6
_____ 0900 BEGINNER BAND-6
_____ 0821 ART-6

171

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Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/2/2011

DUE FEBRUARY 24TH

GRANBURY MIDDLE SCHOOL
2012-2013 7TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***

3141 ____ RESOURCE LANGUAGE 3131 ____ RESOURCE MATH
3121 ____ RESOURCE READING 0713 ____ STUDY SKILLS
85000AL7 ____ ACADEMIC INTERVENTION LAB

NAME: _____ **ID:** _____

REQUIRED COURSES:

_____ 0217 CR ENGLISH / LANGUAGE ARTS
_____ 0417 CR SCIENCE
_____ 0517 CR TEXAS HISTORY
_____ 0317 CR MATH

ELECTIVE COURSES:

ATHLETICS / PE *ALL STUDENTS MUST CHOOSE ONE PE ELECTIVE

_____ 0613 BOYS ATHLETICS
_____ 0614 GIRLS ATHLETICS
_____ 0610M PE BOYS
_____ 0610F PE GIRLS

CHOOSE 3 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3
(CHOICE 3 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

FINE ARTS - BAND
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____ 0910 BEGINNER BAND
_____ 2914 CONCERT
_____ 0914 SYMPHONIC
_____ 0912 PERCUSSION

FINE ARTS - CHORAL

_____ 0817 BOYS CHOIR
_____ 0815 GIRLS CHOIR

FINE ARTS - ART

_____ 0810 ART
_____ 0813 THEATER ARTS

LEADERSHIP

_____ TEEN TEEN LEADERSHIP

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

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Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

Revised 12/2/2011

DUE MARCH 1ST

GRANBURY MIDDLE SCHOOL
2012-2013 8TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***

3260 ____	RESOURCE LANGUAGE	3360 ____	RESOURCE MATH
3160 ____	RESOURCE READING	0716 ____	STUDY SKILLS
0165 ____	YEARBOOK	85000AL8 ____	AIL

NAME: _____ **ID:** _____

HIGH SCHOOL CREDIT EARNED IN THE 8TH GRADE IS NOT USED TO CALCULATE GPA OR CLASS RANK IN HIGH SCHOOL

REQUIRED COURSES:

_____ 0312 CR SCIENCE
_____ 0412 CR AMERICAN HISTORY

MATHEMATICS (CHOOSE ONE)

_____ 0212 CR MATH
_____ J210 ALGEBRA 1 **(H.S. CREDIT)**

ENGLISH (CHOOSE ONE)

_____ 0112 CR ENGLISH / LANGUAGE ARTS
_____ J110 ENGLISH 1 **(H.S. CREDIT)**

CHOOSE 4 ELECTIVES - ONLY ONE CHOICE CAN BE FROM THE PE/ATHLETIC CATEGORY
(CHOICE 4 WILL BE USED AS AN ALTERNATE IN CASE YOUR THIRD CHOICE IS NOT AVAILABLE)
NUMBERS ONLY - NO CHECKS**

ATHLETICS / PHYSICAL EDUCATION (H.S. CREDIT)

_____ J585 JV DRILL TEAM
_____ J888M BOYS ATHLETICS
_____ J888F GIRLS ATHLETICS
_____ J611M PE BOYS
_____ J611F PE GIRLS

FINE ARTS - BAND (H.S. CREDIT)
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____ J700 BEGINNER BAND
_____ J701 CONCERT
_____ J710 SYMPHONIC

FINE ARTS - ART (H.S. CREDIT)

_____ J730 ART 1

FINE ARTS - CHORAL (H.S. CREDIT)

_____ J720M BOYS CHOIR
_____ J720F GIRLS CHOIR

FINE ARTS - THEATRE (H.S. CREDIT)

_____ J750 THEATRE ARTS 1

FOREIGN LANGUAGE (H.S. CREDIT)

_____ J600 SPANISH 1
_____ J616 AP SPANISH *INSTRUCTOR APPROVAL

TECHNOLOGY (H.S. CREDIT)

_____ J975 GATEWAY TO TECHNOLOGY

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

SCHEDULE CHANGES: Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change subject selections depending on test results, individual school staffing and other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent and the student to make certain that the courses selected are the ones they want.

Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admissions to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

Revised 12/2/2011

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Consider Approval of Campus Improvement Plans**

SUMMARY:
We sent the Campus Improvement Plans to you as we received them to give you an opportunity to look through them in advance of the meeting.

RECOMMENDATION:
I recommend approval of the plans.

Respectfully submitted,



Ron Mayfield
Superintendent

GRANBURY ISD
Helping Students Reach New Heights

Acton Elementary

2011-2012 Campus Plan

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups in academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading, Writing and Math STAAR scores in all areas.

Strategy: Instruct all students in grade level Reading, Writing and Math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Continue to teach the reading series and supplemental reading series	Teachers	Adopted reading series, local funds $1,500	June, 12	Benchmark, Test Results, STAAR, ITBS and RPTE	AEIS, STAAR and iStation	August 2011 to June 2012	2 and 5	AEIS	All
Students in K-3 will recognize the appropriate sight words from the Reading Series	Teachers	Rdg. Series, iStation, Local - $5,500	June, 12	Daily, weekly evaluation until mastery	AEIS, STAAR and iStation	August 2011 to June 2012	2 and 5	AEIS	All
Use computers to enhance and individualize the reading program	Teachers	Rosetta Stone $300, Voyager Reading $5,500 Local	June, 12	Monitor Lesson Plans	AEIS, STAAR and iStation	August 2011 to June 2012	2 and 9	AEIS	All
Increase the number of commended students on the Math STAAR test by 10%	Teachers	Adopted Math Series, local funds $1,500 and Voyager Math $5,640	June, 12	STAAR, Benchmarks and Common Assessments	AEIS, STAAR and iStation	August 2011 to June 2012	2 and 3	AEIS	175 All
Provide small group instruction to students needing reading intervention.	Reading Intervention Teacher	$47,460 Title I	June,12	iStation Reports, Voyager and Common Assessments	AEIS, STAAR and iStation	Autust 2011 to June 2012	2 and 3	AEIS	

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading, Writing and Math STAAR scores in all areas.

Strategy: Instruct all students in grade level reading and math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Perform supplemental 1-1 small group mentor and tutoring services for low performing students who are at risk in math and writing.	Teachers and tutors	Voyager $5,640 State Comp Ed $5,000 and Local $11,000	May, 2012	Lesson Plans and Tutoring Time Sheets	STARR, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 3	AEIS	All
Provide small group instruction in kindergarten literacy groups	Teachers and tutors	Literacy Books	May, 2012	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	August 2011 to June 2012	2 and 7	Common Assessments	All
Provide novels for third, fourth and fifth grade reading	Teachers and Principal	GT $4,376 Local $2,500	May, 2012	Lesson Plans	STAAR Reading	August 2011 to June 2012	2, 3, and 9	AEIS	All
Provide identified GT students with differentiated instruction and fieldtrips	Teachers and Principal	Fieldtrips $1,000 GT	May, 2012	Lesson Plans	Teacher Observation and TEKS Checklist	August 2011 to June 2012	2, 3, and 9	AEIS	GT
Instruct math processes and skills using adopted math series, Measuring UP, Target Math, Math Warm-ups, and Count Down to Math in 3rd, 4th and 5th.	Teachers and Special Education Teachers	Textbooks, Measuring Up, Target Math $3,000 Local, State Comp Ed $445	May, 2012	Lesson Plans	STAAR and Benchmarks	August 2011 to June 2012	2, 3 and 9	AEIS	All

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

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Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading, Writing and Math STAAR scores in all areas.

Strategy: Instruct the students in grade level Reading and Math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials:GEMS, Exemplars, Calculators, Kamaco, Target Math, Measuring Up and Count Down to Math	Teachers	Supplemental Math Materials $1,500 Local, ESL $1,885	May, 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Use computer software and programs from the Internet to enhance math instruction	Teachers	Computer Lab and Classroom Computers Supplies $2,700 Local	May, 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Provide ELPS instruction for ESL students in math and reading.	Teachers	Copies of ELPS	May, 2012	Lesson Plans and Snapshot Visits	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	STAAR Test	ESL
Provide response to intervention and 504 support by general education teachers	Teachers	General Educ. Teachers	May, 2012	Lesson Plans	Voyager Reports and iStation Reports	August 2011 to June 2012	2, 3 and 9	AEIS, STAAR and Benchmarks	177 All
Provide small group reading assistance by reading tutors.	Reading Tutors	Title I $20,000 and $11,000 Local	May, 2012	Lesson Plans	iStation, STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS, STAAR and Benchmnarks	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all acaddmic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on STARR in all subjects areas.

Strategy: Instruct all students in grade level materials in all subject areas.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide dual language instructional materials for ELL learners.	Teachers and Principals	ELL Reading Materials $1,885	May, 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 9	AEIS and Report Card Grades	ESL
Provide K - 5 students TEKS based science instruction	Teachers and Principals	FOSS Kits	May, 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	3, 5, and 10	AEIS and Report Card Grades	All
Utilize strategies and materials appropriate for ELL students	Teachers and Principals	Kagan Cooperative Learning	May, 2012	Lesson Plans	TELPAS Reading	August 2011 to June 2012	2, 4 and 5	AEIS and Report Card Grades	ESL
Provide opportunities for individual reading practice.	Librarian	Weekly library visits to check out books.	May, 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS and Report Card Grades	All
Maintain a writing portfolio that will be passed to the next grade level for each student	Teachers and Principals	Writing Folders $250 Local	May, 2012	Writing Portfolio for each student	STAAR, Common Assessments	August 2011 to June 2012	2, 3 and 5	AEIS and Report Card Grades	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on STAAR scores in all subject areas.

Strategy: Instruct all students in grade levcel material in all content areas.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Teacher training in the use of Thinking Maps	Principal	Thinking Maps Materials	May, 2012	Sign In Sheet and Lesson Plans	STAAR	August 2011 to June 2012	4	FS	All
Empowering Writers Training	Principal and Teachers	Training Materials and Attend Workshop	12-Aug	Lesson Plans	STAAR Writing and Common Assessments	August 2011 to June 2012	4	AEIS and STAAR	All
Students will be given opportunities to use computers for research	Teachers	Computer Lab and Four Computers Per Classroom	May, 2012	Lesson Plans	Teacher Observation	August 2011 to June 2012	10	Technology TEKS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers	Computer Lab and Four Computers Per Classroom	May, 2012	Lesson Plans	Technology TEKS	August 2011 to June 2012	5 and 9	Technology TEKS	All
Provide atleast 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers	Spin and Think	May, 2012	Snapshot Visits	CARA Data	August 2011 to June 2012	2, 3 and 5	CARA Data	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 2: Develop and implement proedures to enhance a positive school climate.

Campus Goal: The staff at Acton Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Acton Elementary.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend kindergarten roundup	Principal and Kindergarten Teachers	Enrollment Forms	August, 2011	Kindergarten Enrollment Invitation	Number of Students Enrolled	August, 2011	7	0	All
Host school visits for private school Pre-K students	Principal and Kindergarten Teachers	Time for facilities tour	May, 2012	Schedule of Tours	Number of Students Participating	May, 2012	7	0	All
Parents will be invited to a kindergarten parent meeting	Principal and Kindergarten Teachers	Kindergarten Teacher Presentations	August, 2011	Sign In Sheets	Number of Parents Attending	August, 2011	6 and 7	0	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2012	Conference Records	Number of Parents Attending	August, 2011 to May, 2012	6	0	All
Focus on positive home/school relations	Acton Elementary Staff	Acton Elementary Staff	June, 2012	Survey	Survey Results	August, 2011 to May, 2012	6	Parent and Student Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I
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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Acton Elementary.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will serve on the site based committee	Principal and Parents	Parents	May, 2012	Agenda for Meetings	Record of Attendance	August, 2011 to May, 2012	6	Attendance Records	All
Parents and community members will serve as student mentors	Principal and Mentor Coordinator	Parents and Community Members	May, 2012	Sign In Forms	Student Survey	August, 2011 to May, 2012	6	SS	All
Parents will participate in the volunteer program	Principal and Volunteer Coordinator	Parents	May, 2012	Sign In Forms	Faculty Survey	August, 2011 to May, 2012	6	FS and SS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2012	PTO Minutes	Surveys	August, 2011 to May, 2012	6	FS	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2012	Meeting Minutes	Surveys	August, 2011 to May, 2012	6	Faculty Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Acton Elementary.

Strategy: All staff members will help create a safe and orderly school climate.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	February, 2012	Survey Results	Analysis of Results	February, 2012	6	Parent Survey	All
Maintain an orderly and safe climate	Principal and Teachers	Personnel	May, 2012	Survey Results	Analysis of Results	May, 2012	2	FS	All
Implement Second Step Violance Prevention Program	Teachers and Counselor	Resource Kits	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and SS	All
Present lesson on bullying	Counselor	Lesson Plans	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and SS	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2011	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Acton Elementary.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Acton Elementary will reduce the number of discipline referrals by 80	Principal and Teachers	Discipline Referral Forms	May, 2012	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2011 to May, 2012	2	DR	All
Terrific Kids and Super Citizens	Principal, Teachers and Counselor	Reward Celebrarion	May, 2012	Schedule of Events	Number of Student Participants	August, 2011 to May, 2012	9	FS and SS	All
Kelso	Teachers and Counselor	Kelso Materials	May, 2012	Lesson Plans	Teacher Observation	August, 2011 to May, 2012	9	FS and SS	All
									183

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Acton Elementary will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for Acton Elementary will provide adequate resources to meet all instructional needs.

Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at Acton Elementary.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2011 2012 school year	Principal and Site Based Committee	Budget Allocation	March, 2011	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to May, 2012	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2011 to May, 2012	10	Skyward Reports	All
Involve Site Based Committee and Acton Elem. Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March, 2011 to June, 2012	Meeting Minutes	Adequate Resources for Instructional Program	August, 2011 to May, 2012	10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	July, 2011 to June, 2012	Skyward Reports	Balanced Budget	July, 2011 to June, 2012	10	Skyward Reports	All
The majority of the budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July, 2011 to June, 2012	Skyward Reports	Budget Expenditures	July, 2011 to June, 2012	10	Budget	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: Acton Elementary will only employ highly qualified teachers.

Objective: The site based committee will only interview highly qualified applicants.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Acton Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	March, 2012 to June, 2012	3, 4 and 5	Human Resources Documentation	All
Highly qualified applicants will be recruited	Director of Human Resources	Visit University Placement Offices	August, 2012	Schedule of Visits	Number of Highly Qualified Applicants	February, 2012 to June, 2012	3, 4 and 5	Human Resources Documentation	All
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June, 2012	Salary Schedule	Number of Resignations	August, 2011 to June, 2012	8	FS	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2012	Faculty Survey	STAAR	August, 2011 to June, 2012	2	FS	All
Summer Conference	Superintendent and Curriculum Director	District Budget	August, 2011	Sign In Forms	STAAR	August, 2011	2	FS	All

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District Goal 4: Recruit, develop and retain a well-qualified staff.

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Objective: The site based committee will only interview highly qualified teachers.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Principal and Assistant Principal	Meeting Agenda	May, 2012	Meeting Agendas	Curriculum Coordination	August, 11 to May, 2012	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Training Schedule	May, 2012	Meeting Agendas	PDAS	August, 11 to May, 2012	4	Star Chart	All
Monthly Safety Training	Principal	Power Point Presentations	May, 2012	Record Sheets	Safety Records	August, 11 to May, 2012	4	Ssfety Records	All
									186

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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2011-2012 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All Acton Elementary staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice stewardship and maintain the respect of others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Acton Elementary Employees	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Develop and Review servant leadership plan with staff members	Principal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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2011-2012 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Acton Elementary will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.

Strategy: Acton Elementary facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June, 2012	Completed Workorders	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June, 2012	Budget Process	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
Review facilities improvement plan each semester	Principal and Head Custodian	None	June, 2012	Request for Maintenance	Request for Maintenance Completed	August, 2011 to June, 2012	10	FS	All
									188

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

2011-2012 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that Acton Elementary meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Provide professional development for staff members so they will underwtand legal and regulatory requirements.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June, 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August, 2011 to June, 2012	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2011 to June, 2012	10	FS and SS	189 All
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2012	Meeting Agenda	Record of Reports to CPS	August, 2011 to June, 2012	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Acton Elementary students will be given opportunites to participate in extra-curricular activities.

Objective: 100 % of Acton Elementary students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students: Students will encouraged to participate in extra-curricular activities by staff members.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
All students will perform in a music program.	Music Teacher	Music Equipment and Supplies	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
All fourth and fifth grade students will participate in Physical Education Competition	PE Teachers	Physical Education Equipment	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will be given an opportunity to serve on Student Council	Student Council Sponsor	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will participate in a coin drive to benefit the Childrens Advocacy Center	Student Council Sponsor	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
All students will participate in atleast one fieldtrip during the school year.	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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GRANBURY ISD
Helping Students Reach New Heights

ACTON MIDDLE SCHOOL

2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups in academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on each TAKS Exam in all areas.

Strategy: Instruct all students in grade level Reading and Math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	PEIMS Clerk, Counselors, Principal, Teachers	Teaching Salaries	August 2012	7 Period Day Schedule	STAAR & Common Assessment Data	Annually		AEIS	ALL
Target College Readiness standards for all students	Principals, Counselors, Teachers	Guaranted & Viable Curriculum (Scopes)	August 2012	College Readiness Presentations to parents & Course Enrollments	STAAR Data/Course Enrollment data	Annually		AEIS	ALL
Academic Advising for all students	Principals, Counselors, Teachers	Campus Funds	May 2012	Grades, STAAR Scores, Enrollment Data	Increase College Readiness Standards	June 2012		AEIS	ALL
Scope & Sequence and Common Assessments focus teachers on TEKS	Curriculum Dept	Cscope & Webcat	August 2012	Scope & Sequence	Guaranted & Viable Curriculum	Annually		AEIS	ALL
Strive for and maintain viable library services.	Librarian	Library Budget	August 2012	Library Rating	Number of classes meeting in library	Annually		Book Circulation	ALL

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

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on each TAKS Exam in all areas.

Strategy: Instruct all students in grade level reading and math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
CARA Meetings - teachers monitor data from CA's to look for areas of weakness	Teachers	DMAC CScope	June 2012	CA Data & Reflection Forms	Teacher growth & collaberation	Every Six Weeks		AEIS	ALL
SIOP strategies used in classrooms, posting TEK and ELP objectives on board	Teachers, Admin	SIOP Manual; Academic Planning Time, ELPS Training	May 2012	Benchmarks; Walkthrough Data	Benchmarks; Walkthrough Data	Ongoing		AEIS	ALL
Academic interventions - small group tutoring, pull-out tutorials, before and after school tutoring	Teachers, Tutors	State Comp Ed Funds	May 2012	RTI Reports/Grades	RTI Reports/Grades	Ongoing		AEIS	ALL
Hispanic Heritage dinners - promote school and home connection with Hispanic families	Principal, ESL & Spanish Teachers	ESL Funding	May 2012	Hispanic family involvement	Hispanic family involvement	Monthly		AEIS	ESL
Capturing Kid's Hearts - promote relationship building between students and staff	Principal Teachers	District Grant Funded	May 2012	Student Survey; Discipline Report; Reality Check Survey	Student Survey; Discipline Report; Reality Check Survey	Annually		DR	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on each TAKS Exam in all areas.

Strategy: Instruct the students in grade level Reading and Math TEKS.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Academic Vocabulary - implemented each 6-weeks across the grade levels	Teachers	Scope & Sequesnce; TEKS; ELPS Training	August 2012	Various Teacher Strategies for Implementation	STAAR Data, CA Data, Student Grades	Every Six Weeks		AEIS, Report Cards	ALL
Study Island (computer program) - used to focus on individual objectives per student	Teachers	Funds for Software/Study Island	August 2012	Weekly Usage Report; Lesson Plans	Report Cards	Annually		AEIS, Report Cards	ALL
Brain-Pop (computer program) - used for TAKS-type questions in the classrsoom	Teachers	Funds for Software/Brain Pop	August 2012	Lesson Plans	Report Cards	Annually		AEIS, Report Cards	ALL
Professional Development for Teachers to teach effectively	Principal	Curriculum & Local funds	August 2012	Discipline Referral data & student academic scores	STAAR Data, Report Cards,	Annually		AEIS, Report Cards	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all acaddmic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Student time on task will be increased to maximize learning opportunities.

Strategy: Instruct all students in grade level materials in all core subject areas.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Maximize Instructional Days - even when early dismissal schedule	Principal, Teachers	Master Schedule	June 2012	Instructional Time	STAAR/CA Data	August 2012		AEIS, Report Cards	ALL
Science & History Review days (all 8th grade students involved) right before STAAR	Principal, Sci/Hist Teachers,	Lesson Materials	April 2012	Schedule of Student Rotations	STAAR Data	May 2012		AEIS	ALL
Thursday Night Live - Tutoring	TNL Tutors	State Comp Ed. Funds	Aug 2011-May 2012	Weekly TNL Sessions	Report Cards	Weekly TNL Numbers		Report Cards	ALL
Tutorials - Morning & Afternoon	Teacher	Tutorial Schedule	May 2012	Student Participation	Report Cards	Six Week Tutorial Numbers		Report Cards	ALL
Advisory Time 3 days a week for all students	Teacher	Master Schedule	May 2012	Student academic data and RTI Data	STAAR Data	Weekly RTI Monitoring		Skyward Grades	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Frequent monitoring of student progress - 90% of students will meet or exceed state minimum standards.

Strategy: Instruct all students in grade level material in all content areas.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Skyward Family Access - posting grades weekly for parent and student information	Teachers	Principal, Teachers, Skyward Application Support Coord	Weekly	CA's & Benchmarks	Parent Involvement	Annually		Report Cards	ALL
Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance	Teachers and Tutors	Benchmarks, Grades	Weekly	Tutorial Schedule	Student Participation in Tutorials	Each Six Weeks		Report Cards	ALL
Differentiated instruction in the classroom.	Teachers	Teacher Collaboration	Daily	Teacher Growth	Student Achievement	Six Weeks CARA Meetings		STAAR Data, CA Data	ALL
RTI TEAMS - Focus on students in need of intervention	Teachers	Istation Voyager	August 2012	RTI Students Referred/ Monitored	Report Cards, STAAR/CA Data	Annually		Report Cards, AEIS	ALL
Common Assessments & CARA Meetings	Principal & Teachers	CA Data	Each 6 Weeks	CA Data	STAAR Data	Six Weeks CARA Meetings		AEIS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise standards and student competency in all CTE programs.

Strategy: Instruct all students in grade levcel material in all content areas.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Project Lead the Way (Gateway to Technology) implementation	Principal, PLTW Teachers	PLTW Funding	2011/12	Teacher Training, Student Participation	Math/Science Growth	Annually		CTE Data	ALL
Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	Teachers	Powerpoint	June 2012	Notice of Parent Meeting	Parent Participation	Annually		Enrollment Numbers	ALL
Participate in Recruiting Events for GHS CTE Courses	Principal, PLTW Teachers	CTE Funding	July 2012	Student Enrollment Data	CTE Enrollment	Annually		Enrollment Numbers	ALL

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 2: Develop and implement proedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will create a safe and orderly environment.

Objective: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop and implement character education curriculum	Counselors, Principals, Teachers	Character Ed Materials	June 2012	Lesson Plans	Safe Environment	Six Weeks		DR	ALL
Behavior Objective posted campus-wide each six weeks	Principals	CKH's & Spencer Henry Books	June 2012	Agenda Page	Building of Respectful Relations	Six Weeks		DR	ALL
Discipline Committee-monthly assessment to formulate SOP	Asst Principals, Teachers, Discipline Committee	Discipline Reports, Spencer Henry Training	June 2012	AP's promoting unity with students and staff.	Discipline Referrals	Monthly		SH Manual	ALL
TEEN Leadership classes offered to all 7th grade students	Teachers, Admin	Teen Leadership Teachers	June 2012	Lesson Plans	Report Cards, Discipline Data	Six Weeks		CKH's	At Risk
Safety Procedure Training	Asst. Principal	Personnel, Training	Dec. 2011	Drills, Documentation	Successful Drills	Semester		Report to Facilities	ALL
Buliding Relationships Committee monitor Capturing Kid's Hearts campus philosophy	Building Relationships Committee, Teen Leadership	CKH's manual & training	June 2012	Meeting Minutes	Teacher Survey	Monthly		CKH's	ALL

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will create a safe and orderly environment.

Objective: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Crime Stoppers	Asst Principal	Crime Stoppers Activity Funds	June 2012	Crime reports being turned in	Discipline Report	Ongoing		Discipline Report	All
Counselor Lunches with Students	Counselors	Student CF Funds	June 2012	RTBI Meetings	Discipline Report	Ongoing		Discipline Report	All
Partnership for Progress and Success Dinner-Citizenship and Outstanding Students	ESL & Spanish Teachers	ESL Funding	June 2012	Hispanic family involvement	Hispanic family involvement/participation	Six Weeks		Parent Involvement	ESL
Perfect Attendance Awards	Asst Principals; Attendance Clerk	PTO Funds	Annually	Six Weeks Attendance Data	Six Weeks Attendance Data	Six Weeks		AEIS Data	All
Honor Roll Awards	PEIMS Clerk	PTO Funds	Annually	Student Grades	Student Grades improvement	Six Weeks		Report Cards	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will create a safe and orderly environment.

Objective: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Strategy: All staff members will help create a safe and orderly school climate.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
CKH-AMS Staff Trained	Teachers	Principal & BRC Training, CKH's Grant	June 2012	CKH's Registration	Student Survey; Discipline Report	Annually		DR	ALL
RTI Intervention-struggling students assigned to an intervention teacher/mentor	Counselors, Teachers	At Risk Funds	August 2012	RTI Teachers	Numbers of RTI Students	Annually		AEIS, Grades	ALL
Safety Powerpoints	Teachers, Principals, Facilities Director	Safety Trainings	June 2012	Safety Presentation form signed and returned.	Safe Schools	Annually		Worker's Comp Claims	ALL
Fire and Bad Weather Practice Drills	Asst Principals, Teachers	Evacuation Posters	June 2012	Emergency Training	AMS student knowledge of emergency plan	Annually		Annual Evaluation	ALL
Bus Evacuation Drills	Transportation Dept, Teachers	Buses	June 2012	Evacuation Plan	AMS student knowledge of plan	Annually		Annual Evaluation	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will develop and implement procedures to enhance a positive school climate.

Objective: The staff at AMS will maintain positive home/school relationships.

Strategy: All staff members will maintain open communication and develop relationships.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Pirate Camp and Open House	All Faculty	AMS Family & Facilities	August 2011	Sign In Sheets	Smooth transition, relationships	August 2011		FS	ALL
School Messenger-daily attendance calls & event information	Principal, Attendance Clerk	Daily Attendance, Weekly Grade Reports	Ongoing	School Messenger Reports	Communication, Positive Relations	Ongoing		Parent/Staff Survey	ALL
Parent/Teacher Conferences	Teachers	Office Staff, Teachers	Ongoing	Sign-In Reports Attendance	Positive Relations	Ongoing		Parent/Staff Survey	ALL
Parents will serve on CAC	Principal, Secretary	Personnel	June 2012	Sign In Sheets	Positive Relations	June 2012		Parent/Staff Survey	ALL 200
"Team Dadz" monthly on duty with students	PTO Volunteer Coord	Volunteers	June 2012	Sign In Sheets	Positive Relations	June 2012		PTO Survey	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will develop and implement procedures to enhance a positive school climate.

Objective: The staff at AMS will maintain positive home/school relationships.

Strategy: All staff members will maintain open communication and develop relationships.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
PTO	PTO Board	PTO Funds, volunteers	June 2012	Sign In Sheets	Positive Relations	June 2012		Volunteer participation	ALL
Boy's & Girl's Athletic Booster Clubs	Athletic Coordinator	Volunteers	June 2012	Sign In Sheets	Positive Relations	June 2012		Volunteer participation	ALL
AMS & Teacher Websites/Blogs	Teachers	Technology Department	Ongoing	Periodic Updates	Communication	June 2012		FS/Star Charts	ALL
FCA-Fellowship of Christian Anybodies	FCA Sponsors	Schedule staff volunteers	June 2012	Sign In Sheets	Student Relations	June 2012		SS	ALL
AP Spanish	Principal, Post-secondary Coor, Spanish Teacher	AP Training	June 2012	AP Spanish Test	Dual Credit	June 2012		AP Spanish Completion	ESL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Acton Middle School will develop and implement procedures to enhance a positive school climate.

Objective: The staff at AMS will maintain positive home/school relationships.

Strategy: All staff members will maintain open communication and develop relationships.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
AMS Theatre Arts department presents annual musical	Theatre Arts Teacher	Theatre Arts Budget	June 2012	Musical Performance	Musical Attendance	December 2012		Musical Attendance	ALL
Student Council	Student Council Sponsor	Leadership Camp, StuCo Activity Fund	June 2012	Monthly Meetings	Communication; Positive Relations	June 2012		SS	ALL
Team Building Breakfast-Monthly	Principal	Campus Funds/Food	June 2012	Meeting Minutes	Faculty well-informed; Communication; Positive Relations	June 2012		FS	ALL
Teacher of the Month	Principal, Secretary	CF Funds, Certificates	June 2012	Certificate & gift card presented to teacher	Positive Relations	Ongoing		FS	ALL
Signs throughout building with teacher's names and room numbers	Office Staff	Materials	June 2012	User Friendly Hallways	Communication	Ongoing		FS, SS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Campus Goal: The staff at Acton Middle School will develop and implement procedures to enhance a positive school climate.

Objective: The staff at AMS will maintain positive home/school relationships.

Strategy: All staff members will maintain open communication and develop relationships.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Pirate Journal mailed periodically	Faculty Sponsor	School Budget	June 2012	Mailed Home	Positive Communication	Six Weeks		Parent Survey	ALL
Emails and phone calls to parents	All AMS Staff	Technology	June 2012	Teacher Documentation	Positive Relations	Ongoing		Parent Survey	ALL
									203

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Acton Middle School will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for Acton Middle School will provide adequate resources to meet all instructional needs.

Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at Acton Middle School.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2012 - 2013 school year	Principal, Dept. Head's, and Site Based Committee	Budget Allocation	March 2012	Completed Budget	Adequate Resources for Instructional Program	August 2011 to May 2012		FS	ALL
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August 2011 to May 2012		Skyward Reports	ALL
Involve Site Based Committee and AMS Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March 2011 to June 2012	Meeting Minutes	Adequate Resources for Instructional Program	August 2011 to May 2012		Skyward Reports	ALL
Monitor all expenditures	Principal and Secretary	Budget Allocation	July 2011 to June 2012	Skyward Reports	Balanced Budget	July 2011 to June 2012		Skyward Reports	ALL 204
The majority of the budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July 2011 to June 2012	Skyward Reports	Budget Expenditures	July 2011 to June 2012		Budget	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: Acton Middle School will only employ highly qualified teachers.

Objective: The site based committee will only interview highly qualified applicants.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Acton Middle School will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May 2012	Applicants meet highly qualified criteria	Personnel Records	March 2011 to June 2012		Human Resources Documentation	ALL
Highly qualified applicants will be recruited	Director of Human Resources	Visit University Placement Offices	August 2011	Schedule of Visits	Number of Highly Qualified Applicants	February 2011 to June 2011		Human Resources Documentation	ALL
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June 2012	Salary Schedule	Number of Resignations	August 2011 to June 2012		FS	ALL
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June 2012	Faculty Survey	TAKS	August 2011 to June 2012		FS	ALL
Summer Conference	Superintendent and Curriculum Director	District Budget	August 2011	Sign In Forms	TAKS	August 2011		FS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Principal	Meeting Agenda	May 2012	Meeting Agendas	Curriculum Coordination	August 2011to May 2012		FS	ALL
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Training Schedule	May 2012	Meeting Agendas	PDAS	August 2011 to May 2012		Star Chart	ALL
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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2011-12 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All Acton Middle School staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice stewardship and maintain the respect of others.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Acton Middle School Employees	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012		SS/Parent Survey	ALL
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012		SS/Parent Survey	ALL
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012		SS/Parent Survey	ALL
Develop and Review servant leadership plan with staff members	Priincipal and Assistant Principal	Campus Improvement Plan	June 2012	Meeting Agenda	Parent and student survey	August 2011 to June 2012		SS/Parent Survey	ALL
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June 2012	Meeting Agenda	Parent and student survey	August 2011 to June 2012		SS/Parent Survey	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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School Wide Components Title I

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2011-12 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs at AMS.

Campus Goal: Acton Middle School will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.

Strategy: Acton Middle School facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June 2012	Completed Workorders	Completion of Requested Repairs	August 2011 to June 2012		FS	ALL
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June 2012	Budget Process	Completion of Requested Repairs	August 2011 to June 2012		FS	ALL
Review facilities improvement plan each semester	Principal and Head Custodian	None	June 2012	Request for Maintenance	Request for Maintenance Completed	August 2011 to June 2012		FS	ALL
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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2011-12 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that Acton Middle School meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August 2011 to June 2012		FS	ALL
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August 2011 to June 2012		FS	ALL
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August 2011 to June 2012		GISD Department Compliance Monitoring	ALL
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August 2011 to June 2012		FS and SS	ALL
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June 2012	Meeting Agenda	Record of Reports to CPS	August 2011 to June 2012		Reports	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Acton Middle School students will be given opportunites to participate in extra-curricular activities.

Objective: 100 % of Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students: Students will encouraged to participate in extra-curricular activities by staff members.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Theatre Arts students will perform in a musical program.	Theatre Arts Teacher	Theatre Equipment and Supplies	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012		SS	ALL
Theatre Arts students will perform in the UIL One Act Play competition.	Theatre Arts Teacher	Sponsor	May 2012	Quad County Schedule	Student Participation	May 2012		SS	ALL
Choir Students will perform in numerous concerts, as well as, competitions	Choir Teachers	Choir Budget	June 2012	Choir Schedule	Competition Results	Ongoing		SS, FS	ALL
Art students will be given the opportunity to enter their work in the Quad County Art Show	Art Teacher	Art Budget	May 2012	Art Schedule	Art Show Results	Ongoing		SS, FS	ALL
Band students will perform in numerous concerts, as well as, competitions	Band Teachers	Band Budget	June 2012	Band Schedule	Competition Results	Ongoing		SS, FS	ALL

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Students will be given the chance to perform in the annual Spring Talent Show	Theatre Arts and Choir Teachers	Participants	May 2012	Participation	Show Performance	Ongoing		SS, FS	ALL
Students will be given the opportunity to create the AMS Yearbook.	Yearbook Sponsor	Schedule; Student Funds	June 2012	Scheduled Deadlines	Communication; Possitive Relations	Ongoing		Yearbook Final Product	ALL
Students will record the daily announcements.	Yearbook Sponsor & Students	Camera & Computer	June 2012	Schedule	Improved Communication	Ongoing		SS, FS	ALL
Various Clubs & Organizations are available for students to participate in.	Club Sponsors	Meeting Locations	June 2012	Participation	Club Involvement	Ongoing		SS	ALL
A number of scholastic activities are available including, Science Fair, History Fair, Spelling Bee, Geography Bee, Academic & Fine Arts UIL Competitions, PLTW, GT Students participate in TPSP	Sponsors	AMS Budget	June 2012	Participation	Activity/Project Results	Ongoing		SS, FS, PS	ALL

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Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Student Recognition	Principals, PEIMS Secretary, Secretary, & Counselors	Student CF Funds	June 2012	End of Year Awards	Student Recognitions	End of Year Report		SS	ALL
Student Recognition: Perfect Attendance Awards, Honor Rolls Awards each Six Weeks	PEIMS Clerk, Attendance Clerk, PTO	PTO Funds	June 2012	Scheduled Award Days	Student Recognitions	Six Weeks		SS	ALL
Relay for Life Team	RFL Team	Students, Volunteers	May 2012	Scheduled Events	Student Activities	Ongoing		SS, FS	ALL
Teen Leadership Classes	TL Teachers	Classes, Teachers, Students	June 2012	Scheduled Classes	Student Involvement	Ongoing		SS, FS	ALL
Students are offered the opportunity to participate in organized sports through the atheltic department.	Coaches, Athletic Director	Athletic Budget	June 2012	Schedule, Participation	Student Involvement	Ongoing		SS, FS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Female students are given to chance to try out for cheerleader each year	Cheer Coach	Cheer Budget	April 2012	Schedule, Practice	Final Results	April 2012		Parent Feedback	ALL
Female students are given the opportunity to join the JV Drill Team (Stowaways).	Stowaways Coach	Stowaway Budget	June 2012	Schedule, Practice	Student Development	Ongoing		# of Participants	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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GRANBURY ISD
Helping Students Reach New Heights

Nettie Baccus Elementary School

2011-2012 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including all subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.

Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Teachers and staff convey the high expectations that all students are to obtain at least minimum mastery	Principal, AP, Teachers, Staff, Students, Parents	Avenues of Communication: Newsletters, websites, parent meetings	June, 2012	State Accountability Measures	Highest Level	August 2011 to June 2012	1,2,6	AEIS	All
Target college readiness standards across all grade levels	Principal, AP, Teachers, Specialists	Academic software, Tutoring, Mentoring Programs, Field Trips	June, 2012	State Accountability Measures	Increase in performance on college readiness standards	August 2011 to June 2012	2, 3 and 9	AEIS	All
Provide academic advising for 5th grade students to prepare for secondary CTE coursework choices	Principal, 5th Grade Teachers, CTE Director	Advising Materials, Field Trip to GHS, Bus Transportation	June, 2012	Completed field trip	Students enrolling in CTE coursework in middle schools and high schools	August 2011 to June 2019	2 and 10	AEIS	All
Students will learn how to read fluently with high levels of comprehension	Teachers and reading specialists	Reading series, Istation, novel sets, leveled readers, supplemental reading materials	June, 2012	Lesson Plans, Walk-throughs	STAAR, AYP and Istation	August 2011 to June 2012	2 and 3	AEIS	All
Use computers to enhance and individualize the reading program	Teachers and reading specialists	Istation, Rdg Websites, Brain Pop, Study Island, AR	June, 2012	Lesson Plans and computer data reports	STAAR, AYP and Istation	August 2011 to June 2012	2 and 9	AEIS	All
Provide supplemental small group, mentor and tutoring services for at-risk students in reading along with after school tutoring	Teachers and reading specialists	Reading series, Istation, novel sets, leveled readers, supplemental reading materials	June, 2012	Teacher documentation, data reports	STAAR, AYP and Istation	August 2011 to June 2012	2 and 3	AEIS	All

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.

Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide small group instruction in kindergarten literacy groups	Teachers and reading specialists	Literacy Books and leveled readers	May, 2012	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	August 2011 to June 2012	2 and 7	AEIS	All
Provide novels for third, fourth and fifth grade reading from approved district list	Teachers and Principal	Novel sets	May, 2012	Lesson Plans & Walkthroughs	STAAR Reading	August 2011 to June 2012	2, 3, and 9	AEIS	All
Provide identified GT students with differentiated instruction, project guidelines and field trips	Teachers and Principal	Time for projects, GT money for Field Trips	May, 2012	Lesson Plans and completed projects	STAAR, Teacher Observation and TEKS Checklist	August 2011 to June 2012	2, 3, and 9	AEIS	GT
Perform supplemental small group instruction and after-school tutoring at risk students in math	Teachers and math specialist	TEMI Interventions, Vmath, Bus Transportation	May, 2012	Lesson Plans and Tutoring Time Sheets	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 3	AEIS	All
Instruct math processes and skills using adopted math series and supplemental math programs	Teachers, math specialists, and Principal	Textbooks, Motivation Math, Investigations in Math, Kamico, Countdown to Math STAAR	May, 2012	Lesson Plans & Walkthroughs	STAAR and Benchmarks	August 2011 to June 2012	2, 3 and 9	AEIS	All

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District Goal 1: Develop and implement an effectifve plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.

Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials to enhance math learning	Teachers and Math Specialists	Investigations, Motivation Math, Calculators, Kamico, Target Math	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Use computer software and programs from the Internet to enhance math learning	Teachers and Instructional Specialists	Computer Lab and Classroom Computers Supplies	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Use manipulatives and learning centers to create and maintain students' natural curiosity	Teachers and Instructional Specialists	Local $150 Per Teacher	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and9	AEIS	All
Provide all students TEKS based writing instruction while providing opportunities for writing integration across all content areas	Teachers and specialists	ABYDOS materials, Empowering Writers materials, journals, writing materials	May, 2012	Lesson Plans & Walkthroughs	STAAR, Writing samples	August 2011 to June 2012	1,2, 3	AEIS	All
Students will complete a final draft writing each six weeks along with journal writing in all core subject areas	Teacher, Literacy Specialist and Principal	Writing Folders, Expository Writing Books, Narrative Writing Books, Gretchen Bernabei Books	May, 2012	Writing Portfolio for each student	STAAR, Common Assessments	August 2011 to June 2012	1,2, 3	AEIS	All
Provide small group writing intervention for struggling students	Teachers and Literacy Specialist	Writing Materials	May, 2012	Lesson Plans & Walkthroughs	STAAR, Common Assessments	August 2011 to June 2012	1, 3, 9	AEIS	AR

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.

Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide all students TEKS based science instruction	Teachers and Principals	FOSS Kits, Laboratory Experiments, Study Island, Brain Pop	May, 2012	Lesson Plans & Walkthroughs	STAAR, Benchmarks, and Common Assessments	August 2011 to June 2012	3, 5, and 10	AEIS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers and Instructional Specialist	Computer Lab and Four Computers Per Classroom	May, 2012	Lesson Plans	Technology TEKS	August 2011 to June 2012	5 and 9	Technology TEKS	All
Provide at least 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers and Instructional Specialist	Critical Thinking Strategies and training	May, 2012	Snapshot Visits	CARA Data	August 2011 to June 2012	2, 3 and 5	CARA Data	All
Students will be provided small group instruction to challenge students with higher level projects and assignments to help them achieve commended performance on assessments.	Teachers and specialists	Materials for all content areas	May, 2012	Lesson Plans & Walkthroughs	STAAR, Benchmarks, and Common Assessments	August 2011 to June 2012	1, 3	AEIS	All

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Student Time on Task will be increased to maximize learning opportunities.

Strategy: Provide a schedule that tives every core content an uninterrupted amount of time for instruction.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Master plan will be developed that provides uninterrupted amounts of time for instruction.	Principal	Master Schedule	August, 2011	Blocks of uninterrupted time for core classes.	Student Performance	August, 2011 to May, 2012	2, 3	AEIS	All
Tools of Engagement Training provided for teachers to maximize instructional time.	Principal	Tools of Engagement books for all teachers	June, 2012	Lesson Plans & Walkthroughs	Student Performance	August, 2011 to May, 2012	2, 3, 4	AEIS	All
Teach clearly defined procedures for classroom.	Teachers and staff	Teachers and staff	June, 2012	Lesson Plans & Walkthroughs	Students follow procedures	August, 2011 to May, 2012	2, 3, 10	FS, SS	All
Provide professional development to help teachers teach procedures effectively.	Principal, AP, Counselor	Jim Solsbery Training, Positive Behavior Support Materials	August, 2011	Lesson Plans & Walkthroughs	Clearly defined procedures are taught throughout Baccus	August, 2011 to May, 2012	2, 3, 10	FS, SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Frequent Monitoring of Student Progress - At least 90% of students will meet or exceed state minimum standards.

Strategy: Regularly assess all stduents to determine educational needs.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Common assessments will be administered regularly to analyze student mastery of TEKS covered	Principal, AP, Teachers, Specialists	Assessments	June, 2012	Assessment results	Student Performance Data	As set by Common Assessment Schedule	2, 3, 10	AEIS	All
Review common assessment data including sub-populations during Wednesday CARA meetings	Principal, AP, Teachers, Specialists	Data Banks, Scope & Sequence	June, 2012	Data results, charts, graphs, summaries	STAAR, AYP, Istation, TEMI results	Completed the Wednesday after assessments administered	2, 3, 10	AEIS	All
Adjust instruction to fit student needs	Teachers & Specialists	Teachers, Specialists, Intervention strategies, Scope & Sequence	June, 2012	Revised instruction to meet individual needs.	Better comprehension, more participation, better responses, more confidence.	Daily	3, 10	AEIS	All
Re-evaluate weak areas to verify that interventions were successful during Wednesday CARA meetings	Principal, AP, Teachers, Specialists	Data Banks, Scope & Sequence	June, 2012	Updated assessment results	Improvement in data	90% passing rate	2, 3, 10	AEIS	All
Grade appropriate incentives and rewards provided throughout the year	Principal, AP, Teachers, Parents	Community resources, PTO funds, Campus Funds, Child Nutrition Department	Each Six Weeks	Reward Ceremonies	Improved motivation, improved test scores.	90% participation	1, 2, 9	AEIS	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Maintain a Quality Technology Plan

Strategy: Focus on technology instruction for students.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a campus technology plan encompassing the needs of all students	Principal, Technology Committee, Director of	Technology Committee	Working document, revised semi-annually	A written plan	A clear focus on technology in the Baccus classrooms.	December / May	1, 8, 10	FS, SS	All
Equip all classrooms with: mounted LCD projector, document camera, interactive whiteboard, and student response system	Principal, Technology Committee, Director of Technology	District Technology Funds, Campus Funds	Work in progress throughout year.	Technologies available in classrooms.	A clear focus on technology in the Baccus classrooms.	June, 2012	1, 8, 10	FS, SS	All
Equip all classrooms with 4 computer stations for student use	Principal, Technology Committee, Director of Technology	District Technology Funds, Campus Funds	Work in progress throughout year.	Technologies available in classrooms.	A clear focus on technology in the Baccus classrooms.	June, 2012	1, 8, 10	FS, SS	All
Use computer software and programs from the Internet to enhance instruction	Teachers and Instructional Specialists	Computer Lab and Classroom Computers Supplies	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Focus on Response to Intervention process to support student success

Strategy: Refine the RtI process

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus RtI committee will meet regularly on students in need of intervention.	Principal, Counselor, Teachers, Parents, Students	RtI materials, data banks, teacher data, parent input	May, 2012	Meeting documents	Student performance data	August, 2011 to May, 2012	1, 2, 6, 9	AEIS, FS	All
RtI students received small group or individual instruction targeting areas of need	Teachers and specialists	Intervention materials: Voyager, Istation, TEMI, teacher materials, Intervention Central	May, 2012	Intervention documentation	Student performance data	August, 2011 to May, 2012	1, 2, 3, 8	AEIS, FS	All
After-school tutoring will be available for students in need of intervention	Principal, AP, Teachers, Parents, Students	Bus transportation, teacher time, snacks, intervention materials	May, 2012	Attendance sheets, bus transportation logs	Student performance data	August, 2011 to May, 2012	1, 2, 3, 9	AEIS, FS, SS	All
Provide staff development for differentiated instruction	Principal and Curriculum	Training materials and personnel	August, 2011	Training implementation	Student performance data	August, 2011 to May, 2012	1, 3, 10	AEIS, FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Baccus Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend PK and Kindergarten roundup	Principal, PK & Kindergarten Teachers	Enrollment Forms	August, 2011	Kindergarten Enrollment Documentation	Number of Students Enrolled	August, 2011	7	Parent Sign- In Sheet	All
Host school visits for school PK and Kindergarten students	Principal, PK & Kindergarten Teachers	Time for facilities tour	May, 2012	Schedule of Tours	Number of Students Participating	May, 2012	7	Parent Sign- In Sheet	All
Parents will be invited to a kindergarten parent meeting	Principal and Kindergarten Teachers	Kindergarten Teacher Presentations	September, 2011	Sign In Sheets	Number of Parents Attending	September, 2011	6 and 7	Parent Sign- In Sheet	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2012	Conference Records	Number of Parents Attending	August, 2011 to May, 2012	6	Parent Sign- In Sheet	All
Focus on positive home/school relations	Baccus Elementary Staff	Baccus Elementary Staff	June, 2012	Survey	Survey Results	August, 2011 to May, 2012	6	Parent and Student Survey	All
Positive Behavior Support Training / Implementation	Baccus Elementary Staff	Training Materials and Time for the training	June, 2012	Sign In Sheets and Behavior Referrals	Number of Behavior Referrals	August, 2011 to May, 2012	1, 2, 4	Behavior Referrrals and RtI Behavior Students	All
Mentoring Programs: Academic Coaching, BEAM, Brandon's Hope	Baccus Elementary Staff	Mentoring program materials	May, 2012	Academic coaching folders, BEAM data, Brandon's Hope attendance	STAAR, Behavior Referrals	August, 2011 to May, 2012	1,2,	TAKS, Behavior Referrals and RtI Behavior Data	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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School Wide Components Title I

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Nettie Baccus Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus will be a user friendly campus with effective communication	Baccus Elementary Staff	Baccus Elementary Staff	June, 2012	Baccus Staff, Websites, Newsletters, Parent Nights, School Messenger, Marquee, Skyward	Surveys	August, 2011 to May, 2012	1,2,6	SS, FS, PS	All
Parents and community members will serve on the site based committee	Principal and Parents	Parents	May, 2012	Sign In Sheets	Record of Attendance	August, 2011 to May, 2012	6	FS and PS	All
Parents and community members will serve as student mentors	Principal and Mentor Coordinator	Parents and Community Members	May, 2012	Sign In Sheets	Student Survey	August, 2011 to May, 2012	6	SS	All
Parents will be given the opportunity to participate in the volunteer program	Principal and Volunteer Coordinator	Parents	May, 2012	Sign In Forms	Faculty Survey	August, 2011 to May, 2012	6	FS and PS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2012	PTO Minutes & Sign-in Sheets	Surveys	August, 2011 to May, 2012	6	FS	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2012	Meeting Minutes and Sign-in Sheets	Surveys	August, 2011 to May, 2012	6	FS and PS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
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School Wide Components Title I

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Nettie Baccus Elementary School will create a positive school climate.

Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	March, 2012	Survey Results	Analysis of Results	March, 2011	6	Parent Survey	All
Safety Procedure Training & Implementation	Baccus Elementary Staff	Training Materials and Baccus Elementary Staff	June, 2012	Sign-in Sheets and Accident Records	Student Survey	August, 2011 to May, 2012	1	FS	All
Character Education Programs: Bucket Filling, Kelso's Choices	Teachers and Counselor	Resource Kits	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS, SS, DR	All
Olweus Bullying Program	Counselor	Lesson Plans	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS, SS, PS, DR	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2011	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and SS	All
Peaceful School Buses	Counselor and Peaceful School Bus Committee	Training Materials	May, 2012	Sign-in Sheets and Bus Referral Records	Bus Referral Records	August, 2011 to May, 2012	2	FS, SS, PS, DR	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Baccus Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus Elementary will reduce the number of discipline referrals by 50	Principal and Teachers	Discipline Referral Forms	May, 2012	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2011 to May, 2012	2	DR	All
Terrific Kids and Super Citizens	Principal, Teachers and Counselor	Reward Celebration	May, 2012	Schedule of Events	Number of Student Participants	August, 2011 to May, 2012	9	FS and SS	All
Capturing Kids' Hearts	Teachers and Counselor	Capturing Kids' Hearts Materials and notebook	May, 2012	Lesson Plans	Teacher Observation	August, 2011 to May, 2012	9	FS and SS	All
Eric Jensen - Tools of Engagement Training & Implementation	Principal and Staff	Tools of Engagement Books	May, 2012	Sign in sheets and participation in training	STAAR, Discipline Referrals	August, 2011 to May, 2012	2,9	FS and SS	All
Awards Programs held each six weeks and the end of the year, honor roll perfect attendance	Principal, AP, Counselor, and Baccus Staff	PEIMS and teacher reports	May, 2012	Sign in sheets and attendance	Increase in number of awards given out to students	August, 2011 to May, 2012	2,9	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Baccus Elementary will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for Baccus Elementary will provide adequate resources to meet all instructional needs.

Strategy: The Campus Leadership Team will help develop a budget that will meet the instructional needs at Baccus Elementary.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2012 - 2013 school year	Principal, AP, Campus Leadership Team	Budget Allocation	March, 2012	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to May 2012	8	FS	All
Maintain appropriate and efficient expenditures for 2011-2012 school year	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2011 to May 2012	8,10	Skyward Reports	All
Involve Campus Leadership Team and Baccus Elementary Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	June, 2012	Meeting Minutes	Adequate Resources for Instructional Program	August, 2011 to May 2012	8,10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Reports	Balanced Budget	July, 2011 to June, 2012	10	Skyward Reports	All
The budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	June, 2012	Skyward Reports	Budget Expenditures	July, 2011 to June, 2012	10	Skyward Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: Baccus Elementary will only employ highly qualified teachers and provide training to teachers.

Objective: The site-based team will interview highly qualified applicants and teachers will be provided professional development opportunities.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews and training will be planned.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	August, 2011 to June, 2012	3, 4 and 5	Human Resources Documentation	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2012	Faculty Survey	STAAR	August, 2011 to June, 2012	2	FS	All
Summer Conference Instructional Training	Superintendent and Curriculum Director	District Budget	August, 2011	Sign In Forms	STAAR	August, 2011	2	FS	All
Horizontal and vertical team meetings	Principal and Teachers	Meeting Agenda	May, 2012	Meeting Agendas	Curriculum Coordination	August, 2011 to May, 2012	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the	Technology Committee	Training Schedule	May, 2011	Meeting Agendas	PDAS	August, 2011 to May, 2012	4	Star Chart	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
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School Wide Components Title I

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District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All Baccus Elementary staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice stewardship and maintain the respect of others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Baccus Elementary Employees	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Practice good stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	PS and SS	August, 2011 to June, 2012	9	PS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
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District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.									
Campus Goal: Baccus Elementary will develop and implement an effective facilities improvement plan to address instructional needs.									
Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.									
Strategy: Baccus Elementary facilities will be reviewed to determine if adequate to effectively address students' instructional and safety needs.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal, AP, Head Custodian and Teachers	Maintenance Staff	June, 2012	Completed Work orders	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal, AP, Campus Leadership Team, Secretary	Campus Budget	June, 2012	Budget Process	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
Review facilities improvement plan each semester	Principal, AP, Head Custodian	District Facilities guidelines	June, 2012	Request for Maintenance	Request for Maintenance Completed	August, 2011 to June, 2012	10	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that Baccus Elementary meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June, 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August, 2011 to June, 2012	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2011 to June, 2012	10	FS and SS	All
Provide information to staff members to help them identify and report children who experience sexual abuse	Principal, Assisant Principal, Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2012	Meeting Agenda	Record of Reports to CPS	August, 2011 to June, 2012	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)
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District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Baccus Elementary students will be given opportunities to participate in extra-curricular activities.

Objective: 100 % of Baccus Elementary students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students: Students will encouraged to participate in extra-curricular activities by staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
All students will participate, produce and perform in grade level music programs.	Music Teacher	Music Equipment and Supplies	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
All students will participate in Physical Education Field Day	PE Teachers	Physical Education Equipment	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will be given an opportunity to serve on Student Council	Student Council Sponsor	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will be given the opportunity to participate in Turkey Trot and Baccus Carnival	Principal, AP, Teachers, PTO	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS	All
All students will participate in at least one fieldtrip during the school year	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS	All
All students will participate in the Fuel Up to Play 60 program to promote good nutrition and physical activity	Principal, AP, Teachers, PTO, Child Nutrition Director	Fuel Up to Play Materials	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS and FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ELL - English Language Learners, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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Nettie Baccus Elementary
Campus Improvement Plan

Campus Mission Statement:

Quality Implementation of the TEKS Every Day, in Every Classroom, for Every Student

Granbury Independent School District Mission Statement:

Building Successful Futures Through Academic Excellence and Character Development

Brawner Intermediate

2011-2012 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups, in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will reach and maintain 90% or higher in all STAAR areas.

Strategy: Instruct all students in grade level Reading and Math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Population
Continue to teach the reading series and supplemental reading series	Teachers and instructional specialists	Adopted reading series, local funds $1,500	June 2012	Benchmarks, Test Results, STAAR, ITBS and RPTE	AEIS, AYP, STAAR, DMAC, iStation results	August 2011 to June 2012	2 and 5	AEIS/AYP	All
Use computers to enhance and individualize the reading program	Teachers and intervention specialists	Rosetta Stone $300, Brain POP/ESL, Voyager Reading, Istation, Ticket to Read- $3,000 Local.	June 2012	Monitor Lesson Plans, Voyager reports, Ticket to Read reports, Istation reports	AEIS, AYP, STAAR, DMAC, iStation results	August 2011 to June 2012	2 and 9	AEIS/AYP	All
Increase the number of commended students on the Math TAKS test by 10%	Teachers and instructional specialists	Adopted Math Series, local funds $1,500 and Voyager Math $3,500, Istation Math (Pilot)	June 2012	STAAR, Benchmarks, Common Assessments, Istation-M reports	AEIS, AYP, STAAR, DMAC, iStation-M results	August 2011 to June 2012	2 and 3	AEIS/AYP	All
Provide supplemental 1-1, small group, mentor services for identified low performing students in reading	3-5 Teachers, academic coaches, outside mentors	Lower level reading materials, iStation, Voyager and Ticket to Read	June 2012	Lesson plans, iStation/Ticket to Read Reports, AR/Star, Academic coaching folders	AEIS, AYP, STAAR, DMAC, iStation, Academic coaching folders,	August 2011 to June 2012	2 and 3	AEIS/AYP, SS, FS	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups, in all academic areas.

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Objective: All student populations will reach/maintain 90% or higher in all STAAR areas.

Strategy: Instruct all students in grade level reading and math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Population
Provide supplemental 1-1, small group, mentor services for low performing students in math	Teachers, academic coaches, outside mentors	Lower level math materials (EnVision), iStation, Voyager and Ticket to Read	May 2012	Lesson plans, iStation-M, Voyager, Academic coaching folders	AEIS, AYP, STAAR, DMAC, iStation-M, Academic coaching folders,	August 2011 to June 2012	2 and 3	AEIS/AYP, SS, FS	All
Provide small group instruction in literacy groups	Teachers, intervention specialists	Literacy Books, Ticket to Read ($3,000), Istation, Voyager	May 2012	Lesson Plans, RtI documentation	Lesson Plans, classroom snapshot data, common assessments	August 2011 to June 2012	2, 3, and 9	Common Asmnts	All
Provide small group instruction in math groups	Teachers, intervention specialists	EnVision, supplemental math materials, Istation-Math, Voyager	May 2012	Lesson Plans, RtI documentation	Lesson Plans, classroom snapshot data, common assessments	August 2011 to June 2012	2, 3, and 9	Common Asmnts	All
Provide identified GT students with differentiated instruction and fieldtrips	Teachers and Principal	Fieldtrips $1,000 GT	May 2012	Lesson Plans	Teacher Observation and TEKS Checklist	August 2011 to June 2012	2, 3, and 9	AEIS	GT
Instruct writing processes and skills using campus wide "writing theme days"	Teachers	Special themed materials for student ($1,000 Local)	May 2012	Lesson Plans	STAAR, Benchmarks, common assessments	August 2011 to June 2012	2, 3 and 9	AEIS	All

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2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups, in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in all STAAR areas.

Strategy: Instruct the students in grade level Reading and Math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials:GEMS, Exemplars, Calculators, Kamico, Target Math and Measuring Up	Teachers and Intervention Specialists	Supplemental Math Materials $1,500 Local, ESL $1500	May 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS/AYP	All
Use computer software and programs from the Internet to enhance math instruction	Teachers and Intervention Specialists	Computer Lab and Classroom Computers Supplies $2,700 Local	May 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS/AYP	All
Use manipulatives and learning centers to create and maintain students' natural curiosity	Teachers and Intervention Specialists	Local $200 Per Teacher	May 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS	All
Provide response to intervention and 504 support by general education teachers	Teachers and Intervention Specialists	General Educ. Teachers and Intervention Specialists	May 2012	Lesson Plans	Voyager Reports and iStation Reports	August 2011 to June 2012	2, 3 and 9	AEIS, STAAR and Benchmarks	All
Provide small group reading assistance by reading intervention teacher	Reading Intervention Teacher	Reading Intervention Teacher	May 2012	Lesson Plans	iStation, STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS, STAAR and Benchmarks	All

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2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups, in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on STAAR in all subjects areas.

Strategy: Instruct all students in grade level materials in all subject areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide transitional early exit language instructional materials for ELL learners.	Teacher, Intervention Specialists and Principal	ELL Reading Materials $1,500	May 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 9	AEIS and Report Card Grades	ESL
Provide 3 - 5 students TEKS based science instruction	Teacher, Intervention Specialists and Principal	FOSS Kits, GEMS kits, BrainPOP	May 2012	Lesson Plans	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	3, 5, and 10	AEIS and Report Card Grades	All
Utilize strategies and materials appropriate for ELL students	Teacher, Intervention Specialists and Principal	Kagan Cooperative Learning	May 2012	Lesson Plans	TELPAS Reading	August 2011 to June 2012	2, 4 and 5	AEIS and Report Card Grades	ESL
Provide opportunities for individual reading practice.	Teacher, Intervention Specialists and Principal	Ticket to Read $3,000 Local	May 2012	Lesson Plans	iStation, Benchmarks, Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS/AYP and Report Card Grades	All
Maintain a writing portfolio that will be passed to the next grade level for each student (through 5th)	Teacher, Intervention Specialists and Principal	Writing Folders $250 Local	May 2012	Writing Portfolio for each student	STAAR, Common Assessments	August 2011 to June 2012	2, 3 and 5	AEIS and Report Card Grades	All

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

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2011-12 Campus Improvement Plan

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Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on STAAR scores in all subject areas.

Strategy: Instruct all students in grade level material in all content areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Teacher training in the use of Thinking Maps	Principal	Thinking Maps Materials	May 2012	Sign In Sheet and Lesson Plans	STAAR, classroom snapshot data, common assessments	August 2011 to June 2012	4	FS	All
ABYDOS Writing Training	Principal and Teachers	Training Materials and Attend Conferences	May 2012	Lesson Plans	STAAR Writing and Common Assessments	August 2011 to June 2012	4	AEIS and STAAR	All
Teacher training in the use of Brain Based Learning theories	Principal, Intervention Specialist	Brain Based Learning Materials	May 2012	Sign In Sheet and Lesson Plans	STAAR, classroom snapshot data, common assessments	August 2011 to June 2012	4	FS	All
Students will be given opportunities to use computers for research	Teachers and Intervention Specialist	Computer Lab and Four Computers Per Classroom	May 2012	Lesson Plans	Teacher Observation	August 2011 to June 2012	10	Technology TEKS	All
Students will demonstrate competency & integration of technology TEKS.	Teachers and Intervention Specialist	Computer Lab and Four Computers Per Classroom	May 2012	Lesson Plans	Technology TEKS	August 2011 to June 2012	5, 9 and 10	Technology TEKS	All
Provide at least 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers and Intervention Specialist	Critical thinking Flip Charts-Mentoring Minds (Local $500)	May 2012	Snapshot Visits	CARA Data	August 2011 to June 2012	2, 3 and 5	CARA Data	All

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2011-12 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Brawner Intermediate will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Brawner Intermediate.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will be invited to an individual grade level parent meeting	Principal and Grade Level Teachers	Teacher Presentations	August-September 2011	Sign In Sheets	Number of Parents Attending	September 2011	6	0	All
Schedule parent/teacher conferences	Teachers	Teachers	May 2012	Conference Records/RtI records	Number of Parents Attending	August 2011 to May 2012	6	0	All
Administration will be visible and available to students, teachers and parents	Principal, and Ass't Principal	Campus Administration	May 2012	Survey	Survey Results	August 2011 to May 2012	6,8,9,10	Parent and Teacher Survey	All
Focus on positive home/school relations	Brawner Staff	Brawner Staff	June 2012	Survey	Survey Results	August 2011 to May 2012	6	Parent and Student Survey	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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2010-11 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

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Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents and Community members will serve on the Campus Leadership Team	Principal	Parents/ Community Members	May 2012	Agenda for Meetings	Record of Attendance	August 2011 to May 2012	6	Attendance Records	All
Parents and community members will serve as student mentors	Principal and Mentor Coordinator	Parents/Community Members	May 2012	Sign In Forms	Student Survey	August 2011 to May 2012	6	SS	All
Parents will participate in the volunteer program	Principal and Volunteer Coordinator	Parents	May 2012	Sign In Forms	Faculty Survey	August 2011 to May 2012	6	FS and SS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May 2012	PTO Minutes	Surveys	August 2011 to May 2012	6	FS	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May 2012	Meeting Minutes	Surveys	August 2011 to May 2012	6	Faculty Survey and Parent Survey	All

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

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2011-12 Campus Improvement Plan

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	February 2012	Survey Results	Analysis of Results	February 2012	6	Parent Survey	All
Maintain an orderly and safe climate	Principal and Teachers	Brawner Staff	May 2012	Survey Results	Analysis of Results	May 2012	2	FS	All
Present lesson on bullying	Counselor	Lesson Plans	May 2012	Lesson Plans	FS and SS	August 2011 to May 2012	2	FS and SS	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October 2012	Lesson Plans	FS and SS	October/November 2011	2	FS and SS	All

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

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2010-11 Campus Improvement Plan

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Campus Goal: The staff at Brawner Intermediate will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Brawner Intermediate.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Brawner will reduce the number of discipline referrals by 30	Principal and Teachers	Discipline Referral Forms	May 2012	Discipline Referrals	Reduced Number of Discipline Referrals	August 2011 to May 2012	2	DR	All
Brawner Intermediate will use Capturing Kids Hearts strategies	Principal, teachers and staff	CKH Professional Development	May 2012	Walk Through Documentation, Discipline Referrals	Reduced Number of Discipline Referrals	August 2011 to May 2012	9	FS and SS	All
Terrific Kids and Super Citizens	Principal, Teachers and Counselor	Reward Celebration	May 2012	Schedule of Events	Number of Student Participants	August 2011 to May 2012	9	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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2011-12 Campus Improvement Plan

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Brawner Intermediate will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for Brawner Intermediate will provide adequate resources to meet all instructional needs.

Strategy: The Campus Leadership Team will help develop a budget that will meet the instructional needs of Brawner Intermediate.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2011 - 2012 school year	Principal and Campus Leadership Team	Budget Allocation	March 2012	Completed Budget	Adequate Resources for Instructional Program	August 2011 to May 2012	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August 2011 to May 2012	10	Skyward Reports	All
Involve Campus Leadership Team and Brawner Staff in applicable budget decisions	Principal, Campus Leadership Team, and Staff Members	Budget Allocation	March 2011 to June 2012	Meeting Minutes	Adequate Resources for Instructional Program	August 2011 to May 2012	10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	July 2011 to June 2012	Skyward Reports	Balanced Budget	July 2011 to June 2012	10	Skyward Reports	All
The budget will focus on instructional programs	Principal, Campus Leadership Team and Staff Members	Budget Allocation	July 2011 to June 2012	Skyward Reports	Budget Expenditures	July 2011 to June 2012	10	Skyward Reports	All

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

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2011-12 Campus Improvement Plan

District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: Brawner Intermediate will only employ highly qualified teachers.

Objective: The site based committee will only interview highly qualified applicants.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Brawner Intermediate will only interview highly qualified applicants.	Principal	School Recruiter	May 2012	Applicants meet highly qualified criteria	Personnel Records	March 2012 to June 2012	3, 4 and 5	Human Resources Documentation	All
Highly qualified applicants will be recruited	Director of Human Resources	Visit University Placement Offices	August 2011	Schedule of Visits	Number of Highly Qualified Applicants	February 2012 to June 2012	3, 4 and 5	Human Resources Documentation	All
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June 2012	Salary Schedule	Number of Resignations	August 2011 to June 2012	8	FS	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June 2012	Faculty Survey	STAAR	August 2011 to June 2012	2	FS	All
Summer Conference	Superintendent and Curriculum Director	District Budget	August 2011	Sign In Forms	STAAR	August 2011	2	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Objective: The site based committee will only interview highly qualified teachers.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Principal, Asst. Principal, Intervention Specialists	Meeting Agenda	May 2012	Meeting Agendas	Curriculum Coordination	August 2011 to May 2012	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Proficiencies Schedule	May 2012	List of proficiencies achieved by staff members	Proficiencies achieved, PDAS	August 2011 to May 2012	4	Star Chart	All
Monthly Safety Training	Assistant Principal, Crisis Management Team	Training Power Point Presentations	May 2012	Record Sheets	Safety Records	August 2011 to May 2012	4	Safety Records	All

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2011-12 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All Brawner Intermediate staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice stewardship and maintain the respect of others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Brawner Intermediate Employees	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012	9	Student Survey and Parent Survey	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012	9	Student Survey and Parent Survey	All
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June 2012	Observation	Parent and student survey	August 2011 to June 2012	9	Student Survey and Parent Survey	All
Develop a servant leadership plan with staff members	Principal and Assistant Principal	Campus Improvement Plan	June 2012	Meeting Agenda	Parent and student survey	August 2011 to June 2012	9	Student Survey and Parent Survey	All

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

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2011-12 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Brawner Intermediate will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.

Strategy: Brawner Intermediate facilities will be reviewed to determine if they are adequate to effectively address instruction.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June 2012	Completed Workorders	Completion of Requested Repairs	August 2011 to June 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June 2012	Budget Process	Completion of Requested Repairs	August 2011 to June 2012	10	FS	All
Review facilities improvement plan each semester	Principal and Head Custodian	None	June 2012	Request for Maintenance	Request for Maintenance Completed	August 2011 to June 2012	10	FS	All

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

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2011-12 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that Brawner Intermediate meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August 2011 to June 2012	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August 2011 to June 2012	10	FS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August 2011 to June 2012	10	GISD Department Compliance Monitoring	All
Review guidelines in Student/Parent Handbook with staff.	Principal and Assistant Principal	Student/Parent Handbook	June 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August 2011 to June 2012	10	FS and SS	All
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June 2012	Meeting Agenda	Record of Reports to CPS	August 2011 to June 2012	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

2011-12 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Brawner Intermediate students will be given opportunites to participate in extra-curricular activities.

Objective: 100 % of Brawner Intermediate students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students will be encouraged to participate in extra-curricular activities by staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	SS	All
All students will perform in a music program.	Music Teacher	Music Equipment and Supplies	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012	10	SS	All
All students will participate in Field Day.	PE Teachers	Physical Education Equipment	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012	10	SS	All
All students will be given an opportunity to serve on Student Council	Student Council Sponsor	None	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012	10	SS	All
All students will be provided the opportunity to participate in Free PTO activities.	PTO, Principal, Teachers and Parents	PTO Fundraisers	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012	6 and 10	SS	All
All students will participate in at least one fieldtrip during the school year.	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June 2012	Schedule of Events	Student Participation	August 2011 to June 2012	10	SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I
1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

CROSSLAND NINTH GRADE CAMPUS

CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

Crossland Ninth Grade Center in partnership with students, families, and community is committed to providing a uniquely focused freshman environment. Our goal is to produce responsible and prepared life-long learners who will make a seamless and successful transition to Granbury High School.

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Frequent monitoring of student progress - 90% of students will meet or exceed state minimum standards.

Strategy: Instruct all students in grade level material in all content areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Emphasize ELPS for low performing students	Teachers	Brain Pop ($1000)	June 2012	Lesson Plans	AEIS, Cas	Each 6 weeks	2	Report Cards	ALL
Extended Tutoring Tues/Thurs	Aps	Odyssey Ware	May 2012	Attendance #s	AEIS, Cas	Each Six Weeks	10	Report Cards	ALL
Credit Recovery Program	Teachers, IS		April 2012	Rosters	Transcript	January	2	TAKS Data, CA Data	ALL
High Intensity TAKS Tutoring	Teachers, IS	Time; $2000	April 2012	Rosters	TAKS resluts	January/March	2	Report Cards, AEIS	ALL 250
Data Folders	Teachers, Admin	Time, Data Folders from campus budget	May 2012	Data Folder Check	Passing Rates	Each six weeks	9	SS, Report Cards	ALL
Teacher/Department tutorial time	Teachers	Time	May, 2012	Tutorial Sign In Sheets	Passing Rates	Each six weeks	2	Report Cards	ALL
Common Assessments & CARA Process	Curriculum, RTI Specialist, Teachers	Tests, Meeting Time	May, 2012	CARA forms	Assessment Scores, EOC's	Each six weeks	2	EOC, Common Assessment, Grades	ALL
Departmental conference times	Teachers, Administrators	Master Schedule	May, 2012	Master Schedule	EOC Grades	Each six weeks	10	EOC, Common Assessment, Grades	ALL

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Frequent monitoring of student progress - 90% of students will meet or exceed state minimum standards.

Strategy: Instruct all students in grade level material in all content areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
RTI Specialist	Curriculum, Admin	Title II Funds	May, 2012	RTI Documentation	EOC, Discipline Data, Grades	Jan-12	10	EOC, Discipline Data, Grades	RTI
EOC Academic Intervention	Teachers, Administrators	?	Spring & Summer 2012	Student Attendance	EOC Scores	Jan-12	9	EOC Scores	ALL
Minimize ISS Placements	AP's, Teachers	Afterschool Detention Personnel	May, 2012	Discipline Data Comparison	Grades EOC Scores	Each six weeks	2	Grades, EOC scores	ALL
Pirate Time	Teachers, Administrators	Teachers	May, 2012	Master Schedule	Grades EOC Scores	Jan-12	9	Grades, EOC scores	ALL

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 2: Develop and implement proedures to enhance a positive school climate.									
Campus Goal: The staff at Crossland will create a safe and positive environment.									
Objective: 90% of survey respondents will report 'agree, strongly agree" that CNG has a positive school environment.									
Strategy: We will develop positive behavioral supports									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop and implement character education curriculum	Counselors, Principals, Teachers	Character Ed Materials	June 2012	School Calendar	Discipline Referrals; Survey	Six Weeks	10	Discipline Referral Data	ALL
3 day Leadership Academy	Principals, Aps	Time; HSA funds	August 2012	Plans	Survey data	1-May	7	SS,DR	At Risk
Develop parent contact log	Teachers	Time	May 2012	Logs	Survey results	Six Weeks	6	PS	ALL
Distribute all information in Spanish	Administrators	Time, Translation tool, Curriculum Translators	May 2012	Materials in Spanish	Parent Survey	Six Weeks	6	PS	ESL
Parent Involvement Policy	Principal	Time	Sept. 2011	Distribution Plan	Parent Survey	None	6	PS	ALL
Notify parents of Title I status - Compact (parent meeting)	Principal	Time	Sept. 2011	Meeting	Parent Survey	None	6	PS	ALL
Implement Capturing Kids Hearts Strategies	Counselors, Principals, Teachers	Capturing Kids Hearts Materials	June 2012	Walk throughs	Discipline Referrals; Survey	Six Weeks	9	SS	ALL
Mentor Program	RTI Specialist	Teachers	May 2012	Teacher sign-up	SS	Jan-12	2	SS	ALL
Pregnancy Related Seminars (PRS)	Nurse, Counselor	Time	May 2012	Documentation	Students remain in school	Jan. - 12	10	Individual Student needs	ALL
Teachers will maintain assignment links on the internet	Teachers, Administrators/Supervisors	Time; Technology Department	June 2012	Websites	Teacher Resource Tool	Six Weeks	6	PS	ALL
Credit Recovery Program for students	Counselors, PEIMS Clerk	Odyssey Ware	March 2012	Rolls	Credits earned	1-Mar	2	Report Cards	All

District Goal 2: Develop and implement proedures to enhance a positive school climate.

Campus Goal: The staff at Crossland will create a safe and positive environment.

Objective: 90% of survey respondents will report 'agree, strongly agree" that CNG has a positive school environment.

Strategy: We will develop positive behavioral supports

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be shown how to utilize access to Skyward	Teachers	Time	August 2011	Calendar; usage reports	Grades	Each six weeks	1	SS	All
Go over Parent/Student Compact with students	Administrators	Time	September, 2011	Agenda	SS	Sep-10	10	SS	All
Guidance Program	Counselor	Presentations	May 2012	Student Participation	SS	Jan-12	2	Student Survey	ALL

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

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6.

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Acton Middle School will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for CNG will provide adequate resources to meet all instructional needs.

Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at CNG.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2012 2013 school year	Principal and Site Based Committee	Budget Allocation	March, 2011	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to May, 2012	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2011 to May, 2012	10	Skyward Reports	All
Involve Site Based Committee in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March, 2011 to June, 2012	Meeting Minutes	Adequate Resources for Instructional Program	August, 2011 to May, 2012	10	Skyward Reports	All
The majority of the budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July, 2011 to June, 2012	Skyward Reports	Budget Expenditures	July, 2011 to June, 2012	10	Budget	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: CNG will only employ highly qualified teachers.

Objective: 100% of CNG staff will be highly qualified and receive appropriate staff development

Strategy: CNG will recruit and support highly qualified staff

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
CNG will only hire highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	March, 2010 to June, 2011	5	HR Report	All
Provide common planning time for horizontal collaboration	Principal; counselors; IS	Time	August, 2011	Master Schedule	CA's	February, 2010 to June, 2010	4	TS	All
Provide for new technology in classrooms	Principal; technology cmte	Tech dept; budget	June, 2012	Budget expenditures	StAR Chart	June, 2011	4	TS	All
Provide effective instructional leadership	Principal and Assistant Principal	SIOP Materials; Differentiation Materials; CSCOPE; Ruby Payne Work	June, 2012	Agendas from meetings	Surveys; TAKS	August, 2010 to June, 2011	4	TS	All
Provide technology training	Princ; tech dept; IS, teachers	Time, teachers	June, 2012	Agenda sign in sheets	StAR Chart	Each 6 weeks	4	TS	All
Staff Meeting Twice/Monthly	Principal, teachers, all staff	Time	June, 2012	Calendar with dates, sign in sheets	FS	January, 2012	2	TS	ALL

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice servant leadership and maintain the respect of others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Implement consistent discipline procedures	Principal, Assistant Principal and Teachers	None	June, 2012	Observation	Survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All
Review servant leadership/user friendly plan with staff	Principal, Assistant Principal and Teachers	None	August, 2011	Agenda	Parent and student survey	August, 2010 to June, 2011	10	Student Survey and Parent Survey	All
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent and student survey	August, 2010 to June, 2011	10	Student Survey and Parent Survey	All
Implement SESGA : Stop what you are doing, Engage with the individual, Smile, Greet the person with "How may I help you?", Act on the need	Principal	Time	May, 2012	Observation	Parent and student survey	August, 2010 to June, 2011	10	Parent and student survey	All 256
Develop a Social Contract with staff	Principal, All Staff	Time	August, 2011	Meeting Agenda, Social Contract	Teacher Survey	August, 2010 to June, 2011	8	Teacher survey	All
Utilize Capturing Kids Hearts strategies	all staff	Time	June, 2012	Meeting Agenda	Discipline reports, observations, surveys	August, 2010 to June, 2011	1	Surveys	All
Community Outreach by students through Student Leadership	Student Leadership Sponsors, students	Time	June, 2012	Project approvals, travel authorizations	Observations	August, 2010 to June, 2011	10	Surveys	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: CNG will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: CNG staff will utilize existing facilities in the most efficient way to support instructional needs.

Strategy: Facilities will be reviewed to determine how to effectively meet the needs of students and staff.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Maintenance requests will be turned in on a timely basis	Principal and Head Custodian; staff	Eduphoria	June, 2012	Completed Workorders	Completion of Requested Repairs	August, 2010 to June, 2011	10	o	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June, 2012	Budget Process	Completion of Requested Repairs	August, 2010 to June, 2011	10	o	All
Conduct short term and long term facility needs assessment	Principal and Head Custodian; Staff	Time	April, 2012	Agenda	Completed Needs Assessment	April, 2011	10	TS	All
									257

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that CNG meets all legal and regulatory requirements.

Objective: 100% of staff members will comply with legal and regulatory requirements

Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	TS	All
Communicate policy and procedures to staff members.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	4	TS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June, 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August, 2011 to June, 2012	10	TS	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2011 to June, 2012	10	FS and SS	All
Compact/Title I									

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2011-12 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: CNG students will be given opportunites to participate in co-curricular and extra-curricular activities.

Objective: Student participation will grow between the September benchmark and May evaluation of involvement.

Strategy: Students: Students will be encouraged to participate in co- curricular and extra-curricular activities by staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Conduct student surveys regarding involvement in extra and co-curricular activites	Counselors	Time; survey	May 2012	Survey results	Survey results	Ongoing	9	SS	ALL
Student Leadership Organization	Counselors; Admin; Student Lead sponsors	Time; staff	May 2012	Agendas, rosters	Student Participation	Ongoing	9	SS	ALL
Communicate procedure for initiating a club to students and staff	Principal	Time	Sept, 2011	Website; Announcements	Student Participation	Ongoing	9	SS, FS	ALL
Make daily announcements regarding student activities & performances	Prin; AP's	Time	June 2012	Daily Announcements	Student Participation	Ongoing	9	SS, FS	ALL
Book Talk Bistro	Librarian, students	Time	June 2012	Number of participants	Number of participants	Ongoing	9	SS	ALL 259
Poetry Café	Librarian, students	Time	June 2012	Number of participants	Number of participants	Ongoing	9	SS	ALL
FCA - encourage club participation	FCA sponsors; students	Time	June 2012	Number of participants	Number of participants	Ongoing	9	SS	ALL
Recycling Program	Click, Sauceda	Time	June 2012	Number of participants	Number of participants	Ongoing	9	SS	ALL

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Emma Roberson Elementary

2011-12 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups in academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.

Strategy: Instruct all students in grade level Reading and Math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Continue to teach the reading series and supplemental reading series	Teachers and instructional specialists	Adopted reading series, local funds $800	June, 12	Benchmark, Test Results, TELPAS	AEIS, TELPAS and iStation	August 2010 to June 2011	2 and 5	AEIS	All
Students in K-2 will recognize the appropriate sight words from the reading series	Teachers and instructional specialists	Rdg. Series, iStation, Local - $3,000	June, 12	Daily, weekly evaluation until mastery	AEIS and iStation	August 2010 to June 2011	2 and 5	AEIS	All
Use computers to enhance and individualize the reading program	Teachers and instructional specialists	Voyager Reading, AR & STAR, iStation $5,800 Local	June, 12	Monitor Lesson Plans	AEIS, Voyager, AR and iStation EOY Reports	August 2010 to June 2011	2 and 9	AEIS	All
Provide supplemental 1-1, small group, mentor and tutoring services for identified low performing students	K-5 Teachers and Tutors	Low level readiing materials, $2.000, iStation, DRA Kits $500	Jun-12	iStation Reports, AR and Star	AEIS and iStation	August 2010 to June 2011	2 and 3	AEIS	All

260

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.

Strategy: Instruct all students in grade level reading and math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Perform supplemental 1-1 small group mentor and tutoring services for low performing students who are at risk in math	Teachers, instructional specialists, tutors, Math Specialist	Voyager $3,500, math materials - local $1,000, State Comp Ed $ 4,000, Title I Teacher's Salary	May, 2012	Lesson Plans and Tutoring Time Sheets	Benchmarks and Common Assessments	August 2010 to June 2011	2 and 3	AEIS	All
Provide small group instruction in kindergarten literacy groups	Teachers, instructional specialists and tutors	Literacy Books	May, 2012	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	August 2010 to June 2011	2 and 7	Common Assessments	All
Provide identified GT students with differentiated instruction	Teachers and Principal	GT Supplies $1,000	May, 2012	Lesson Plans	Teacher Observation and TEKS Checklist	August 2010 to June 2011	2, 3, and 9	AEIS	GT 261
Instruct math processes and skills using adopted math series	Teachers and Special Education Teachers	Textbooks Local, State Comp Ed $500	May, 2012	Lesson Plans	Benchmarks	August 2010 to June 2011	2, 3 and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.

Strategy: Instruct the students in grade level Reading and Math TEKS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials to enhance learning	Teachers and Instructional Specialists, Math Specialist	Supplemental Math Materials $1,500 Local	May, 2012	Lesson Plans	Benchmarks and Common Assessments	August 2010 to June 2011	2, 3, and 9	AEIS	All
Use computer software and programs from the Internet to enhance math instruction	Teachers and Instructional Specialists	Computer Lab and Class Computers Supplies $2,700 Local	May, 2012	Lesson Plans	Benchmarks and Common Assessments	August 2010 to June 2011	2, 3, and 9	AEIS	All
Use manipulative and learning centers to create and maintain students' natural curiosity	Teachers and Instructional Specialists	Local $250 Per Teacher	May, 2012	Lesson Plans	Benchmarks and Common Assessments	August 2010 to June 2011	2, 3 and9	AEIS	All
Provide response to intervention and 504 support by general education teachers	Teachers and Instructional Specialists	General Educ. Teachers and Instructional Specialists	May, 2012	Lesson Plans	Voyager Reports and iStation Reports	August 2010 to June 2011	2, 3 and9	AEIS, and Benchmarks	All
Provide small group reading assistance by reading intervention teacher	Reading Intervention Teacher	Reading Intervention Teacher; Title I Teacher's Salary	May, 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3 and9	AEIS and Benchmarks	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.

Strategy: Instruct all students in grade level materials in all subject areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide dual language instructional materials for ELL learners.	Teacher, Instructional Specialist and Principal	ELL Reading Materials $1,885	May, 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 9	AEIS and Report Card Grades	ESL
Provide K - 2 students TEKS based science instruction	Teacher, Instructional Specialist and Principal	FOSS Kits and Science Lab supplies Local $1,000	May, 2012	Lesson Plans	Benchmarks and Common Assessments	August 2011 to June 2012	3, 5, and 10	AEIS and Report Card Grades	All
Utilize strategies and materials appropriate for ELL students	Teacher, Instructional Specialist and Principal	Kagan Cooperative Learning	May, 2012	Lesson Plans	TELPAS Reading	August 2011 to June 2012	2, 4 and 5	AEIS and Report Card Grades	ESL
Provide opportunities for individual reading practice.	Teacher, Instructional Specialist and Principal	Library Books $3,000 Local	May, 2012	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS and Report Card Grades	263 All
Maintain a writing portfolio that will be passed to the next grade level for each student	Teacher, Instructional Specialist and Principal	Folder Supplies $200 Local	May, 2012	Writing Portfolio for each student	Common Assessments	August 2011 to June 2012	2, 3 and 5	AEIS and Report Card Grades	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will maintain 90% or higher on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.

Strategy: Instruct all students in grade levcel material in all content areas.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Additional iStation Training beyond basics for Teachers	Principal, Instructional Specialist	Local Curriculum Director	August, 2012	Sign In Sheet and Lesson Plans	iStation Results	August 2012 to June 2012	4	FS	All
ABIDOS Writing Training	Principal and Teachers	Training Materials and Attend Conferences	May, 2012	Lesson Plans	Common Assessments	August 2011 to June 2012	4	AEIS	All
Student opportunities to use computers and iTouch technology for research and skills practice.	Teachers, Instructional and Math Specialist	Computer Lab, Five Mini-laptops & 3 iTouch Per Classroom -PTO	May, 2012	Lesson Plans	Teacher Observation	August 2011 to June 2012	10	Technology TEKS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers, Instructional and Math Specialist	Computer Lab and 4-5 Computers Per Classroom	May, 2012	Lesson Plans	Technology TEKS	August 2011 to June 2012	5 and 9	Technology TEKS	All
Provide at least 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers, Instructional and Math Specialist	Hands on manipulative supplies	May, 2012	Snapshot Visits	CARA Data	August 2011 to June 2012	2, 3 and 5	RtI Data	All

School Wide Components Title I

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District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at Emma Roberson Elementary will create a positive school climate.

Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend kindergarten roundup	Principal and Kindergarten Teachers	Enrollment Forms	May 2012 & August, 2012	Kindergarten Enrollment Documentation	Number of Students Enrolled	August, 2012	7	O	All
Host school visits for private school Pre-K students	Principal and Kindergarten Teachers	Time for facilities tour	May, 2012	Schedule of Tours	Number of Students Participating	May, 2012	7	0	All
Parents will be invited to meet the teacher before school begins	Principal and Teachers	Teacher Presentations	August 18,2011	Sign In Sheets	Number of Parents Attending	August, 2011	6 and 7	0	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2012	Conference Records	Number of Parents Attending	August, 2011 to May, 2012	6	0	All
Administration will be visible and available to students, teachers and parents	Principal, and A Principal,	Campus Administration	May, 2012	Survey	Survey Results	August, 2011 to June, 2012	6,8,9,10	Parent and Teacher Survey	All
Focus on positive home/school relations	Emma Roberson Elementary Staff	Emma Roberson Elementary Staff	June, 2012	Survey	Survey Results	August, 2011 to May, 2012	6	Parent and Student Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will serve on the site based committee	Principal and Parents	Parents	May, 2012	Agenda for Meetings	Record of Attendance	August, 2011 to May, 2012	6	Attendance Records	All
Parents and community members will serve as student mentors	Principal and Counselor	Parents and Community Members	May, 2012	Sign In Forms	Student Survey	August, 2011 to May, 2012	6	SS	All
Parents will participate in the volunteer program	Principal and Teachers	Parents	May, 2012	Sign In Forms	Faculty Survey	August, 2011 to May, 2012	6	FS and SS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2012	PTO Minutes	Surveys	August, 2011 to May, 2012	6	FS	All
Parents will have access to a parent center for academic assistance.	Principal, Teachers and Parents	Academic Supplies including technology Title I Parenting Funding	May, 2012	Parent Center Sign In Forms	Parent Survey	January 2012 to May 2012	6	Parent Survey	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2012	Meeting Minutes	Surveys	August, 2011 to May, 2012	6	Faculty Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.

Strategy:

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	February, 2012	Survey Results	Analysis of Results	February, 2012	6	Parent Survey	All
Maintain an orderly and safe climate	Principal and Teachers	Personnel	May, 2012	Survey Results	Analysis of Results	May, 2012	2	FS	All
Implement Character Program	Counselor	Resource Kits	May, 2012	Counselor Plans Lesson Plans	FS and SS	September, 2011 to May, 2012	2	FS and SS	All
Present lessons on bullying	Counselor	Lesson Plans	May, 2012	Counselor Plans Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and Ss	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2011	Lesson Plans	FS and SS	October, 2011 to May, 2012	2	FS and SS	All

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.

Strategy: All staff members will demonstrate a positive attitude when dealing with others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Emma Roberson Elementary will reduce the number of discipline referrals by 20	Principal and Teachers	Discipline Referral Forms	May, 2012	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2011 to May, 2012	2	DR	All
Terrific Kids	Principal, Teachers and Counselor	Reward Celebration	May, 2012	Schedule of Events	Number of Student Participants	August, 2011 to May, 2012	9	FS and SS	All
Kelso	Teachers and Counselor	Kelso Materials	May, 2012	Lesson Plans	Teacher Observation	August, 2011 to May, 2012	9	FS and SS	All
Emma Roberson Elementary will use Capturing Kids Hearts strategies	Principal, teachers and staff	CKH Professional Development	May, 2012	Walk Through Documentation, Discipline Referrals	Reduced Number of Discipline Referrals	August, 2011 to May, 2012	9	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: The fiscal plan for Emma Roberson Elementary will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for Emma Roberson Elementary will provide adequate resources to meet all instructional needs.

Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at Emma Roberson Elementary.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2011 - 2012 school year	Principal and Site Based Committee	Budget Allocation	March, 2012	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to May 2012	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2011 to May 2012	10	Skyward Reports	All
Involve Site Based Committee and Emma Roberson Elementary Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March, 2011 to June, 2012	Meeting Minutes	Adequate Resources for Instructional Program	August, 2011 to May 2012	10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	July, 2011 to June, 2012	Skyward Reports	Balanced Budget	July, 2011 to June, 2012	10	Skyward Reports	269 All
The budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July, 2011 to June, 2012	Skyward Reports	Budget Expenditures	July, 2011 to June, 2012	10	Skyward Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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District Goal 4: Recruit, develop and retain a well-qualified staff.

Campus Goal: Emma Roberson Elementary will only employ highly qualified teachers.

Objective: The site based committee will only interview highly qualified applicants.

Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Emma Roberson Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	March, 2011 to June, 2012	3, 4 and 5	Human Resources Documentation	All
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June, 2012	Salary Schedule	Number of Resignations	August, 2011 to June, 2012	8	FS	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2012	Faculty Survey	iStation, Benchmarks, Common Assessments	August, 2011 to June, 2012	2	FS	All
Summer Conference	Superintendent and Curriculum Director	District Budget	August, 2011	Sign In Forms	iStation, Benchmarks, Common Assessments	August, 2011	2	FS	All 270

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

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Objective: The site based committee will only interview highly qualified teachers.

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Instructional Specialists	Meeting Agenda	May, 2012	Meeting Agendas	Curriculum Coordination	August, 2011 to May, 2012	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Training Schedule	May, 2012	Meeting Agendas	PDAS	August, 2011 to May, 2012	4	Star Chart	All
Yearly Safety Training	Assistant Principal	Training Power Point Presentations	August, 2011	Record Sheets	Safety Records	August, 2011	4	Safety Records	All
									271

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

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2010-11 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: All Emma Roberson Elementary staff members will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All employees will practice stewardship and maintain the respect of others.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All EES Employees	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June, 2012	Observation	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Develop and Review servant leadership plan with staff members	Priincipal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All
Review campus improvement plan each six weeks	Principal,Assistant Principal and Site Base Committee	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent and student survey	August, 2011 to June, 2012	9	Student Survey and Parent Survey	All

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

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2011-12 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Emma Roberson Elementary will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.

Strategy: Emma Roberson Elementary facilities will be reviewed to determine if they are adequate to effectively address

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June, 2012	Completed Workorders	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June, 2012	Budget Process	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
Review facilities improvement plan each semester	Principal and Head Custodian	None	June, 2012	Request for Maintenance	Request for Maintenance Completed	August, 2011 to June, 2012	10	FS	All
									273

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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2011-12 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Establish procedures to ensure that Emma Roberson Elementary meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Implement regulations from TEA and other State Agencies with a focus on truancy	Principal and Assistant Principal and Counselor	TEA Regulations and other State Regulations Sharp Attend Prog $1,500	June, 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations and a decrease in truancy	August, 2011 to June, 2012	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2011 to June, 2012	10	FS and SS	274 All
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2012	Meeting Agenda	Record of Reports to CPS	August, 2011 to June, 2012	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Emma Roberson Elementary students will be given opportunites to participate in extra-curricular activities.

Objective: 100 % of Emma Roberson Elementary students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students will be encouraged to participate in extra-curricular activities by staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
K-2 students will perform in a music program.	Music Teacher	Music Equipment and Supplies	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
All students will be provided the opportunity to participate in Free PTO activities.	PTO, Principal, Teachers and Parents	PTO Fundraisers	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6 and 10	SS	All
All students will participate in at least one fieldtrip during the school year.	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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GRANBURY HIGH SCHOOL

Schoolwide
Campus Improvement Plan
2011-2012

Jeremy Ross, Principal

Granbury Independent School District

District Motto

Helping Students Reach New Heights

GISD Mission Statement

Building Successful Futures through Academic Excellence
and Character Development

Granbury High School Mission Statement

The mission of Granbury High School is to provide a safe and caring environment where a highly qualified and dedicated staff prepares students for the future through pursuit of excellence in all areas of campus life.

Granbury High School Motto for 2011-2012

Every Student, Every Day

GRANBURY HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN
2011-2012

NEEDS ASSESSMENT

Our Campus Leadership Team determined the needs of our campus with input from faculty and staff as well as students, parents, community members, and business owners. Based on the needs determined by the Academic Excellence Indicator System from the Texas Education Agency, The Adequately Yearly Progress Report from the Federal No Child Left Behind Legislation, data reports concerning Special Education, our test results (TAKS/TAKS-Acc/TAKS-M /TELPAS), survey of staff members, the PBMAS results, and data disaggregation, the Campus Leadership Team established the following needs to be addressed for the 2011-2012 school year:

1. Based on data, there is a need to address curriculum to maintain and improve students' scores on the standardized tests in all subjects, grade levels, and subgroups.
   - 1a. Specific improvement is needed in the Hispanic demographic.
   - 1b. Continued improvement is needed in the content areas of math and science.

2. There is a continued need to serve special population students with needs such as dyslexia, ELL, special education, migrant, G/T, Homebound Services (PRS), McKinney-Vento (homeless),and career/technical students (CTE) through after school programs, grant opportunities, targeted personnel, and special time frames during the school day.
   - 2a. There is a need to develop a Response to Intervention Team to support students who are struggling with behavior and academically.
   - 2b. There is a need to provide support for these students.

3. There is a need to continue building pride, ownership, and a sense of trust among campus stakeholders of Granbury High School (students, staff, administration, parents, and community) through transparent communication on all levels and opportunities to provide input and ideas for improvement.

4. There is a need to maintain effective discipline management techniques.
   - 4a. There is a need to closely monitor disciplinary activities for students with disabilities.

5. There is a need to provide quality professional development for staff to support our campus goals.

Granbury High School Campus Goals

- ***GHS will be "Exemplary" as measured by state and federal accountability standards by adhering to rigorous academic standards in the classroom, and maintaining highly qualified teachers. Our goal is to exceed 90% pass rates in all tested areas and all sub-populations.***

- ***GHS will foster a sense of school pride and student ownership by encouraging and increasing participation in various aspects of student life—clubs, organizations, extracurricular activities, and co-curricular activities.***

- ***GHS will increase positive publicity with parent involvement and community relationships through civic projects, Career and Technical Education programming, and other community service opportunities.***

- ***GHS will recognize that we are not the only provider of a secondary education in this area. We will work towards the district's goal of being "user friendly" with common sense solutions and providing the best educational opportunities.***

- ***GHS will continue to improve services to at-risk students from their early identification to their receipt of a high school diploma.***

Granbury Independent School District Goals

Goal One:
Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Goal Two:
Develop and implement procedures to enhance a positive school climate.

Goal Three:
Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Goal Four:
Recruit, develop and retain a well qualified staff.

Goal Five:
Develop and implement an effective plan to ensure that all district departments follow the principles of servant leadership.

Goal Six:
Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Goal Seven:
Provide leadership and oversight to ensure the district meets all legal and regulatory requirements.

Goal Eight:
Increase student participation in extracurricular academic, athletic and service groups.

A. English/Language Arts

Targets	*Activities/Objectives*	*Resources*	*Staff Responsible for Implementation*	*Interim Monitoring Timelines*
State Assessment Performance	***The department will devise TAKS Strategies Plan to improve student performance.*** TAKS Classes (where needed) Individual Student Conferences (after benchmark) After School Tutoring (12th-Oct/10-11 in Feb. March Short Answer Response Preparation (Oct/Nov) Reinforce Reading/Writing Obj through research TAKS-formatted Bell-ringers (Daily) Formal Benchmark in January (1st week)	Teacher Sections Materials for TAKS classes Cost: Materials/Compensation for after-school tutorials	ELA Teachers Jana Reid Roger Arbabi Jeremy Ross Counselors	Six Weeks CA results Benchmark Results (January) Preparation Complete for test in March
Test Performance Class Performance	***The ELA department will use data to make informed decisions about student instruction.*** Diagnose need for TAKS class based on prior results (counselors and teachers). Review the recommended scope and sequence when compared to test results.	DMAC Software Skyward Software Time in CARA meetings	Jana Reid/ELA teachers Jeremy Ross Roger Arbabi Jennifer Ryan Heather Dollins	Each Six Weeks
Completion Rate (in terms of TAKS Performance)	***The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.*** Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring in October (and March if needed)	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Roger Arbabi Jana Reid ELA Teachers Parents	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Special Populations Performance and Intervention	***Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.*** Academic Consultant and Interventionist will be available as a working resource for instructional strategies.	ELL Training Academic Consultant Interventionist Support Facilitators	Jeremy Ross Roger Arbabi ELA Teachers Jennifer Ryan Allison Bruce Dina Carlton	CARA meetings Teacher conferences Walk-Thru Observation Data
College-Ready Instruction Student Success AP/DC Participation and Results	***Our Advanced Academic classes will model the belief that effort creates ability.*** (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans Department Meetings	ELA teachers Roger Arbabi Jennifer Ryan Jeremy Ross	LPs-weekly Student Success (pass rate)

B. Mathematics

Targets	*Activities/Objectives*	*Resources*	*Staff Responsible for Implementation*	*Interim Monitoring Timelines*
State and Local Assessment Performance	***The Math department will devise a TAKS Strategies Plan to improve student performance.*** TAKS Classes (where needed) Extended Day Tutoring (both a.m. and p.m.) CAs and Benchmark tests Daily TAKS Warm Ups (bell-ringer activities)	Teacher Sections Materials for TAKS classes Cost: Compensation for after school tutoring time	Angela Ecton Becky Strain Math teachers Jeremy Ross Counselors	TAKS class creation Tutorial schedule and activity planning Benchmark and CA dates
Test Performance Class Performance	***The Math department will use data to make informed decisions about student instruction.*** Revise, spiraling in deficient objectives as needed Teachers will use the assessment view point to write TAKS formatted questions.	DMAC Software Training with Curriculum Department Cost: Professional Development/Time	Jeremy Ross Angie Ecton Becky Strain Math Teachers Jennifer Ryan	CARA meetings following CAs Six Weeks Grade info
Completion Rate (in terms of TAKS Performance)	***The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.*** Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Marci Davis Math Teachers Parents	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Special Population Performance and Intervention	***Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.*** Academic Consultant and Interventionist will be available as a working resource for instructional strategies.	2011 Summer conf training with Melissa Castillo Mid-year Review Teacher Conf with Academic Consultant Student Assistance with Interventionist and SFs	Jeremy Ross Angie Ecton Math Teachers Jennifer Ryan Allison Bruce Dina Carlton Support Facilitators	Special Pops Pass Rate Special Pops Perf on CAs and Benchmarks (and TAKS)
College-Ready Instruction Student Success AP/DC Participation and Results	***Our Advanced Academic classes will model the belief that effort creates ability.*** (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans	Jeremy Ross Angie Ecton Math Teachers Becky Strain Jennifer Ryan	LPs-weekly Regular meetings with Academic Coordinator/Dept Student Success

C. Science

Targets	*Activities/Objectives*	*Resources*	*Staff Responsible for Implementation*	*Interim Monitoring Timelines*
State Assessment Performance	***The Science department will devise a TAKS Strategies Plan to improve student performance.*** TAKS Classes (where needed) Extended Day Tutoring Targeted Instruction Daily TAKS Warm Ups ELL Training for Science Students	Teacher Sections Materials for TAKS classes Curriculum Department Expertise Cost: Compensation for after school tutoring time	Dale Hunt Darlene Windham Heather Dollins Jennifer Ryan Science Teachers Jeremy Ross	CA Results Benchmark Results CARA Meetings
Test Performance Class Performance	***The Science department will use data to make informed decisions about student instruction.*** Adhere to and revise recommended scope and sequences Revise, spiraling in deficient objectives as needed Use the assessment view point to write TAKS formatted questions.	DMAC Software Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time	Jeremy Ross Dale Hunt Darlene Windham Jennifer Ryan Science Teachers	CARA Meetings after the grading period
Completion Rate (in terms of TAKS performance)	***The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.*** Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Dale Hunt Cindy Jackson Debbie Singer Parents Counselors	Class Schedules October Re-Test Parent Communication
Special Population Performance and Intervention	***Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.*** SIOP and Academic Vocabulary Activities Academic Consultant and Interventionist will be available as a working resource for instructional strategies.	Campus ELL Training CARA group meetings Time for cultivation of strategies Use of Consultant and Interventionist Support Facilitators	Jeremy Ross Dale Hunt Darlene Windham Science Teachers Jennifer Ryan Allison Bruce Dina Carlton	Training Completion Walk-Through Eval Data Conferences with Academic Consult.
College-Ready Instruction Student Success AP/DC Participation and Results	***Our Advanced Academic classes will model the belief that effort creates ability.*** (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans Instructional Strategies Consultation	Jeremy Ross Dale Hunt Jennifer Ryan Darlene Windham Science Teachers	Regular Department Meetings AP/DC Enrollment Student Success

D. Social Studies

Targets	*Activities/Objectives*	*Resources*	*Staff Responsible for Implementation*	*Interim Monitoring Timelines*
State Assessment Performance	***The Social Studies department will devise a TAKS Strategies Plan to improve student performance.*** Department-Wide TAKS Preparation Calendar Extended Day Tutoring (Wednesdays in the spring) Saturday TAKS Boot Camp TAKS item practice in Chapter/Unit tests TAKS Lessons/Objectives leading up to test week Blitz week before the state assessment	Teacher Sections Materials for TAKS classes and snacks/food TIME! Cost: Compensation for after school tutoring time	SS Teachers Nancy Peterson Becky Strain Connie Barnett Jeremy Ross	Benchmark Dates Meeting times January is key
Test Performance Class Performance	***The Social Studies department will use data to make informed decisions about student instruction.*** Teachers and Counselors assist in diagnosis of students in need of assistance in Social Studies Revise, spiraling in deficient objectives as needed Use the assessment view point to write TAKS formatted questions.	Kilgo Training Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time	Soc. St Teachers Counselors Nancy Peterson Becky Strain Connie Barnett	CARA Meetings after CAs to discuss revision and spiraling Post-benchmark department review
Completion Rate (in terms of TAKS Performance)	***The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.*** Social Studies Department will utilize teacher mentors Student/parent Conferencing Extended Day Tutoring (if needed)	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Soc. St. Teachers Nancy Peterson Parents Counselors Jeremy Ross Connie Barnett	Bi-Weekly Dept Meetings (lunch) October Re-Test Parent Communication documentation
Special Population Performance and Intervention	***Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.*** Academic Consultant and Interventionist will be available as a working resource for instructional strategies. SIOP and Academic Language Objective Development	Summer 2011 ELL Training Lesson Plan Training Academic Consultant Interventionist Support Facilitation	Jeremy Ross Jennifer Ryan Allison Bruce Dina Carlton Soc St Teachers Connie Barnett	Meetings with Interventionist Teacher consults with Acad. Cons. Student Success (pass rate) Walk-Thru Evals
College-Ready Instruction Student Success AP/DC Participation and Results	***Our Advanced Academic classes will model the belief that effort creates ability.*** (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Lesson Plans Use of Interventionist Use of Support Facilitation	Soc. St. Teachers Connie Barnett Jennifer Ryan Jeremy Ross Becky Strain	LPs-weekly AP/DC Participation Numbers Student Success

E. Monitoring and Intervention for Special Populations

Targets	*Activities/Objectives*	*Resources*	*Staff Responsible for Implementation*	*Interim Monitoring Timelines*
Professional Development	Lesson Plan Training ELL Training	Grant Funds Waiver Days	Melissa Castillo Olga Martinez-Hickman Administrators	LP Training Summer 2011 ELL Training Summer 2011
Intervention for ELL and Hispanic	Position: Academic Consultant Position: Interventionist	Title Funds	Curriculum Assistant Superintendent Human Resources	Summer 2011
Monitoring for Critical Students	Continuation of the monitoring process as implemented in 2009 for regular watch of students at risk of non-completion. (SIP)	Data Gathering Time Meeting Time	Counselors Teachers Assistant Principals Principal Interventionist	List generated by Counseling Dept every six weeks.
Professional Development	Differentiation Training and Development (Appraisers, Principal, and Academic Consultant will meet individually to set instructional goals for teachers in need of assistance.)	Time	Curriculum Academic Consultant Assistant Principals Principal	On-going

District Goal 1: Develop and implement an effective plan to improve student performance including subgroups in academic areas

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students

Objective: Raise GMS accountability rating to highest level on the New Accountability Measures

Strategy: Provide appropriate instruction with student progress monitored regularly

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Implement a Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	PEIMS Clerk, Counselors, Principal, Teachers	Teaching Salaries	August 2012	7 Period Day Schedule	STAAR & Common Assessment Data	Annually	5	AEIS	ALL
Common Planning time for core teachers for curriculum alignment and development	Principal	Guaranteed & Viable Curriculum (Scopes)	August 2012	Academic Planning Calendar	STAAR Data/CA Data/PDAS Data	Annually	2,3	AEIS	ALL
Scope & Sequence and Common Assessments focus teachers on TEKS	Curriculum Dept	Cscope & Webcat	August 2012	Scope & Sequence	Guaranted & Viable Curriculum	Annually	2,3	AEIS	ALL
CARA Meetings-teachers monitor data from CA's to look for areas of weakness	Teachers, Prinicpals, Curriclum Coordinators	DMAC	June 2012	CA Data & Reflection Forms	Teacher growth and collaboration	Every Six Weeks	2,8,9	AEIS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide ELL support in core subjects	ESL Teacher, Principal, Academic Prinicpal	Rosetta Stone, Brain Pop (spanish version-Title 1 Funds), SIOP	May 2012	Intervention schedules and documentation, LPAC's	Student grades and performance on STAAR	Each 6 Weeks	9, 10	AEIS	ESL
SIOP strategies used in classrooms, posting TEKS and ELPS objectives on board	Teachers, Admin	SIOP Manual, Common Planning Time, ELPS Training	May 2012	Benchmarks, Walkthrough Data	Benchmarks, Walkthrough Data	Ongoing	2,3,9	AEIS	ALL
Provide Linguistically Accommodated Instruction by Integrating ELPS	Teachers	ELPS Manual	May 2012	Lesson Plan Documentation	Student grades and performance on STAAR	Each 6 Weeks	2, 3, 9	AEIS	ALL
Tier 1 Academic interventions - small group tutoring, pull-out tutorials, before and after school tutoring	Teachers, Math and Reading Specialists	Title 1 Funding EduSmart-Science Aegom-Math and Science	May 2012	RTI Reports/Grades, Tutoring Schedules, Student Attendance	RTI Reports/Grades STAAR	Ongoing	2,3,9	Progress Montitoring	ALL
Tier 2 and 3 Academic Interventions	Math and Reading Specialists	Title 1 Salary, I-Station, HelpMath	May 2012	RTI Reports/Grades, Intervention Schedules	RTI Reports/Grades STAAR	Ongoing	2,3,9	AEIS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 1:Develop and Implement an effective plan to improve student performance including subgroups in academic areas

Campus Goal 1: Develop and implement an effective plan to improve the academic performance of all students

Objective: Raise GMS accountability rating to highest level on the New Accountability Measures

Strategy: Provide appropriate instruction, with student progress monitored regularly

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Utilize iStation as universal reading screener and progresss monitoring	Reading Specialist, Department Head, ELA Teachers	iStation	May 2012	Completion of screening, Progress monitoring data	Progress Monitoring Results	Determined by District	2,3,9	O-Universal Screener Progress Monitoring	All
Utilize MSTAR as universal math screener and progress monitoring	Math Specialist, Department Head, Math Teachers	MSTAR	May 2012	Student profiles on computer program	Progress Monitoring Results	Determined by District	2,3,9	O - Universal screener Progress Monitoring	All
6 Wks Common Assessments in all Core Subjects	Teachers	Assessments provided by curriculum dept, answer documents, scoring program	May 2012	Tests given each 6 weeks	CARA meetings	Each 6 wks	2,3	AEIS	All
Professional Development on Reading Strategies	Principal, Librarian, Reading Specialist	Teachers	May 2012	Faculty Meeting Agendas	Teacher Survey	August 2011 - May 2012	1, 4	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Integerate C-Scope Science, Math & Social Studies Curriculum	Science and Math Teachers	C-Scope	May 2012	Lesson Plans	STAAR scores	Each 6 wks	2,3	AEIS	All
Use Fast Forword and Ticket to Read computer programs with struggling readers	Reading Specialist, ELA Teachers	Ticket to Read Fast Forward Title 1 Funding	May 2012	Lesson Plans	Student grades, STAAR scores, Program reports	Each 6 wks	2,3,9	AEIS	ESL, SP,
Use Brain Pop as a Science, Math and Social Studies supplement	Science Teachers	Brain Pop ESL Funding	May 2012	Lesson Plans	Student grades, STAAR scores	Each 6 wks	2,3,9	AEIS	All
After School Mandatory Tutoring-ZAP (Zeroes Aren't Permitted)	Teachers	Title I funds	May 2012	Tutoring Rosters	Student grades, Failure Reports STAAR scores	Each 6 wks	2,3,9	AEIS, O-Student Grades	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 2: Develop and Implement procedures to enhance a positive school climate

Campus Goal 2: The staff at GMS will create a safe and positve environment.

Objective: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at GMS.

Strategy: GMS staff will develop a safe and positive environment with positive behavior supports, open communication, and good relationships with all stakeholders.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Implement 2 standard operating procedures campus-wide (handshakes and zero-noise level handclap)	Assistant Principals, Teachers	Teachers	May 2012	Teacher participation, Walkthroughs	Parent, Student, and Campus Survey	August 2011 - January 2012	2	SS, FS	All
Implement Social Contracts from CKHs in all classrooms	Teachers	Social Contract Outline	May 2012	Visible in classrooms	Parent, Student, and Campus Survey, Office referrals, RTBI	August 2011 - May2012	2	SS, FS	All
Have 6wk Performance/Student Work Exhibits (projects, concerts, etc).	Teachers	Teachers, Student work, Student performers	May 2012	Scheduled on GMS calendar	Parent, Student, and Campus Surveys	August 2011 - May 2012	6	SS, FS	All290
Implement a GMS Ambassador Club that is responsible for PR at GMS	Teacher Sponsors and Student Ambassadors	Participating Teachers and Students	May 2012	GMS Ambassador Meeting Notes	Parent, Student, and Campus Surveys	August 2011 - May 2012	2	SS, FS	All
Provide social skill building for students serving detention	Academic Behavior Coach	Social Skill Curriculum and materials	May 2012	Social Skills Calendar	Increase or Drop of office referrals for specified misbehavior	Each 6 wks	2,9	SS, FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide behavior consultant model for teachers struggling with classroom mgt	Principal, Assistant Principals, Academic Behavior Coach	Teachers, administrators Title 1 Funding	May 2012	Behavior Coach will document assistance provided	Reduction in office referrals, parent and student survey results	August 2011 - May 2012	1,2,4	SS, FS	All
Mentor Program for at-risk students	Academic Behavior Coach, Administrators, Counselors, Teachers	Teachers, community members	May 2012	Students meet with assigned mentor	Student check sheets, student surveys, parent surveys	August 2011 - May 2012	2,9	SS, FS, O - Office Referrals, Failure lists	All
Continue to develop and implement interventions for behavior	Principal, Assistant Principals, Academic Behavior Coach	Title I Salary	May 2012	RTBI Meetings	Progress monitoring	Measured individually and timelines set by RTBI committee	2,9	SS, FS, O - Office Referrals, Failure lists	All
Implement Bully Prevention Program	Principal, Assistant Principals, Academic Behavior Coach, Counselors	Student Training Materials	May 2012	Student reports of bullying	Fewer office referrals for bullying	August 2011 - May 2012	2	SS, FS	All
Provide Sexual Abuse Awareness for Staff and Students	Counselors Principals	CPS, Mission Granbury	December 2012	Completion of both trainings	Appropriate CPS reporting and student reporting	August 2011 - May 2012	2,9	SS, FS	All

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Crime Stoppers	Asst Principal, DARE Officer	Crime Stoppers Activity Funds	June 2012	Crime reports being turned in	Discipline Report	Ongoing	9	Discipline Report	All
Counselor Lunches each Six Weeks	Counselors	Student CF Funds	June 2012	Counselor Lunch Schedules	Positive Contributions, Grades, Teacher Reports	Six Weeks	7	SS, O- Teacher/ Parent Input	All
Capturing Kids' Hearts- promote relationship building between students and staff	Principal, Assistant Principals, Counselors, Teachers	District Grant Funding	June 2012	Student Survey, Discipline Report	Student Survey, Discipline Report	Annually	2,4	DR	ALL
Perfect Attendance Awards	Asst Principals, Attendance Clerk, Counselors	Campus Incentives	Annually	Six Weeks Attendance Data	Six Weeks Attendance Data	Six Weeks	2	AEIS Data	All
Proud Pirates Program	PEIMS Clerk, Attendance Clerk, Principal, Assistant Principals, PTO	PTO Funds	Annually	Student Grades	Student Grades improvement	Six Weeks	2	Report Cards	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Pirate Camp and Family Picnic Night (Open House)	All Faculty	GMS Family & Facilities Student CF Funds	2011-2012	Sign In Sheets	Smooth transition, relationships	August 2011	6,7	FS	ALL
School Messenger-daily attendance calls & grade/event information (English and Spanish)	Principal, Attendance Clerk, Counselors	Daily Attendance,Teacher input	Ongoing	School Messenger Reports	Communication, Positive Relations	Ongoing	6	Parent/Staff Survey	ALL
Parent/Teacher Conferences	Teachers	Office Staff, Teachers	Ongoing	Sign-In Reports Attendance	Positive Relations	Ongoing	6	Parent/Staff Survey	ALL
Parents will serve on CAC	Principal, Secretary	Personnel	June 2012	Sign-In Sheets	Positive Relations	June 2012	6	Parent/Staff Survey	ALL
Hispanic Heritage Night Veteran's Night	Principal, Counselors, ESL & Spanish Teachers	Student CF Funding Title 1 Funding	May 2012	Hispanic family involvement, GMS family involvement	Hispanic family involvement, GMS family involvement	Annually	6	AEIS	ESL ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
PTO support of GMS students	PTO Board	PTO Funds, volunteers	June 2012	Sign In Sheets	Positive Relations	June 2012	6	Volunteer participation	ALL
Boy's & Girl's Athletic Booster Clubs	Boys and Girls Athletic Coordinators	Volunteers	June 2012	Sign In Sheets	Positive Relations	June 2012	6	Volunteer participation	ALL
GMS & Teacher Websites/Blogs	Teachers	Technology Department	Ongoing	Periodic Updates	Communication	June 2012	6	FS/Star Charts	ALL
GMS Clubs	Club Sponsors	Schedule staff volunteers	June 2012	Sign In Sheets	Student Relations	June 2012	6	SS	ALL
AP Spanish	Principal, Assistant Principal, Spanish Teacher	AP Training GT Funds	June 2012	AP Spanish Test	Dual Credit	June 2012	3,10	AP Spanish Completion	ESL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: The staff at GMS will create a safe and positive environment

Objective: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at GMS.

Strategy: GMS staff will develop a safe and positive environment with positive behavior supports, open communication, and good relationships with all stakeholders.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Breakfast with the Principals	Principal, Assistant Principals	School Budget	June 2012	Sign-In Sheets	Positive Communication	Six Weeks	6	Parent Survey	ALL
Emails and phone calls to parents	All GMS Staff	Technology	June 2012	Teacher Documentation Parent Communication Log	Positive Relations	Ongoing	6	Parent Survey	ALL
Safety Powerpoints	Teachers, Principals, Facilities Director	Safety Trainings	June 2012	Safety Presentation form signed and returned.	Safe Schools	Annually	4	Worker's Comp Claims	ALL
Fire and Bad Weather Practice Drills	Asst Principals, Teachers	Evacuation Posters	June 2012	Emergency Training	GMS student knowledge of emergency plan	Annually	2,4	Annual Evaluation	ALL
Bus Evacuation Drills	Transportation Dept, Teachers	Buses	June 2012	Evacuation Plan	GMS student knowledge of plan	Annually	2,4	Annual Evaluation	ALL
Student Lunches (Beginning of year, bday, Fun Friday)	Counselors, Principals, Teachers	Staff	June 2012	Sign In Sheets	Postive Relationships with students	June 2012	7,9	Student Survey	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance

Campus Goal 3: The fiscal plan for GMS will focus on instruction and a viable fund balance will be maintained.

Objective: The budget for GMS will provide adequate resources to meet all instructional needs.

Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at GMS.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2012-13 school year	Principal, SBC	Budget Allocation	March 2012	Completed Budget	Adequate Resources for Instructional Program	August 2011 - May 2012	1,8,10	FS, AEIS	All
Maintain appropriate and efficient expenditures	Principal, Secretary	Budget Allocation	June 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August 2011 - May 2012	10	SS, FS, AEIS	All
Involve Site Based Committee and staff in budget decisions	Principal, SBC	Budget Allocation	March 2011 to June 2012	Meeting Minutes	Adequate Resources for Instructional Program	August 2011 - May 2012	8,10	SS	All
Monitor all expenditures	Principal, Secretary	Budget Allocation	July 211 to June 2012	Skyward Budget Reports	Balanced Budget	July 2011 - June 2012	10	O -Skyward Reports	All
The majority of the budget will focus on instructional programs	Principal, Secretary, SBC	Budget Allocation	July 2011 to June 2012	Skyward Budget Reports	Budget Expenditures	July 2011 - June 2012	10	AEIS, FS, SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 4: Recruit, develop and retain a well-qualified staff

Campus Goal 4: GMS will only employ highly qualified teachers.

Objective: 100% of GMS staff will be highly qualified and receive appropriate staff development.

Strategy: Interview and provide professional development for qualified staff.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
GMS will only inteview highly qualified applicants	Principal, HR Dept	School Recruiter Program	As needed	100% qualified staff	Student grades, TAKS	March 2011 to June 2012	3	O -HR Documentation	All
Provide Appropriate Professional Development for staff	Principal, Curriculum Department	Presenter, Travel, Title I Travel $	August 2010 - July 2011	Signiin and certificates of completion of training	Student grades, TAKS	August 2011 to June 2012	4	SS, AEIS, PDAS	All
Employees will be compensated at a rate that is competitive with surrounding school districts	Superintendent	Campus Budget	June 2012	Salary Schedule published	Pool of qualified candidates to choose from	August 2011 to June 2012	3,5	FS, O - HR Documentation	All
Provide effective instructional leadership	Principal, Assistant Principals	Power Point Presentations	June 2012	Staff Signature pages	Safety Reports	August 2011 to June 2012	4,9	O - Safety Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership

Campus Goal 5: All GMS staff member will follow the principles of servant leadership.

Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.

Strategy: All GMS employees will practice the principals of servant leadership and facilitate a user friendly atmosphere.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
GMS staff will develop a social contract, according to CKHs guidelines	Principal	CKHs guidelines	December 2011	Emailed to all stakeholders	FS	August 2011 to May 2012	2,8	FS	All
Review Campus Improvement Plan each six weeks	Principal, Assistant Principals, Campus Leadership Team	Campus Improvement Plan	June 2012	Leadership sign- in and meeting notes	Parent and Student Survey	August 2011 to June 2012	2, 8	SS, PS	All
SBDM model will be implemented at GMS	Principal	SBC	June 2012	SBC Meeting sign-in and Meeting agenda	SS, PS	August 2011 to June 2012	6,8	AEIS, SS FS, PS	All
Communicate effectively with teachers, students, and parents to ensure that all stakeholders are heard	Principal, AP's, Specialists, Teachers	Personnel	Ongoing	Newsletters, emails, meeting agendas, phone call logs, websites	SS,PS,FS	August 2011 to June 2012	2,6,8	SS,PS,FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district

Campus Goal 6: GMS will develop and implement an effective facilities improvement plan to address instructional needs.

Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.

Strategy: GMS facilities will be reviewed to determine if they are adequate to effectively address the needs of student and staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Requests for maintenance service will address facility maintenance and repairs	Principal, Secretary, Lead Custodian	Maintenance Staff	June 2012	Completed work orders	Completed Work Orders	August 2011 to June 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal, Secretary, Lead Custodian	Campus Budget	June 2012	Budget Process	Completion of Requested Repairs	August 2011 to June 2012	10	FS	All
Review facilities improvement plan each semester	Principal, Secretary, Lead Custodian	Facilities Plan	June 2012	Requests for Maintenance	Maintenance Requests Completed	August 2011 to June 2012	10	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 7: Provide leadership/oversight to ensure the district meets all legal regulatory requirements

Campus Goal 7: Establish procedures to ensure that GMS meets all legal and regulatory requirements

Objective: Effectively communicate all legal and regulatory requirements

Strategy: Communicate and provide professional development for staff members regarding legal and regulatory requirements

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Poplulations
Review Board Policy when making decisions	Principal, AP's	Board Policy	June 2012	Decisions made in compliance with Board Policy	School Board Policy Implemented	August 2011 - May 2012	10	FS	All
Communicate Guidelines to Staff Members	Principal, AP's	Board Policy	June 2012	Decisions made in compliance with Board Policy	School Board Policy Implemented	August 2011 - May 2012	10	FS	All
Implement Regulations from TEA and other State Agencies	Principal, AP's	Board Policy	June 2012	Decisions made in compliance with TEA and other State Policies	TEA and Other State Regulations Implemented	August 2011 - May 2012	10	O - Mandated	All
Student/Parent Handbook	Principal, AP's	Handbook	June 2012	Decisions made in compliance with handbook	Handbook Guidelines Implemented	August 2011 - May 2012	10	SS,PS,SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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District Goal 8: Focus on student participation and extra-curricular activities

Campus Goal: Granbury Middle School students will be given opportunites to participate in extra-curricular activities.

Objective: 100 % of Granbury Middle School students will be given an opportunity to participate in extra-curricular activities.

Strategy: Students: Students will be encouraged to participate in extra-curricular activities by staff members.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Theatre Arts students will perform in the UIL One Act Play competition.	Theatre Arts Teacher	Sponsor	May 2012	Quad-County Schedule	Student Participation	May 2012	10	SS	ALL
Choir Students will perform in numerous concerts, as well as competitions	Choir Teachers	Choir Budget	June 2012	Choir Schedule	Competition Results	Ongoing	10	SS, FS	ALL
Art students will be given the opportunity to enter their work in the Quad County Art Show	Art Teacher	Art Budget	May 2012	Art Schedule	Art Show Results	Ongoing	10	SS, FS	ALL
Band students will perform in numerous concerts as well as, competitions	Band Teachers	Band Budget	June 2012	Band Schedule	Competition Results	Ongoing	10	SS, FS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Student Recognition	Principals, PEIMS Secretary, Secretary, & Counselors	Student CF Funds	June 2012	End of Year Awards	Student Recognitions	End of Year Report	10	SS	ALL
Various Clubs & Organizations are available for students to participate in.	Club Sponsors	Meeting Locations	June 2012	Participation	Club Involvement	Ongoing	10	SS	ALL
Relay for Life Team	RFL Team	Students, Volunteers	May 2012	Scheduled Events	Student Activities	Ongoing	10	SS, FS	ALL
Teen Leadership Classes	TL Teachers	Classes, Teachers, Students State CompED	June 2012	Scheduled Classes	Student Involvement	Ongoing	3, 10	SS, FS	ALL
Students are offered the opportunity to participate in organized sports through the athletic department.	Coaches, Athletic Director	Athletic Budget	June 2012	Schedule, Participation	Student Involvement	Ongoing	10	SS, FS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students are given a chance to try out for cheerleader each year	Cheer Coach	Cheer Budget	April 2012	Schedule, Practice	Final Results	April 2012	10	Parent Feedback	ALL
Students are given the opportunity to join the JV Drill Team (Stowaways).	Stowaways Coach	Stowaway Budget	June 2012	Schedule, Practice	Student Development	Ongoing	10	# of Participants	ALL
A number of scholastic activities are available including Science Fair, History Fair, Spelling Bee, Academic & Fine Arts UIL Competitions and PLTW	Sponsors	GMS Budget State CompED GT Funds	June 2012	Participation	Activity/Project Results	Ongoing	10	SS, FS, PS	ALL
Students will be given the opportunity to create the GMS Yearbook	Yearbook Sponsor	Schedule, Student Funds	June 2012	Scheduled Deadlines	Communication Positive Relations	Ongoing	10	Yearbook Final Product	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal: Develop and implement an effective plan to improve student performance in academic areas.

Objective: Mambrino students, including all subgroups, will maintain passing rates at exemplary status on all state assessments.

Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students competencies & instructional levels will be assessed in reading, math, writing, & science.	Classroom Teachers; Intervention Specialist; Tutors; Counselor; Principal; Assistant Principal	Common Assessments; Benchmark Tests; Istation; TEMI; Envison Math; AR Star Diagnostic Tests; IPT; Voyager; Teacher Made Tests; Informal Reading Inventories; Student Writing Samples	Jun-12	Review of students' results, strengths, weaknesses, & progress through Student Characteristics Charts; DMAC Reports; Istation Reports; TEMI Reports; Individual Student & Campus Reports	Increased student performance on AEIS, STAAR, TELPAS, Istation results, & TEMI results	September 2011 for new students; End of each six weeks for CA, Benchmarks, AR; Three times per year for Istation & TEMI; As needed	1, 2, 8, 9 304

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities at least once per semester to create & present an appropriate grade level oral presentation.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Grade Level Rubrics	May-12	Evidence of proficient & appropriate grade level oral presentations. Grade Level Rubrics; Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; Student Writing Portfolios	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments & Benchmark results.	September 2011-December 2011; January 2012-May 2012	1, 2, 3, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Teachers will utilize technology to provide & enhance instruction to meet the needs of all students.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Computer Labs; Smart Boards; Projectors; Visual Presenters; Document Cameras; Flip Cameras; Digital Cameras; Discovery Education; Virtual Field Trips; Distance Learning; Study Island; Learning Styles Inventory Program; V-Math; Voyager; Aegom; EduSmart; BrainPop; Learning.com; Atomic Learning	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9, 10

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Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Mentors, tutors, & academic coaches will be provided for identified at risk students.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal; Volunteers	At Risk Student List; Student Characteristics Chart; Common Assessments Results; Benchmark Tests Results; Istation Individual Student Reports; TEMI Individual Student Reports; DMAC Reports; RtI Folders; Voyager; Data Notebooks	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; RtI Meeting Agendas	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments, Benchmarks results, Istation reports, & TEMI reports	August 2011-June 2012	1, 2, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Small group & flexible group instruction will be utilized in all classrooms.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	At Risk Student List; Student Characteristics Chart; Common Assessments Results; Benchmark Tests Results; Istation Individual Student Reports; TEMI Individual Student Reports; DMAC Reports; Voyager; RtI Folders; Data Notebooks	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; RtI Meeting Agendas	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments, Benchmark results, Istation reports, TEMI reports	August 2011-June 2012	1, 2, 3, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Professional development opportunities will be provided for all staff in order to update, improve, & enhance instructional strategies.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal; GISD Curriculum Department	GISD Professional Development; Summer Conference; Region XI Service Center; ESP Tarleton; RtI Process; Capturing Kids Hearts; Ruby Payne Aha Process (Under Resourced Learners); Kim Sutton Math	Jun-12	Evidence of enhanced instruction will be observed. Sign-in agendas; Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments, Benchmark results, Istation reports, & TEMI reports	June 2011-June 2012; Capturing Kids Hearts-July 2011; Kim Sutton Math-June 1, 2011; Summer Conference-August 9, 10, 11, 2011	1, 2, 3, 4, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop higher level thinking skills in analyzing & comparing written materials, predicting outcomes, critical thinking, applying knowledge of literary elements, & basic understanding.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Thinking Maps; Dinah Zikes Materials; Kamico; Study Island; Voyager; Mentoring Minds Materials; Leveled Readers; Journeys; Novel Sets; Target The Question Reading; Istation; BrainPop; STAAR Materials	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, TELPAS, Istation, Common Assessments, & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal: Develop and implement an effective plan to improve student performance in academic areas.

Objective: Mambrino students, including all subgroups, will maintain passing rates at exemplary status on all state assessments.

Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop higher level thinking skills in problem solving strategies, logic & reasoning, patterns, relationships, & reasoning.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Thinking Maps; GEMS; AIMS; Dinah Zikes Materials; Target The Question; Measuring Up; Kamico; Study Island; Voyager; Mentoring Minds Materials; enVision Math; V-Math; PHA Common Lessons; Mountain Math; Kim Sutton Math; Investigations; Math Journals; STAAR Materials; Aegom; BrainPop	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, Common Assessments & Benchmark results	August 2011-June 2012	1, 2, 3, 8, 9

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop skills in appropriate organization of ideas; correct & effective sentence construction; standard usage & appropriate word choice; & proofreading for punctuation, capitalization, & spelling.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Thinking Maps; New Jersey Writing Project Materials (ABYDOS); Dinah Zikes Materials; Kamico; Six Traits Writing Materials; Mountain Language; Study Island; Voyager; Mentoring Minds Materials; Common Lessons; Studentreasures Project; Greensheet; Writing Theme Days; Color It Up Writing; STAAR Materials; BrainPop	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; Student Writing Portfolios	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop skills in brainstorming, selection, categorizing, & organizing ideas before writing final drafts.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Thinking Maps; New Jersey Writing Project Materials (ABYDOS); Dinah Zikes Materials; Kamico; Six Traits Writing Materials; Mountain Language; Study Island; Voyager; Mentoring Minds Materials; Common Lessons; Studentreasures Project; Greensheet; Writing Theme Days; Color It Up Writing; STAAR Materials; BrainPop	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; Student Writing Portfolios	Increased student performance on AEIS, STAAR, TELPAS, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

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Students will become proficient writers. Each grade level will be responsible (but not limited to): K - journal (Picture/word) communicating thoughts; shared writing Grade 1 - more creativity; descriptive words, narrative Grade 2 - writing process/better sentence construction Grade 3 - paragraph writing, topics, capitalization, punctuation, sequence, elaboration Grade 4 - organization, power writing, combining paragraphs, creative prompts, depth of writing in developing personal narrative & expository Grade 5 - persuasive, narrative, summary, research	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; Thinking Maps; New Jersey Writing Project Materials (ABYDOS); Dinah Zikes Materials; Kamico; Six Traits Writing Materials; Mountain Language; Study Island; Voyager; Mentoring Minds Materials; Common Lessons; Studentreasures Project; Greensheet; Writing Theme Days; Color It Up Writing; STAAR Materials; BrainPop	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; Student Writing Portfolios	Increased student performance on AEIS, TAKS, TELPAS, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop knowledge & skills in the areas of Life Science, Physical Science, Earth Science, & The Nature of Science.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; C-Scope; Thinking Maps; Dinah Zikes Materials; Kamico; FOSS Kits; Adopted Science Textbook & Materials; Daily Oral Science; Versatiles; Target The Question; GEMS; Science Thesaurus; Study Island; EduSmart; Aegom; BrainPop; Voyager; Mentoring Minds Materials; Common Lessons; Science Labs; Discovery Education; Science Journals; STAAR Materials	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Teachers will develop hands-on science lessons to supplement/enhance TEKS objectives & utilize science labs in the areas of Life Science, Physical Science, Earth Science, & The Nature of Science.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	TEKS; GISD Scope & Sequence; C-Scope; Thinking Maps; Dinah Zikes Materials; Kamico; FOSS Kits; Adopted Science Textbook & Materials; Daily Oral Science; Versatiles; Target The Question; GEMS; Science Thesaurus; Study Island; EduSmart; Aegom; BrainPop; Voyager; Mentoring Minds Materials; Common Lessons; Science Labs; Science Journals; STAAR Materials	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations	Increased student performance on AEIS, STAAR, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be provided opportunities to develop higher level thinking skills to meet college readiness standards in the areas of reading, writing, math, & science	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal	Bloom's Classroom Charts; TEKS; GISD Scope & Sequence; C-Scope; Thinking Maps; Dinah Zikes Materials; Manipulatives for Learning Centers; FOSS Kits; Mentoring Minds Materials; Common Lessons; Investigations Math; EduSmart; Aegom; BrainPop	Jun-12	Evidence of enhanced instruction will be observed. Weekly Grade Level Team feedback, reflective, & planning meeting agendas; Snapshot Walkthroughs; Classroom Observations; Student Writing Portfolios	Increased student performance on AEIS, STAAR, Common Assessments & Benchmark results.	August 2011-June 2012	1, 2, 3, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: Develop and implement procedures to enhance a positive school climate.

Objective: Mambrino School will maintain a safe and orderly environment.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will participate in various positive citizenship/character education activities & programs: Red Ribbon Week; Project Wisdom; Violence/Anger Prevention; Bullying Prevention; Divorce Groups; Grief Groups; Lunch Groups; Team Building; Terrific Kids; Super Citizens; Career Day; Capturing Kids Hearts; Student Council; Peaceful School Busses.	Classroom Teachers; Teaching Assistants; Interventionl Specialist; Librarian; Counselor; Principal; Assistant Principal; PTO; Volunteers; Kiwanis Club; Bus Drivers	Second Steps Curriculum; Capturing Kids Hearts Model Curriculum; Kiwanis Certificates; Career Day Packets; Project Wisdom; Red Ribbon Materials; DVDs	Jun-11	Evidence of positive school climate will be observed. Calendar of Events	Decrease in student discipline referrals.	August 2011-June 2012	1, 2, 6, 8, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Mambrino School
2011-2012 Campus Improvement Plan

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students/classes/grade levels meeting attendance goals &/or having perfect attendance will receive recognition.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Nurse; Principal; Assistant Principal; Attendance Clerk; Secretary	Attendance Records; Student Awards; Classroom Awards; Attendance Flags	Jun-12	Weekly Principal's Attendance Report; PEIMS End of Year Report	Increased student attendance percentages.	August 2011-June 2012	2, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students/classes/grade levels will receive positive recognition for good behavior.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Nurse; Librarian; Principal; Assistant Principal; Office Staff; Custodial Staff; Cafeteria Staff; Kiwanis Club	Capturing Kids Hearts Training; Student Awards; Horseshoe Honors; Catch You Being Good Tickets; Kiwanis Super Citizens for Grades 4, 5	Jun-12	Evidence of positive relationships between staff & students will be observed. Horseshoe Honors Wall of Fame; Catch You Being Good Student Lists; Good Citizenship Student List	Increased number of students, classes, & grade levels recognized for good behavior. Decrease in student discipline referrals.	August 2011-June 2012	2, 8, 9, 10 320

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Strengthen home/school connections by offering cooperative school-community events: Ice Cream Social; Coffee In The Library; Merry Mambrino Christmas; Family Math/Science Night; Summer Reading Promotion Week; STAAR Parent Night; Fine Arts Programs; Meet The Teacher Night; & Open House.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Librarian; Counselor; Principal; Assistant Principal; PTO; Volunteers	STAAR Parent Night: STAAR Materials, Kamico, Web Sites; Family Math/Science Night: Manipulatives, Aims, GEMS, Heath Science Materials, Web Sites; Summer Reading Promotion Week: Library Books, Brochures; Ice Cream Social/Merry Mambrino Christmas: PTO, Refreshments	Jun-12	Evidence of positive school climate will be observed. Calendar of Events	Increase in parent attendance & involvement.	Meet The Teacher-Aug. 2011; Ice Cream Social-Sept. 2011; STAAR Parent Night-Oct. 2011; Family Math Science Night-Nov. 2011; Merry Mambrino Christmas-Dec. 2011; Open House-March 2012; Summer Reading Promotion Week-May 2012; Fine Arts Programs-Oct., Nov., Dec. 2011, Jan., Feb., April 2012; Coffee In The Library-Weekly	1, 2, 6, 8, 9, 10

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Parent/Teacher conferences for each student will be scheduled.	Classroom Teachers; Intervention Specialist; Tutors; Counselor; Principal; Assistant Principal	Student Portfolios & Data	Dec-11	Parent Conference Schedules & Documentation of Conferences	Increased number of parents attending.	September 2011-December 2011; As needed	6, 7

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PreK/PPCD students & parents will be provided opportunities to participate in transition to Kindergarten activities.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Tutors; Counselor; Librarian; Principal; Assistant Principal; Secretary; Office Assistants; PTO	Enrollment Information Packets	Jun-12	Kindergarten Round-up Brochures; Parent Conference Schedules & Documentation of Conferences	Increased number of parents & students attending.	August 2011; Spring 2012; May 2012	6, 7

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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Parents & staff will be provided opportunities to serve on the Campus Leadership Team/Title I Committee.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; PTO; Volunteers	Campus Leadership Team/Title I Committee	Jun-12	CLT Agendas	Increased number of parent members, participation, & attendance.	Monthly Meetings September 2011-May 2012	1, 6, 8

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Parents & staff will be provided opportunities to join PTO & serve on the PTO Board.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; PTO; Volunteers	PTO; PTO Board	Jun-12	PTO Membership; PTO Board Agendas	Increased number of parent & staff PTO members.	Monthly Meetings July 2011-May 2012	1, 6, 8

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Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Parents & staff will be provided the opportunity to complete a comprehensive needs assessment.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; Parents; Volunteers	Comprehensive Campus Needs Assessment Surveys; Reality Check Surveys	Jun-12	Survey Responses	Increased number of responses to surveys & survey results.	September 2011-June 2012	1. 2, 6, 8

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: Develop and implement procedures to enhance a positive school climate.

Objective: Mambrino School will maintain a safe and orderly environment.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Parents & staff will be provided opportunities to review the Campus Improvement Plan.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; Parents; CLT/Title I Committee	Campus Improvement Plan	Jun-12	Updated Campus Improvement Plan	Revised Campus Improvement Plan will be utilized.	Monthly Meetings September 2011-June 2012	1. 2, 6, 8

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal: Develop and implement procedures to enhance a positive school climate.

Objective: Mambrino School will maintain a safe and orderly environment.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Develop & implement school wide procedures, routines, & expectations.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; CLT; Procedures Committee	Capturing Kids Hearts; Staff Procedures Notebook; Safety Powerpoints	Jun-12	Evidence of procedures in use will be observed.	Increase in utilization of instructional time. Decrease in discipline referrals during transition times.	August 2011-June 2012	2, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: Develop a fiscal plan that focuses on instruction.

Objective: Mambrino School will develop a budget to provide adequate resources to meet instructional needs.

Strategy: At least 65 % of the Mambrino School Budget will be allocated to instruction.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
The campus budget will be developed to ensure appropriate staffing to meet the instructional needs of the students & to provide adequate instructional classroom supplies & materials.	Classroom Teachers; Intervention Specialist; Counselor; Nurse; Librarian; Principal; Assistant Principal; Secretary; CLT	Local campus funds; Federal funds; Skyward Finance System	August 2011; June 2012	PEIMS Staffing Reports Data will be reviewed. Campus Budget will be reviewed.	Increased student performance on AEIS, STAAR, & TELPAS. PEIMS Staffing Report shows appropriate & adequate staff.	August 2011-June 2012; Campus budget for 2012-2013 will be developed February 2012-March 2012.	1, 3, 5, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 4: Recruit, develop, and maintain a well-qualified staff.

Campus Goal: Recruit, develop, and maintain a well-qualified staff.

Objective: Mambrino School will recruit, interview, hire, and retain highly qualified staff.

Strategy: Mambrino School will monitor and assess campus staffing.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Mambrino School will only recruit, interview, & hire applicants who meet the highly qualified job criteria.	Classroom Teachers; Intervention Specialist; Principal; Assistant Principal; GISD Human Resources Department	School Recruiter; Personnel Files	August 2011; June 2012	100% Highly Qualified Teachers/Staff	Increased student performance on AEIS, STAAR, & TELPAS. Decrease in number of teachers leaving the school.	As each potential employee is considered.	3, 5

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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: Develop and implement an effective Mambrino User Friendly Plan.

Objective: Mambrino School will provide a user friendly atmosphere when dealing with students, parents, community, and staff.

Strategy: Mambrino School will focus on meeting the needs of students, parents, community, and staff through open and consistent communication and developing positive relationships.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
The Capturing Kids Hearts Program will be implemented.	Entire Staff	Capturing Kids Hearts Training	Jun-12	Social Contracts in each classroom; 4 Questions	Increased student performance on AEIS, STAAR, & TELPAS. Decrease in student discipline referrals. Increase of positive comments on Reality Check Survey.	June 2011-June 2012	2, 6, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: Develop and implement an effective Mambrino User Friendly Plan.

Objective: Mambrino School will provide a user friendly atmosphere when dealing with students, parents, community, and staff.

Strategy: Mambrino School will focus on meeting the needs of students, parents, community, and staff through open and consistent communication and developing positive relationships.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Consistent communication to students, parents, community, and staff will be provided.	Entire Staff	School Newsletter; Weekly Parent Newsletters; School & Teacher Websites; School Messenger; E-Mail; Hood County News	Jun-12	Communication will be consistent and up to date.	Increase of positive comments on Reality Check Survey.	August 2011-June 2012	2, 6, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: Develop and implement an effective Mambrino User Friendly Plan.

Objective: Mambrino School will provide a user friendly atmosphere when dealing with students, parents, community, and staff.

Strategy: Mambrino School will focus on meeting the needs of students, parents, community, and staff through open and consistent communication and developing positive relationships.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
A user friendly campus will be modeled & practiced.	Entire Staff	School Newsletter; Weekly Parent Newsletters; School & Teacher Websites; School Messenger; E-Mail; Hood County News; Entire Staff	Jun-12	Reality Check Survey; HC News Sound-Off	Increase of positive comments on Reality Check Survey. Increase in number of cheers in HC Sound-Off.	August 2011-June 2012	1, 2, 6, 8, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Develop and implement an effective Mambrino School facilities improvement plan to address instructional needs.

Objective: Mambrino School will improve campus facilities.

Strategy: Mambrino School facilities will be reviewed in order to meet instructional needs.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
A yearly facilities assessment will be conducted.	Entire Staff; CLT	Entire Staff; GISD Maintenance Department	Jun-12	Facility Assessment Report	Increase in completion of facility needs work orders.	August 2011-June 2012	6, 8, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Develop and implement an effective Mambrino School facilities improvement plan to address instructional needs.

Objective: Mambrino School will improve campus facilities.

Strategy: Mambrino School facilities will be reviewed in order to meet instructional needs.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Facility needs will be prioritized.	CLT; Head Custodian	GISD Maintenance Department	Jun-12	Facility Assessment Priority Report	Increase in completion of facility needs work orders.	August 2011-June 2012	6, 8, 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 7: Provide leadership-oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Provide leadership-oversight to ensure Mambrino School meets all legal and regulatory requirements.

Objective: Mambrino School will effectively communicate all legal and regulatory requirements.

Strategy: Mambrino School will distribute information, rules, and regulations to students, staff, and parents.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Federal, state, district, & campus policies, procedures, & guidelines will be communicated.	Principal; Assistant Principal	TEA Communications; GISD Employee Handbook; GISD Parent-Student Handbook; Mambrino School Staff Handbook	Jun-12	GISD Employee Handbook Receipts; GISD Parent-Student Handbook Receipts	Compliance with federal, state, district, & campus policies, procedures, & guidelines will be observed.	August 2011-June 2012	10

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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 7: Provide leadership-oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Provide leadership-oversight to ensure Mambrino School meets all legal and regulatory requirements.

Objective: Mambrino School will effectively communicate all legal and regulatory requirements.

Strategy: Mambrino School will distribute information, rules, and regulations to students, staff, and parents.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Information regarding the identification & reporting of all suspected child abuse will be provided.	Principal; Assistant Principal; Counselor; Nurse; Entire Staff	TEA Communications; House Bill 1041- Jenna's Law	Jun-12	Records of CPS Reports	Compliance with child abuse reporting requirements will be observed.	August 2011- June 2012	10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will perform in at least one music program.	Classroom Teachers; Music Teacher	Music Equipment & Supplies; Mambrino School Website; School Messenger	May-12	Music Program Schedule	Increase in number of students participating in the evening music programs. Increase in parent participation in music program planning committees.	October 2011-May 2012	3, 6, 8, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will produce an art portfolio & have the opportunity to participate in various art shows/contests.	Classroom Teachers; Art Teacher	Art Supplies; Mambrino School Website	Jun-12	Art Portfolios; Art Contests/Shows Schedules	Increase in number of students participating in art contests/shows.	August 2011-June 2012	3, 6, 8, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students' physical fitness & health will be assessed. Students will have the opportunity to participate in various athletic events.	Classroom Teachers; PE Teachers	Fitnessgram; PE Equipment; Mambrino School Website	Jun-12	Fitnessgram Reports; Schedule of Athletic Events	Increase in number of students scoring in the healthy fitness zone. Increase in number of students participating in athletic events.	August 2011-June 2012	3, 6, 8, 10

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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be given an opportunity to serve on Student Council.	Student Council Sponsors; PTO	Student Council Handbook	Jun-12	Student Participation; Student Council Sponsored Activities	Increase in number of students participating. Increase in number of Student Council sponsored activities.	August 2011-June 2012	6, 8, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students will be given the opportunity to participate in the Mambrino Science Fair & Mambrino Spelling Bee.	Classroom Teachers; Teaching Assistants; Intervention Specialist; Counselor; Librarian; Principal; Assistant Principal; Volunteers; GISD Curriculum Department	TEKS; GISD Scope & Sequence; Science Fair: Adopted Science Textbook Materials, Heath Science Materials; Spelling Bee: Scripps National Spelling Bee Materials	Jun-12	Student Participation; Science Fair Projects; Mambrino Website	Increase in number of students participating. Science Fair--Quality of projects.	Science Fair--November 2011-January 2012; Spelling Bee--January 2012-March 2012	3, 6, 8, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students & staff will contribute canned food items for the Mambrino Canned Food Drive.	Canned Food Drive Committee; Student Council; PTO	Posters; Display Charts; Boxes; Mambrino Website	Nov-11	Student & Staff Participation; Number of Items Collected	Increase in number of items collected. Goal is at least 5 items per student.	Nov. 2011	6, 8, 10

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Mambrino School
2011-2012 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Opportunities will be provided for Mambrino School students to participate in extra-curricular activities.

Objective: All Mambrino School students will participate in at least one campus activity.

Strategy: Mambrino School will promote and encourage students to participate in extra-curricular activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Students & staff will contribute toys & funds for Christmas For Children. Students will make craft items to sell with proceeds to be donated to Christmas For Children.	Christmas For Children Committee; Student Council	Posters; Display; Materials for Crafts; Mambrino Website	Dec-11	Student & Staff Participation; Number of Toys Donated; Amount of Funds Donated	Increase in number of toys collected. Increase in amount of funds donated. Goal is at least $3,000.	November 2011-December 2011	6, 8, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 1: Develop and implement an effective plan to improve student performance in academic areas.

Objective: Oak Woods' students, including all subgroups, will maintain passing rates at exemplary status on all state assessments.

Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Identified economically disadvantaged and Hispanic students will increase passing rates on all state assessments	Classroom Teachers	PEIMS data, STARR prep resources, local funds	6/1/2012	Data Sheets, lesson plans, Benchmark scores, STARR scores	Increased student performance on AEIS, STARR, & iStation results	August 2011-June 2012	2 and 9
Implement GISD scope & sequence, common lessons and assessments, cross-curricular activities, technology, STARR formatted preparatory material, student incentives, and regularly scheduled teacher plan/prep meetings	Principal, Instructional Specialist, and Classroom Teachers	Scope & sequence, common assessments, computers, internet, STARR prep material, local funds; iStation $5,500; STARR prizes	6/1/2012	Snapshot data, lesson plans, agendas from teacher meetings, benchmark scores	Increased student performance on AEIS, STARR, & iStation results	August 2011-June 2012	2 and 9
Use research-based, effective strategies in classrooms to assist students in being successful	Instructional Specialist, Classroom Teachers	Planning time, training, iStation, Thinking Maps, Empowering Writers, TEMI Interventions	6/1/2012	Lesson plans, walk throughs	Increased student performance on AEIS, STARR, & iStation results	End of each six weeks August 2011-June 2012	2 and 9
Teachers will attend regularly scheduled plan/data/prep meetings using GISD scope and sequence, common lessons, and six weeks common assessments	Instructional Specialist, Classroom Teachers	Scope & sequence, common assessments, computers, internet, STARR prep material, local funds; iStation	6/1/2012	Agendas or sign in sheets from meetings, STARR scores, common assessment scores, iStation data	Increased student performance on AEIS, STARR, & iStation results	August 2011-June 2012	2 and 9

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 1: Develop and implement an effective plan to improve student performance in academic areas.

Objective: Oak Woods' students, including all subgroups, will maintain passing rates at exemplary status on all state assessments.

Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Implement tutoring to assist all students with mastering TEKS	Tutors-Certified Texas Teachers	Scope & sequence, common assessments, computers, internet, STARR prep material, local funds; iStation $5,500; Title I funds, $15,000 State Comp	6/1/2012	Observation, STARR scores, common assessment scores, iStation data	Increased student performance on AEIS, STARR & iStation results	August 2011-June 2012	2 and 9
All teachers will understand and post the GISD mission statement along with conveying exemplary expectations to all students	Teachers	GISD mission statement	6/1/2012	Observation, STARR scores, common assessment scores, iStation data	Increased student performance on AEIS, STARR, & iStation results	August 2011-June 2012	2 and 9
Maintain 90% or better student passing rate on STARR Reading, Math, Writing, Science, and all tests (including common assessments)	Principal, Instructional Specialist, and Classroom Teachers	Scope & sequence, common assessments, computers, internet, STARR prep material, local funds $3,000;	6/1/2012	STARR scores	Increased student performance on AEIS, STARR, & iStation results	August 2011-June 2012	2 and 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically
School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 2: Develop and implement an effective plan to increase student time on task.

Objective: Increase amount of Oak Woods' students time on task.

Strategy: Provide a schedule that gives every core content an uninterrupted amount of time for instruction.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Implementation of a master schedule that provides uninterrupted time	Principal	Master schedule	8/15/2011	Blocks of uninterrupted time for class	Student performance	05/31/2011-08/15/2011	10
Teach clearly defined procedures to students	Teachers and staff	Standard Operating Procedures	6/1/2012	Lesson plans, observation of procedures being taught	Students following procedures	9/1/2011	10
Provide reminders of procedures to students and staff	Principal	Standard Operating Procedures, Staff Notebook, News & Notes, Faculty Meetings, Staff Development, Announcements	6/1/2012	Observation of morning announcements	Students following procedures	08/15/2011-5/31/2012	10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 3: Develop and implement an effective plan to improve student performance to commended in academic areas.

Objective: Raise amount of Oak Woods' students receiving commended performance by 5% on all state assessments.

Strategy: Create an environment for more students to receive a commended rating on state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
At least 30% of students will be evaluating or synthesizing during the instructional day	Principal, Instructional Specialist, and Teachers	Classroom activities, teacher training	6/1/2012	Snapshot data, lesson plans	Increased assessments scores, higher percentage of critical thinking	08/01/2011-06/01/2012	10
Implementation of critical and higher-order thinking skills and activities in all classrooms	Principal, Instructional Specialist, and Teachers	Classroom activities, teacher training, Thinking Maps	6/1/2012	Snapshot data, lesson plans	Increased assessments scores, higher percentage of critical thinking	08/01/2011-06/01/2012	10
Higher order/critical thinking training and resources shared with new teachers	Principal, Instructional Specialist	Critical thinking activities and books, Mentoring Minds Instructional Flip Charts	6/1/2012	Snapshot data, lesson plans, sign in/agenda sheets	Increased assessments scores, higher percentage of critical thinking observed in	08/01/2011-06/01/2012	9
Increase the number of students receiving commended performance to 50% or higher on all state assessments with higher-level thinking and engagement	Classroom Teachers	Critical thinking activities, computer lab, common assessments	6/1/2012	Snapshot data, lesson plans	Increased assessments scores, higher percentage of critical thinking observed in	08/01/2011-06/01/2012	10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 4: Develop and implement an effective plan to increase the use of technology.

Objective: Classrooms will be equipped to improve student performance, including subgroups, in academic areas.

Strategy: Focus on technology instruction for students.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Equip all classrooms with: LCD projectors, document cameras, interactive whiteboards, student response systems, Flip video cameras & software, cd burners	Principal & Campus Technology Committee	Technology and campus funds	Work in progress budget constraints will determine timeline	Technologies available in all classrooms	A clear focus on technology in the classrooms	6/1/2012	2 and 9
Expand the availability of mobile computer labs (COW)	Principal & Campus Technology Committee	GISD technology funds	Work in progress budget constraints will determine timeline	COW available on campus	Expanded use of technology by all students	6/1/2012	2 and 9

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School

2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 5: Focus on an effective Response to Intervention (RtI) process to support student success.

Objective: Focus on an effective Response to Intervention (RtI) process to support student success.

Strategy: Focus on RtI process for struggling students.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Component
Provide staff development for teachers to increase differentiated instruction and gain a deeper understanding of the RtI process	RtI Coordinator, Instructional Specialist, Principal	Time and funds for consultants and materials	6/1/2012	Training implemented, agenda or sign in sheets from meeting	Snapshots, student engagement; implementation of RtI process	6/1/2012	2, 4, & 9
Provide RtI meetings on a regular basis every 6-8 weeks with parent and teacher invitations	RtI Coordinator	Time and RtI paperwork	6/1/2012	Agenda or sign in sheet from meetings	Implementation of RtI process	6/1/2012	2, 4, & 9 350
Voyager Tutor for Tier III Students	Voyager Tutor, RtI Coordinator, $15,000 state comp	Title I funds & Voyager materials/kits	6/1/2012	Voyager tutor feedback and schedule	Voyager data	6/1/2012	2, 4, &9
Provide monitoring and feedback for professional development	Campus Leadership Team	Surveys	6/1/2012	CARA meetings	Increased student performance	6/1/2012	1, 2, 8

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic areas.

Campus Goal 6: Develop and implement effective professional development plan to increase student performance.

Objective: Provide classroom teachers with quality staff development.

Strategy: Provide research based quality staff development.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Review technology TEKS	Principal, Vice Principal, Inst Spec	TEKS	8/15/2011	Sign in sheet, agendas	Increased student performance	6/1/2012	2, 4, & 9
Training and implementation of Kim Sutton Math	RtI Coordinator, Instructional Specialist, Principal	Presenter	8/15/2011	Sign in sheet, agendas	Increased student performance	6/1/2012	2, 4, & 9
Empowering Writers Training	Principal, Vice Principal, Instructional Specialist	Presenter	8/15/2011	Sign in sheet, agendas	Increased student performance	08/11-12/2011	2, 4, & 9
ELA (Gretchen Barnabee) training	Principal, Assistant Principal, Instructional Specialist	Presenter	8/15/2011	Sign in sheet, agendas	Increased student performance	8/8/2011	2, 4, & 9
iStation, Empowering Writers, Voyager, Study Island, Skyward, grade book, attendance, and technology training	Principal, Assistant Principal, Instructional Specialist	Presenters and program resources	8/15/2011	Sign in sheet, agendas	Increased student performance	6/1/2011	2, 4, & 9

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal 1: Develop and implement procedures to enhance a positive school climate.

Objective: Maintain a safe and orderly environment.

Strategy: Develop plans and procedures to create a positive environment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Develop and implement character education curriculum	Counselor	Media, Training, Personnel	6/1/2012	Plans, calendar, schedule of presentation	Discipline referrals	08/2011-06/2012	2 & 9
Target students for good behavior	All staff	Personnel, Kiwanis Terrific Kids and Super Citizens, Ci Ci's Good Behavior Lunch, Caught Being Good	6/1/2012	Relationships, implementing Capturing Kids Hearts training	Discipline referrals	08/2011-06/2012	2 & 9
Training and implementation of Capturing Kids Hearts	All staff	Personnel, Capturing Kids Hearts	Ongoing	Positive relationships	Discipline referrals, increased academic scores & attendance	Ongoing	2, 4, 9, & 10
Safety Procedure Training	Vice Principal	Staff, internet	08/2011-06/2012	Drills, documentation	Successful drills	Ongoing	2, 4, 9, & 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 2: Develop and implement procedures to enhance a positive school climate.

Campus Goal 2: Develop and implement procedures to enhance a positive school climate.

Objective: Maintain positive home/school relationships.

Strategy: Maintain open communication and develop relationships.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Improve parental involvement	All campus personnel, parents, community	Email, web pages & E-alert, phone system, newsletters, Skyward Gradebook	6/1/2012	Documentation of communication	Increase in percentage of parental involvement	08/01/2011-06/01/2012	1, 2, 6, 7, 8, 9, 10
Create a user friendly campus	All personnel	Personnel	6/1/2012	Surveys, feedback, communication, HCNews Sound Off	Increase in percentage of parental involvement	08/01/2011-06/01/2012	1, 2, 6, 7, 8, 9, 10
Implement Oak Woods User Friendly Plan (Appendix A)	Principal	Oak Woods User Friendly Plan	6/1/2012	Sign in sheet at meeting; documentation of communication	Increase in percentage of parental involvement and feedback	08/01/2011-06/01/2012	1, 2, 6, 7, 8, 9, 10
Improve communication	All personnel	Personnel	6/1/2012	Documentation of communication	Increase in percentage of parental involvement	08/01/2011-06/01/2012	1, 2, 6, 7, 8, 9, 10
Create an authentic partnership between school and home	All personnel	Email, web pages & E-alert, phone system, newsletters, Skyward Gradebook	6/1/2012	Surveys, feedback, communication, HCNews Sound Off, documentation of communication	Increase in percentage of parental involvement	08/01/2011-06/01/2012	1, 2, 6, 7, 8, 9, 10

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

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-2012 Campus Improvement Plan

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: Develop a fiscal plan that focuses on instruction.

Objective: Work with Campus Leadership Team to create a fiscal plan that focuses on instruction.

Strategy: Allocate >70% of campus funds to instruction (11, 12, 13).

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Appropriate staffing on campus to meet the instructional needs of the campus	Principal	Local and federal funds	8/31/2011	PEIMS Staffing reports consistent with peers	STARR scores improve, PEIMS staffing reports are consistent with peers	08/01/11-08/31/2012	3 & 5
Majority of budget is allocated to classroom instruction and support of instruction	Principal	Skyward finance system	8/31/2011	>70% allocated to function 11, 12, 13	STARR scores improve	09/01/11-08/31/2012	9
Review of expenditures for support of current instructional needs	Principal	STARR scores, Common Assessments	8/31/2011	>70% allocated to function 11, 12, 13	STARR scores improve	09/01/11-08/31/2012	1

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 4:Recruit, develop, and maintain a well-qualified staff.

Campus Goal: Recruit, develop, and maintain a well-qualified staff.

Objective: Ensure that Oak Woods has the very best employees available to all students.

Strategy: Monitor and assess campus staffing.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Review the Highly Qualified status of each new employee	Principal	SBEC & Transcripts	Daily	100% HQ Report Yearly	Teacher Retention	As each potential employee is being reviewed for hire	5
Facilitate staff development activities to more effectively meet the needs of the staff	Principal and Instructional Specialist, Campus Leadership	Curriculum materials, Campus Improvement Plans, STARR scores, teacher feedback	9/1/2011	Agendas or sign in sheets from staff development sessions	100% highly qualified staff	Every summer	3 & 4 355
Ensure all teachers have ESL certification	Principal	SBEC & Transcripts	Daily	100% ESL certification	Improvement of ESL students	As each potential employee is being reviewed for hire	3 & 4

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.

Campus Goal: Develop and implement an effective plan to ensure that all campus departments follow the principles of servant leadership.

Objective: Provide a user friendly atmosphere when dealing with students, community and staff.

Strategy: Constant focus on customer satisfaction.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Oak Woods will be user friendly	Staff	Budget and staff	5/29/2011	Mission Statement	Individual appraisals; Parent/Teacher/Community input	08/2011-06/2012	2, 6, 7, 8, 9, 10
Good communication between administration and staff, students, and parents	Principal	Strong instructional leadership	5/29/2011	Parent and community meetings	Parent/Teacher/Community input	08/2011-06/2012	2, 9, 10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Campus Goal: Develop and implement an effective facilities improvement plan to address instructional needs in the school.

Objective: Improve campus facilities.

Strategy: Perform ongoing and yearly facilities assessment.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Prioritize facility needs	Principal	Staff and community input	8/1/2011	Assessment	Fulfillment of facility needs/requests	08/2011-06/2012	8 & 9
Timely completion of campus work orders as needed	Principal and Janitor	Staff input	8/1/2011	Completion of work orders	Completion of work orders	08/2011-06/2012	8 & 9
Conduct yearly facilities assessment	Principal	Staff and community input	8/1/2011	Assessment	Fulfillment of facility needs/requests	08/2011-06/2012	8 & 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 7: Provide leadership-oversight to ensure the district meets all legal and regulatory requirements.

Campus Goal: Provide leadership-oversight to ensure Oak Woods meets all legal and regulatory requirements.

Objective: Effectively communicate all legal and regulatory requirements.

Strategy: Disseminate information to students, parents, and staff.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Continued implementation of Student/Parent Handbook	Principal	Handbook	Annually	Signed Receipts of Handbook	Annual Survey Results	08/2011-06/2012	10
Continue distribution and review of Oak Woods Teacher Handbook and GISD employee handbook	Principal	Oak Woods and GISD Staff Handbooks	Annually	Sign in Sheet at Meeting	Annual Survey Results	08/2011-06/2012	10

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

Oak Woods School
2011-12 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.

Campus Goal: Oak Woods students will participate in co-curricular activities.

Objective: Student body involved in co-curricular and campus activities.

Strategy: Offer opportunities for involvement in co-curricular and campus activities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Allow opportunities for activities beyond the classroom such as Spelling Bee, Science Fair, Chess Club, Field Trips, tutoring	Volunteer coordinators for each activity	Spelling Bee guides, judges, buses, tutors $5500	5/29/2011	Announcements, website, and fliers	Increased participation in co-curricular activities	08/2011-06/2012	3, 6
Offer quality lessons in music and PE classes	Students, Art Teacher, Music Teacher, PE Teacher	Equipment, planning time, and students	5/29/2011	Increased fine arts enrollment in middle school	Increased participation in fine arts and athletics at the 6th grade level	08/2011-06/2012	3, 6
Use Oak Woods' website to promote school-home communication regarding co-curricular activities	Principal Sponsors	School website, parent involvement	5/29/2011	Notes on school webpage	Increased participation in activities	08/2011-06/2012	6

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration

GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School

2011-12 Campus Improvement Plan

District Goal: 1	**Develop and implement an effective plan to improve student performance, including subgroups in academic areas**
Campus Goal	**Develop and implement an effective plan to improve academic performance of all students**
Performance Objective:	**All students will maintain a 80% or better in all subject areas**
Strategy:	**Use TEKS in all subjects, Set passing rate at 80%**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Documented
1	Continue to monitor courses to ensure that they are aligned with the TEKS.	Teachers		June, 2012	Benchmark test, Course completion	Higher % students passing TAKS. Higher % earning CP	August 2011 through June 2012	TAKS results
2	Design courses that use High Level thinking skills	Teachers		June, 2012	Course completion grades	Higher % students passing TAKS. Higher % earning CP	August 2011 through June 2012	
3	Use computer programs to enhance and individualize courses	Teachers	Budget to purchase OdysseyWare and Plato programs	June, 2012	Course completion grades	Higher % students passing TAKS. Higher % earning CP	August 2011 through June 2012	TAKS results
4	Provide individualized instruction to meet student needs	Teachers	Night School Grant	June, 2012	Course completion grades	Higher % students passing TAKS. Higher % earning CP	August 2011 through June 2012	Credits earned. 360

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

GRANBURY ISD *Helping Students Reach New Heights*	STARS Accelerated High School 2011-12 Campus Improvement Plan							
District Goal: 2	**Develop and implement procedures to enhance a positive school climate**							
Campus Goal	**The staff at STARS accelerated High School will create a positive school climate**							
Performance Objective:	**Increase the attendance rate to 90% or better, reduce the dropout rate.**							
Strategy:	**All staff members will demonstrate a positive attitude when dealing with others**							
SW Comp.	**Action Steps**	**Person(s) Responsible**	**Resources**	**Completion Date**	**Evidence of Implementation**	**Evidence of Impact**	**Benchmark Timeline**	**Documented**
1	Students and parents will attend an interview before the student is enrolled	Principal	Application Interviews	August, 2011 to June, 2012	Student Enrollment	Number of student enrolled and graduated	August, 2011 to June, 2012	PIEMS
2	Student will be involved in creating a student Contract	Principal and Staff	Capturing Kids Hearts	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PIEMS
3	Students that have no absences or tardies Monday through Thursday are allowed to wear shorts and T-shirts on Friday	Secretary	Attendance Sheet	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PIEMS
4	Students who have no absences or tardies for 10 straight days earn a homework pass	Secretary	Attendance Sheet	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PEIMS
5	Students who have perfect attendance for a calendar month may earn up to $50.00	Principal and Secretary	Budget $200.00 per month	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PIEMS
6	Students and /or parents are called if a student is more than 10 min. late	Principal and Secretary	Phones	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PIEMS
7	Scheduled parent/ teacher/student conference and communication	Staff	3week Progress Reports, e-mail, phone	August, 2011 to June, 2012	Student Attendance	Increase in attendance and completion rate	August, 2011 to June, 2012	PIEMS Graduation Rate

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School
2011-12 Campus Improvement Plan

District Goal: 3	**Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance**
Campus Goal	**The fiscal plan of STARS will focus on instruction and a viable fund balance will be maintained**
Performance Objective:	**The budget for STARS will provide adequate resources to meet all instructional needs of the students**
Strategy:	**The Site Based Committee will develop a budget that will meet the instructional needs of STARS students**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Needs Assessment
1	Develop a Budget for the 2011-2012 school year	Principal and Site Based Committee	Budget Allocation	March, 2011	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to June,2012	FS
2	Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Report	Adequate Resources for Instructional Program	August, 2011 to June,2012	Skyward Report
3	Involve STARS Staff in Budget Decisions	Principal and Staff	Budget Allocation	March 2011 June 2012	Skyward Budget Report	Adequate Resources for Instructional Program	August, 2011 to June,2012	Skyward Report
4	Monitor all expenditures	Principal and Secretary	Budget Allocation	July,2011 to June, 2012	Skyward Budget Report	Balanced Budget	July, 2011 to June 2012	Skyward Report
5	The majority of the budget will focus on instructional programs	Principal and Staff	Budget Allocation	July, 2011 to June 2012	Skyward Budget Report	Budget Expenditures	July, 2012 to June 2012	Budget

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
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GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School
2011-12 Campus Improvement Plan

District Goal: 4	**Recruit, develop and retain a well-qualified staff**
Campus Goal	**STARS accelerated High School will employ only highly qualified teachers**
Performance Objective:	**The site based committee will only interview highly qualified applicants**
Strategy:	**Only applicants who meet the criteria on School Recruiter will be scheduled for an interview**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Needs Assessment
1	STARS Accelerated High School will only interview highly qualified applicants	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	March 2012 to June 2012	Human Resources Documentation
2	Highly qualified applicants will be recruited	Director of Human Resources	Visit University Placement Offices	August, 2012	Schedule of Visits	Number of Highly Qualified Applicants	February, 2012 to June 2012	Human Resources Documentation
3	Employees will be compensated at a rate that is competitive with the surrounding districts	Superintendent	District Revenue Sources	June, 2012	Salary Schedule	Number of Resignations	August, 2011 to June,2012	FS
4	Provide effective instructional leadership	Principal	Campus Budget	June, 2012	Faculty Survey	TAKS	August, 2011 to June,2012	FS
5	Summer Conference	Superintendent and Curriculum Director	District Budget	August, 2011	Sign In Forms	TAKS	August, 2011	FS
6	Staff Meetings	Principal	Meeting Agenda	June, 2012	Meeting Agenda	Credits /TAKS	August,2011 to June, 2012	363 FS
7	Teachers will be competent in technology TEKS and in the integration of technology into curriculum	Principal and Staff	Training Schedule	June, 2012	Meeting Agenda	PDAS	August, 2011 to June,2012	Star Chart
8	Monthly Safety Training	Principal	Power Point Presentation	June,2012	Record Sheets	Safety Record	August, 2011 to June,2012	Safety Records

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GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School
2011-12 Campus Improvement Plan

District Goal: 5	**Develop and implement an effective plan to ensure that all district departments and campuses follow the principals of servant leadership**
Campus Goal	**All STARS staff members will follow the principals of Servant Leadership.**
Performance Objective:	**All employees will follow the principals of servant leadership when dealing with students, parents, and community members**
Strategy:	**All employees will practice stewardship and maintain the respect of others**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Needs Assessment
1	Students will be greeted every day	Principal and staff	none	June, 2012	observation	Parent / Student Survey	August, 2011 to June, 2012	Parent /Student Survey
2	Demonstrate an awareness of the needs of teachers, students and parents	Principal and staff	none	June, 2012	observation	Parent / Student Survey	August, 2011 to June, 2012	Parent / Student Survey
3	Demonstrate an awareness of the needs of parents, students and teachers	Principal and staff	none	June, 2012	observation	Parent / Student Survey	August, 2011 to June, 2012	Parent / Student Survey
4	Review Campus Improvement Plan	Principal and staff	Campus Improvement Plan	June, 2012	Meeting Agenda	Parent / Student Survey	August, 2011 to June, 2012	Parent / Student Survey

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
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GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School
2011-12 Campus Improvement Plan

District Goal: 6	**Develop and implement an effective facilities improvement plan to address instructional needs in the district.**
Campus Goal	**STARS Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs**
Performance Objective:	**The administration and teachers will develop and implementate an effective facilities improvement plan to address instruction**
Strategy:	**STARS facilities will be reviewed to determine if they are adequate to effectively address the needs of it's students and staff**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Needs Assessment
1	Request for maintenance services will address facility maintenance and repairs	Principal and secretary	Maintenance Staff	June, 2012	Completed Work order	Completion of Requested repairs	August, 2011 to July, 2012	FS
2	The budget planning process will be used to address facility improvement	Principal and staff	Campus Budget	June, 2012	Budget Process	Completion of Requested repairs	August, 2011 to July, 2012	FS
3	Review Facilities Improvement Plan	Principal and staff	none	June, 2012	Request for Maintenance	Completion of Requested repairs	August, 2011 to July, 2012	FS

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
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GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School
2011-12 Campus Improvement Plan

District Goal: 7	**Provide leadership/oversight to ensure the district meets all legal and regulatory requirements**
Campus Goal	**Establish procedures to ensure that STARS Accelerated High School meets all legal and regulatory requirements**
Performance Objective:	**Effectively communicate all legal and regulatory requirements**
Strategy:	**Provide professional development for staff members so they will understand legal and regulatory requirements**

SW Comp.	Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Needs Assessment
1	Review board policy when making decisions	Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policies	Implementation of School Board Policy	August, 2011 to June, 2012	FS
2	Communicate guidelines to staff members	Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policies	Implementation of School Board Policy	August, 2011 to June, 2012	FS
3	Implement regulations from TEA and other State Agencies	Principal	TEA Regulations and other State Regulations	June, 2012	Decisions will be in compliance with TEA and other State Regulations	Implementation of TEA Regulations and Other State Regulations	August, 2011 to June, 2012	GISD Department Compliance Monitoring
4	Student/ Parent Handbook	Principal and Staff	Student/ Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Student / Parent Handbook	Decisions that deal with students	August, 2011 to June, 2012	FS 366
5	Provide information to staff members to help them identify and report children who have been abused	Counselor, Teachers and Principal	Texas Education Laws	June, 2012	Meeting Agenda	Records of Reports to CPS	August, 2011 to June, 2012	Reports

SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
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OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Consider Approval of the Technology Plan**

SUMMARY:
We also sent you a copy of the Technology Plan in advance to give you an opportunity to look through it.

RECOMMENDATION:
I recommend approval of the Technology Plan.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Granbury ISD Technology Plan

2012 - 2013

Ron Mayfield

Superintendent

DISTRICT PROFILE

ESC Region	11
City, State Zip	Granbury, TX 76048-2046
Phone	(817) 408-4000
Fax	(817) 408-4014
County District Number	111901

Number of Campuses	11
Total Student Enrollment	6621
District Size	5,000 - 9,999
Percent Econ. Disadvantaged	46.35%

Technology Expenditures		$1,339,630.00
Technology budgets reported in plan by category	Teaching and Learning Budget	$443,630.00
	Educator Preparation and Development Budget	$70,000.00
	Leadership, Administration and Support Budget	$161,000.00
	Infrastructure for Technology Budget	$665,000.00
	Total:	**$1,339,630.00**
Technology Expenditure Per Pupil	$202.33	
Number of Campuses with Direct Connection to Internet	11	
Percentage of Campuses with Direct Connection to Internet	100.00%	
Number of Classrooms with Direct Connection to Internet	522	
Percentage of Classrooms with Direct Connection to Internet	100.00%	
Computer/Student Ratio	4 student(s) for every computer	
Computer/Teacher Ratio	1 teacher(s) for every computer	
Number of campuses that need to complete the Texas Campus STaR Chart	11	
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %	

Plan Introduction

Plan Last Edited 11/29/2011

Plan status:	not submitted
Years Included in the Plan:	2012 - 2013
Number of years covered by the plan:	1

Does the district file E-Rate? yes
The district had a "written" plan before E-Rate Form 470 was filed on 12/13,2011/2011.

Technology Planning Committee
Amy Wood - Director of Technology
Curtis Starnes - Network Administrator
Jodie McClintock - Instructional Technology Coordinator
Julie Ward - Instructional Technology Coordinator
Campus Technology Committees (members include principals, teachers, and librarians)
District Advisory Council (members include teachers, staff, district administration, community members, and parents)

Executive Summary

Granbury Independent School District recognizes that the focus of technology in education is the innovative integration of technology which leads to increased student success. Therefore, GISD's Technology Plan ensures that the necessary and appropriate technology enables students to maximize their potential, foster creativity, promote global citizenship, and attain college readiness.

Our goal is that all students and staff become technology literate; that is, responsibly use appropriate technology to communicate, collaborate, problem solve, improve learning in all subject areas, and access, manage, evaluate, and create information. In addition, staff will seamlessly integrate existing and emerging technologies to facilitate 21st Century Learning.

The district will provide sufficient technology support, both technical and instructional, for all aspects of technology integration. Necessary hardware, software, and network infrastructure will be provided to ensure the effective use of technology in instruction and operations. Ongoing professional development will be offered to both departmental and instructional staff to enhance skill development, provide the development of curriculum projects, and model best practices in the effective integration of educational technology into the curriculum.

Needs Assessment

Assessment Process:
A comprehensive needs assessment utilizing inventories, campus technology plans submitted by the campus technology committees, goals established by the District Advisory Council in the District Improvement Plan, district surveys, and the Texas (Teacher/Campus) STaR Charts are used to analyze the current status of technology in the district and determine future needs. The items analyzed include: infrastructure, hardware, software, technology resources, staff development, and technical support.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD were considered, the campus technology committees were utilized to assist in the development of the needs assessments and campus goals/objectives/activities and evaluations. The campus technology committee members consist of teachers, librarians, campus administration, and central office administration. The core district technology committee compiled the results to create the common vision for Granbury ISD. Special committees and task forces are created as specific needs arise in order to determine the best means for meeting specific needs.

Existing Conditions:
Granbury ISD is experiencing an increased use of technology by both teachers and students. However, according to the STaR Chart, the district remains at the Developing Tech level in most areas of Teaching and Learning and Educator Preparation and Development.

The district offers a multitude of software. Software programs include curriculum-specific software as well as productivity software in order to meet the needs of all students. The district offers and supports software for assessment and intervention for appropriate grade levels.

All district staff and students have internet access and email accounts. Teachers can take their students on electronic field trips around the world via the internet and with distance learning equipment. Students are using the internet for research and other learning activities. Email and internet video-conferencing software allow teachers and students to communicate with the world around them.

Current Conditions:

* A district wide area network (WAN) is in place, linking all campuses and ancillary facilities together with the use of fiber optic cable.

* A fast ethernet local area network (LAN) is in place on every campus.

* Centralized purchasing for technology items is in place for standardization of computer equipment and supplies.

* Cisco CallManager is in place to support the district's IP telephony communications network. CallManager is the software-based call-processing component of the Cisco IP telephony solution, part of Cisco AVVID (Architecture for Voice, Video, and Integrated Data).

* Granbury ISD district, campus, and teacher web sites (www.granburyisd.org) are created, maintained and hosted by Education Service Center XI via SchoolWires Centricity. The Granbury ISD website offers quality, current information to staff, students, and the community.

* Internet and distance learning access is maintained and distributed throughout the district from a central source. An Opt-E-Man connection to the internet is in place providing up to 100 Mbps of bandwidth. For distance learning, one T1 line connects the district's WAN and the Regional Service Center.

* Various software programs are used to support instruction. Skyward is used to house all student and finance information in order to maintain accurate records.

* Staff development is provided during summer months, at selected times during the school year, face-to-face, online, and on demand.

* Technology hardware such as interactive whiteboards, digital cameras, video cameras, web cameras, document cameras, projectors, scanners, and classroom performance systems are available for checkout in the libraries.

* Video conference/distance learning equipment is available on all campuses.

* Off-site servers in place to house critical information. A generator installed to maximize uptime.

* An acceptable use policy (AUP) is enforced for all staff and students.

Technology Needs:
The technology plan must ensure that appropriate resources are in place to support and maintain networks and equipment. Technology never rests, so it is essential that the systems work 24/7. To maintain the ability to meet the needs of students and staff, the infrastructure is evaluated on an ongoing basis. Changes in curriculum needs, such as online testing, online textbooks and other resources, require additions and updates to the district's software, servers, network, and telephone equipment. The need continues for the district to provide timely access to information and to have the ability to easily share that information with students, parents, and the community.

Findings from the needs assessment are as follows:

* Increase infrastructure and continue to support additional technologies and the movement to a 1:1 learning environment.

* Continue maintenance and lease agreements to support network hardware and telecommunication services.

* Enhance network redundancy and disaster recovery, inlcuding up-to-date maintenance on generator at the technology center.

* Increase classroom technology to include a ceiling-mounted LCD projector, interactive whiteboard, and document camera in every classroom.

* Increase the technology available for instruction at all campuses by adding items such as: netbooks, mobile computer carts, MP3 players, iPads, eReaders, and other innovative technologies.

* Continue to provide and expand staff development opportunities that enable teachers to effectively integrate technology seamlessly into their curriculum.

* Maintain and expand the database of model lessons incorporating technology in all classrooms and subject areas.

* Evaluate available instructional software to enhance student performance.

* Maintain five-year replacement cycle of computers and servers in order to support additional technology.

* Enhance communication within the district, especially in the areas of facilities and maintenance.

Goals, Objectives, and Strategies

GOAL 1: Teaching and Learning: Utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

OBJECTIVE 1.1:

Granbury ISD will facilitate and support integration of technology into all areas of the curriculum to promote student success.

Budget Amount $12,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 04a, 07, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.1.1:	Continue to expand and maintain a district-wide database of lessons integrating technology into the core curriculum in grades PK-12. Comments: The Technology Department will work closely with the Curriculum Department, campuses, and teachers to develop and revise lessons in the database. LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinator in conjunction with the Curriculum Department	Increased number of items in the shared database of instructional lessons including SharePoint.
1.1.2:	TA TEKS will be integrated into the current curriculum for grades PK-5. Comments: The technology department will develop resources to integrate the TA TEKS into the current curriculum documents. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators in conjunction with the Curriculum Department	A companion document infusing the core TEKS and the TA TEKS.
1.1.3:	Technology resources and support for lessons will be accessible with all curriculum documents. Comments: The technology department will work closely with curriculum teams to assist in the correlation of technology resources. LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Technology Director Instructional Technology Coordinators in conjunction with the Curriculum Department	Technology resources will be correlated to existing curriculum documents. These resources include websites such as BrainPop, Atomic Learning, Discovery Education, StudyIsland, and Supplemental Science Adoptions, distance learning opportunities, and other emerging technologies.
1.1.4:	The Technology Applications teachers scaffold knowledge to support project-based learning in core curriculum areas. Comments: The Technology Applications teachers will also work with the Career and Technology Director to explore different career	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Director of Career and Technology Instructional Technology Coordinators Campus	Projects outlined in the technology applications scope and sequence will enhance specific topics in the core content areas. Career inventories will be completed and avialable for students and parents.

	options, complete a career inventory, and plan for the future. LEA LRPT Correlates: TL01, TL03, TL05, TL12, TL13, TL14			Principals Technology Applications Teachers	

OBJECTIVE 1.2:

All GISD students will receive instruction and show proficiency in the appropriate TA TEKS.

Budget Amount $5,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.2.1:	Lessons and skills from EasyTech, the current Technology Applications textbook, will be integrated into the classroom. Comments: The Technology Department will work to make lessons easily accessible to all classroom teachers and train the teachers on how to effectively implement. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Teachers	Usage reports from EasyTech, student work, and teacher feedback.
1.2.2:	Computer lab instructional time will be used to scaffold knowledge to support project-based learning in core curriculum areas. Comments: The Technology Department will work with teachers and campus technology committees to effectively implement. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Teachers Librarians	Student work and teacher feedback.
1.2.3:	A vertical alignment of skills will ensure that all necessary technology skills are mastered at appropriate grade level benchmarks. Comments: The verical alignment document will focus on new TA TEKS at all grades levels. LEA LRPT Correlates: TL01, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Technology Director Instructional Technology Coordinators Teachers	Vertical alignment document and demonstration of student mastery.
1.2.4:	All students in grades 6 and 8 will take a technology literacy assessment. A field test will be administered in grades 2 and 5. Comments: All 6th grade students are required to take a Technology Applications course. The assessment	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Teachers	Data from the technology literacy assessment.

	will be given in all classes. All 8th grade students will test in May during a scheduled time frame. The instructional technology coordinator will help facilitate this process and compile the results. A field test, created by the technology department, will be given in grades 2 and 5 in order to ensure appropriate TEKS are being mastered. LEA LRPT Correlates: TL01, TL03, TL05, TL14				
1.2.5:	Continue to offer Technology Applications courses in addition to CTE courses offered in the Information Technology Cluster, Arts, AV, Technology and Communication, and STEM in grades 9-12. Comments: Granbury ISD will continue to offer Technology Applications courses in grades 9-12 even though they are not required for graduation. LEA LRPT Correlates: TL02, TL03	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Director of Career and Technology Campus Principals Campus Counselors	Course catalogs and course selection sheets.

OBJECTIVE 1.3:

GISD libraries will effectively support technology integration.

Budget Amount $58,500.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 02, 10, 11

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.3.1:	All GISD libraries will facilitate appropriate research skills, acceptable use, copyright laws, and cyber safety. Comments: Libraries will advocate effective research techniques, adherance to copyright laws, and cyber safety. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Campus Librarians Campus Principals	Research database usage reports and the agendas and feedback from Librarian Meetings.
1.3.2:	GISD libraries will continue to purchase and effectively integrate eBooks, audio books, and other high quality resources such as Discovery Learning, Encyclopedia Brittanica, Gale, CultureGrams, and other items as they become available. Comments: Quality resources must be available for our students both in the library and at home. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Library inventories and student usage reports.

1.3.3:	All GISD libraries will provide State Standards Search to assist teachers in finding web and library resources aligned to the TEKS. Comments: This tool will help teachers effectively utilize library resources. LEA LRPT Correlates: I05, TL05, TL10, TL11	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Statistics of use from Follett Destiny Library Manager.
1.3.4:	A library automation system will be utilized on all campuses. Comments: A textbook module will be implemented in order to track inventory with the revision of IMA funds. LEA LRPT Correlates: LAS09, TL10, TL11	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Technology Department Librarians Campus Principals	Reports from the district's Follett Destiny Library Management software.
1.3.5:	Provide technology items for checkout to all staff. Items include interactive whiteboards, interactive slates, projectors, document cameras, digital cameras, video cameras, web cams, etc. Comments: Librarians will keep accurate records of technology on the campus. LEA LRPT Correlates: TL09, TL10, TL11	State: Revised Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Inventory of equipment available in the library and equipment check-out logs. Professional development records.
1.3.6:	Campus librarians will keep an up-to-date website including links to resources, relevant software, and workshops available to the staff and students on their campus. LEA LRPT Correlates: EP06, I05, I09, TL05, TL09, TL10, TL11	State: Original Status: In Progress	August 2012 - May 2013	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Library websites.

OBJECTIVE 1.4:

Appropriate technology tools will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $167,530.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.4.1:	Maintain and investigate the expansion of the following equipment in every classroom: a mounted projector, interactive whiteboard, and document camera. Comments: This item is listed in all campus technology plans and is a	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals	Inventory of all items placed in classroom, documentation of additional items, and a working plan to implement in all classrooms.

	priority for our district. With budget shortfalls, we understand that this will occur a little each year. LEA LRPT Correlates: TL09				
1.4.2:	Expand the purchasing and use of netbooks, mobile labs, NComputing and other virtual desktop solutions for expanded technology in the classroom. Comments: The netbook and NComputing options are cost-effective options as we move toward a 3:1 and eventually toward a 1:1 student to computer ratio. LEA LRPT Correlates: I05, TL09	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals	Technology inventory and student use as reported by campus administration and teachers.
1.4.3:	Continue and expand the purchasing and integration of digital cameras, web cams, video cameras, and iTouches and investigate the implementation and integration of emerging technologies such as eReaders, iPads, interative projectors, and others. LEA LRPT Correlates: I05, TL09, TL15	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals Librarians	Technology inventory and student use as reported by campus administration, teachers, and librarians.
1.4.4:	Provide necessary adaptive hardware such as adaptive keyboards, touch screens, on-screen keyboards, trackballs, and other technologies as required. Comments: Adaptive technology needs change with students and their various needs. LEA LRPT Correlates: I05, TL09	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Director of Special Education Diagnosticians	Technology inventory and needs as outlined by the special education staff and in student IEPs.
1.4.5:	The district will provide students with computers that are being replaced through the district's replacement cycle. Comments: The GISD School-2-Home project will provide computers for students. Computers that are no longer usable will be recycled through a recycling company. LEA LRPT Correlates: TL05, TL08, TL09, TL12, TL14	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Technology Department	Distribution reports and computer inventory.

OBJECTIVE 1.5:

Appropriate software will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $200,600.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies	*State/Status:*	*Timeline:*	*Person(s)*	*Evidence:*

				Responsible:	
1.5.1:	Continue to provide and research new software to enhance classroom instruction. Current software includes OdysseyWare, Renaissance Place, BrainPop, iStation, Study Island, Bridges, AgileMind, Microsoft Office Suite, Rosetta Stone, Atomic Learning and others as necessary for instruction. Comments: Student needs drive the selection of software in Granbury ISD. We will continue to research various software programs beneficial to the education of students. LEA LRPT Correlates: TL08, TL09, TL13, TL15	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Senior Network Administrator Director of Curriculum Director of Special Education Campus Principals Classroom Teachers	Links readily available on GISD and Instrutional Technoalogy websites, software inventory and software usage statistics.
1.5.2:	Provide necessary adaptive software such as adaptive math software, voice recognition, word prediction, and other software as necessary to meet the needs of all GISD students. Comments: Adaptive technology needs change with students and their various needs. LEA LRPT Correlates: I05, TL08, TL09	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Director of Special Education	Technology inventory and needs as outlined by the special education staff and in student IEPs.

GOAL 2: Educator Preparation and Development: Promote growth of educators' effectiveness in integrating technology into the curriculum, achieve proficiency in SBEC Technology Standards, and transform teaching practices by promoting student-centered learning.

OBJECTIVE 2.1:

Staff will demonstrate proficiency in all SBEC Standards for Technology Literacy.

Budget Amount $30,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.1.1:	Implement a standard framework of technology skills for all faculty and staff. Basic structure will include basic skills, copyright, word processing, web usage and design, and technology integration. Comments: Standardized staff development, especially for minimum technology skills, is vital to the success of integration. LEA LRPT Correlates: EP02, EP03, EP04, EP05, EP07, LAS12, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	Posted, implemented framework in place.
2.1.2:	Continue to provide opportunities and develop new trainings for all faculty and staff to increase technology literacy and seamless technology integration. Comments: Face-to-face and online training will be available. LEA LRPT Correlates: EP02, EP03, EP04, EP05, EP07, LAS12, TL14	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	Model technology classrooms for teachers to observe, a calendar of training events, staff led/student produced projects, and classroom walk-throughs will provide evidence of opportunities.
2.1.3:	Investigate the use of incentives for successfully completing the framework of technology skills. Comments: Funding for incentives is an ongoing an issue. LEA LRPT Correlates: EP04, EP07	State: Revised Status: Planned	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	Agendas, correlation to the staff development framework, and minutes from planning meetings.
2.1.4:	Continue to utilize various delivery options for staff development opportunities including Atomic Learning, RETN, TETN, Education Service Center, Moodle, and state and regional conferences. Comments: Funding limitations may restrict number of participants	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Director of Curriculum	Statistics of use from the various online programs, a report of all trainings offered, and certificates and evidence of integration of ideas learned from trainings.

	attending out-of-district trainings, therefore the need to disseminate information from these trainings to all staff is imperative. LEA LRPT Correlates: EP01, EP04, EP05, EP08, LAS15, TL13				
2.1.5:	Utilize the Texas Teacher STaR Chart, district surveys, and campus technology committees to determine needs and effectiveness of staff development offered in GISD. Comments: Although the STaR Chart Summary shows we remain at the Developing Tech level, gains were made in specific areas. LEA LRPT Correlates: EP01, EP05, LAS01, LAS02, LAS03, LAS08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals Campus Technology Committees	Minutes from committee meetings, results of surveys, and increased performance on the STaR Chart.

OBJECTIVE 2.2:

Instructional staff will facilitate the effective integration of technology in all classrooms.

Budget Amount $40,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 04a, 04b, 07, 08, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.2.1:	Use results from district survey, STaR Chart, and campus technology committee reports to develop campus/teacher specific trainings to enhance integration of technology. Comments: Staff development is the most critical piece of integration. LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	A model technology classroom for teachers to visit, classroom walk-throughs and training feedback.
2.2.2:	Expand the database of TEKS-based model lessons for use in all core content in grades PK-12. LEA LRPT Correlates: EP01, TL01	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	Increased number of lessons available in SharePoint.
2.2.3:	Investigate the designation of a technology liason on each campus. Comments: With current budget constraints, this will remain in the investigation stage. LEA LRPT Correlates: EP01, EP09	State: Revised Status: Planned	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals	Planning meeting agendas and minutes.

2.2.4:	Encourage distance learning opportunities whenever possible, including connections between campuses and external resources. LEA LRPT Correlates: EP01, LAS13, LAS15, TL12, TL13	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Librarians Campus Administration	RETN contract with ESC XI, certificates of participation, system usage reports, increased usage of SKYPE.
2.2.5:	Increase course support on Moodle and investigate expanded use of the Texas Virtual Schools Network. (TxVSN) LEA LRPT Correlates: EP01, LAS15, TL13	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Director of Curriculum Campus Administration	Course statistics on Moodle and enrollment in TxVSN.

GOAL 3: Leadership, Administration, and Support Services: Improve the quality of communication used to facilitate data-driven decision making in the areas of student records (achievement, attendance, discipline, and special education), community partnerships, parent awareness and involvement, and other support services.

OBJECTIVE 3.1:

All GISD staff will utilize electronically-delivered systems to communicate with guardians and the community.

Budget Amount $45,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 06, 09, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.1.1:	Continue to expand the use of Skyward Family Access and Skyward Student Access. Comments: All parents with email addresses on file and all students in grades 6-12 are emailed Skyward Family Access or Skyward Student access login information at the beginning of the school year. LEA LRPT Correlates: LAS09, LAS11, TL11, TL15, TL16	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators	Usage reports from SkyWard Family Access and SkyWard Student Access.
3.1.2:	The Granbury ISD web site will be updated regularly with news and information for community members. Informational sites include campus and teacher websites, current employment opportunities, and resources for adult literacy and continuing education. Comments: The website is the face of Granbury ISD and it is vital that it remain current at all times. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Public Relations Officer Campus Administration Teachers	Web hosting (SchoolWires) contract with ESC XI, website subscriptions, and web page content.
3.1.3:	Granbury ISD will maintain a district FaceBook page, Twitter account, and other social networking tools in order to reach more parents and members of the community. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Public Relations Officer	Current information on all sites.
3.1.4:	Continue to utilize a district-wide notification service for emergency broadcasts, parent outreach, and student attendance communications. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Public Relations Officer Campus Administration	Contract with SchoolMessenger and reports of usage statistics.
3.1.5:	All faculty and staff will be	State:	July 2012	Director of	Web hosting (SchoolWires)

	encouraged to utilize electronic means including use of email, faculty web pages, newsletters, and Skyward electronic gradebook to communicate student progress. LEA LRPT Correlates: LAS09, LAS11, TL15, TL16	Revised Status: In Progress	- June 2013	Technology Instructional Technology Coordinators Campus Administration	contract with ESX XI, district calling system (SchoolMessenger), email statistics, Skyward use, and district surveys to staff and community members.
3.1.6:	Utilize electronic means to monitor progress and achievement of Special Education Students. LEA LRPT Correlates: I01, LAS01, LAS02, LAS05, LAS10, TL04	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinator Director of Special Education Special Education Coordinator Diagnosticians	All special education student records readily available.

OBJECTIVE 3.2:

GISD will utilize technology as a tool to access and maintain student records.

Budget Amount $81,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.2.1:	Provide district-wide student management software for attendance, grades, discipline, transcripts, and PEIMS reporting. LEA LRPT Correlates: I05, LAS11	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Skyward Applications Coordinator District PEIMS Coordinator	Student management system (Skyward) in place and utilized for attendance, grades, discipline, transcripts, and PEIMS reporting.
3.2.2:	Ensure current Granbury ISD forms are current and posted on the website. LEA LRPT Correlates: I05	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Public Information Officer Appropriate Departments	Web hosting (SchoolWires) contract with ESC XI and forms and documents posted on the website.
3.2.3:	Reports containing pertinent student information are readily available to appropriate staff. Comments: Training materials are available on the Granbury ISD website. LEA LRPT Correlates: LAS10	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Appropriate Departments	Report statistics.

OBJECTIVE 3.3:

Granbury ISD will use a comprehensive planning process to ensure technology plans include a needs assessment, the establishment of clear goals, realistic strategies, and critical components, and a yearly, comprehensive evaluation. There

is no budget for this item. All meetings are held after school.

Budget Amount $0.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01, ER02
NCLB Correlates: 01, 03, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.3.1:	Campus technology committees will meet a minimum of once per semester to ensure that campus technology plans meet the needs of the staff and students. Comments: Campus technology committees are crucial in development of a focused district technology plan. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals Technology Committee Chairs	Agendas and minutes from the meetings.
3.3.2:	The district advisory council will be used to ensure the technology plan meets the needs of the staff and students in Granbury ISD. Comments: The District Advisory Council members consist of staff, teachers, parents, community members, and campus and district administration. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07, LAS08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology	District Advisory Council agendas and minutes.
3.3.3:	The campus, department, and district technology plans will be revisited at least once per year. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Principals Department Directors Technology Committee Chairs	Revised plans for the district, campuses, and departments.
3.3.4:	STaR Chart data and district/campus-developed needs assessments will be used in developing the technology plan for Granbury ISD. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Instructional Technology Coordinators Campus Administration Department Directors	Necessary components in the technology plan and strong district technology goals.

OBJECTIVE 3.4:

GISD will employ technology as a tool to streamline information reporting and facilitate data-driven decision making.

Budget Amount $35,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 04a, 04b, 06, 07, 08, 09, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.4.1:	Granbury ISD will effectively use all available software including DMAC, iStation, AgileMind, Study Island, PDAS, Eduphoria, etc., to make informed decisions for increasing student achievement, determining technology needs, and enhancing the overall educational experience. LEA LRPT Correlates: EP03, LAS08, TL04, TL07	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Curriculum Department Special Education Department Campus Administration Teachers	Data to support all software decisions.
3.4.2:	Granbury ISD departments will utilize various software in order to accurately maintain records and make informed decisions. This software includes substitute management software, recruiting software, bus route management, food service management, facility scheduling, school trip, etc. LEA LRPT Correlates: EP03, LAS09, TL15	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Department Directors	Reports from HR, Athletics, Transportation, Facilities, Maintenance, Technology, Support Services, and the Business Office.

GOAL 4: Infrastructure for Technology: All students and staff in Granbury ISD will have a cost-efficient, effective, stable, and safe educational technology infrastructure.

OBJECTIVE 4.1:

Granbury ISD will maintain an infrastructure that facilitates good communication, instruction, and other educational services.

Budget Amount $625,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01
NCLB Correlates: 03, 05, 06, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.1.1:	Maintain a Gigabit Ethernet WAN between campuses and a Fast Ethernet LAN on each campus. LEA LRPT Correlates: I01, I04, I05, I08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Valid fiber optic lease contract. Network statistics/monitoring.
4.1.2:	Maintain internet access with appropriate content filtering for every network computer in the district. LEA LRPT Correlates: I01, I05, I06, I08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Viable 80/100 Mbps internet access contract. Monitoring and usage statistics.
4.1.3:	Maintain basic telephone service (2 ISDN Prime Interfaces, 46 ISDN B-Channels, Direct Inward Dialing) shared by campuses. Comments: Add additional pieces as necessary for effective communication and safety. LEA LRPT Correlates: I01, I05, I08	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Valid telephone service contract, monitoring and assessment of all programs.
4.1.4:	Maintain a distance learning circuit (T1) to Region XI Education Service Center. LEA LRPT Correlates: I01, I05, I08, TL13	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology	T1 service contract and evidence of distance learning programs.
4.1.5:	Work to move from an overall student to computer ratio of 4:1 to a ratio of 3:1 while maintaining a professional educational staff to computer ratio of 1:1. Comments: This is a step toward a 1:1 environment. With current budget constraints we realize this will evolve over time. LEA LRPT Correlates: I01, I04, I05, I07, I08, I09, TL09	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology	Technology inventory database and a workable student and teacher computer replacement schedule.
4.1.6:	Maintain a 5-year replacement cycle for student computers, teacher	State: Revised	July 2012 - June 2013	Director of Technology	Technology inventory database.

	laptops, district servers, networking devices, and UPS. Comments: In order to ensure students have access to the technology needed, it is vital that equipment meet necessary standards. LEA LRPT Correlates: I01, I05, I07, I08, I09, TL09	Status: In Progress		Network Administrator	
4.1.7:	Maintain and improve network monitoring and management software. Research the implementation of improved network redundancy and disaster recovery. LEA LRPT Correlates: I01, I08, LAS14, TL14	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Network statistics and a viable disaster recovery solution in place.
4.1.8:	Maintain network switches and wireless access points (IEEE 802.11 b/g/n). LEA LRPT Correlates: I01, I05, I07, TL09	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Technology inventory and network statistics.
4.1.9:	Work to secure grants and other funding resources to enhance IT infrastructure. LEA LRPT Correlates: I02, I03	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology	Grants and other funding in place.
4.1.10:	Maintain a district-wide standardized IP telephony system with integrated messaging. LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Network inventory and statistics.
4.1.11:	GISD will continue to filter internet traffic according to rules and regulations while concurrently teaching staff and students to determine the validity of content and the source of content on the internet. LEA LRPT Correlates: I01, I05, TL01, TL06	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Network Administator	Content filtering software
4.1.12:	Access to the wireless GISD Guest Network is provided for students, parents, community members, and staff using non-district devices. LEA LRPT Correlates: I01, I02	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Usage statistics on the visible, usable GISD Guest wireless netork.
OBJECTIVE 4.2: Granbury ISD will investigate new and emerging technologies to enhance education. *Budget Amount $40,000.00* *LRPT category: Infrastructure for Technology* E-Rate Correlates: NCLB Correlates: 05, 08, 12					

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.2.1:	Continue the implementation of IEEE 802.11 n wireless access points. LEA LRPT Correlates: I01, I05, I07	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	Technology inventory and network statistics.
4.2.2:	Maintain the district's SIF (Schools Interoperatbility Framework) and evaluate the need to purchase additional SIF agents. LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Network Administrator	SIF support contracts and available SIF agents in GISD.
4.2.3:	Maintain and expand the use of document sharing software (Microsoft SharePoint). LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology	Statistics of use and documents available.
4.2.4:	Continue to investigate a new email archiving solution. LEA LRPT Correlates: I01, I07	State: Revised Status: Planned	July 2012 - June 2013	Director of Technology Network Administrator	Documentation of research of new solutions, including open source options.
4.2.5:	Continue to plan for increased IPv6 traffic due to the depletion of the IPv4 address space. LEA LRPT Correlates: I01, I03, I05, I07, I08, I09	State: Revised Status: In Progress	July 2012 - June 2013	Director of Technology Senior Network Administrator	Bank of IPv6 addresses and full access to both IPv4 and IPv6 networks.
4.2.6:	Keep all devices current in operating systems and productivity software by purchasing Microsoft EES Volume license agreement. LEA LRPT Correlates: EP03, EP05, I05, TL12, TL16	State: Original Status: In Progress	July 2012 - June 2013	Director of Technology	Current Microsoft Volume License Agreement

Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: $0.00

Method of application for formula funds: Local Application

Budget year 2012		
Budget item	**Cost**	**Funding Sources with amount per source**
Staff Development	$95,000.00	Local Funds: $95,000
Telecommunications & Internet Access	$225,000.00	E-Rate: $150,000 Local Funds: $75,000
Materials & Supplies	$232,400.00	Local Funds: $232,400
Equipment	$605,500.00	Instructional Material Allotment: $180,000 Local Funds: $425,000
Maintenance	$151,730.00	Local Funds: $151,730
Miscellaneous Expenses	$30,000.00	Local Funds: $30,000
Total	$1,339,630.00	

Evaluation

Evaluation Process:
Granbury ISD actively monitors all technology implementation as a part of an ongoing evaluation plan. The district technology plan will be revisited and revised semi-annually.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD are considered, district and campus technology committees will be utilized to assist in the needs assessment and the development of district/campus technology goals/objectives/activities respectively. The intention of the evaluation is to make informed decisions about technology and its impact on student achievement.

Texas STaR Chart results for each campus along with district survey results will be used to help Granbury ISD assess progress made toward meeting the goals of the Long Range Plan for Technology. An annual report will be given to the Superintendent, District Advisory Council, and the Board of Trustees.

Evaluation Method:
* Integration of technology in the classroom as evidenced by student performance, curricular projects, lesson plans, walk-throughs, results of technology literacy assessment.

* Monitoring and documentation of community access to technology resources, including the Granbury ISD web site, district social networking pages, campus and teacher web sites, Skyward Student Access, Skyward Family Access, and Atomic Learning.

* Records of staff participation in technology training monitored by sign-in sheets and teacher professional development records.

* Surveys of technology training needs will determine trainings offered throughout the year.

* Support and maintenance of the technology infrastructure as documented by technical support records and performance reports.

* Surveys of staff conducted yearly regarding their use of technology in the classroom.

* Accurate inventory of hardware and software.

* Administrative reports on the technology strand of the educator appraisal system.

* Annual Texas STaR Chart results.

* Student feedback on effective preparation for college and/or work.

* Campus and district technology committee feedback.

Granbury ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 12, 2011
For: Information

TO: Mr. Ron Mayfield, Superintendent

FROM: Sharay Boynton
DATE: December 5, 2011
RE: 10/31/11 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended October 31, 2011 for the general operating fund.

The statements for the period ended October 31, 2011 include only those transactions that occurred between the period of September 1, 2011 and October 31, 2011. Revenue collected to date equal 6.41% of the budgeted amount compared to 8.64% last year. Expenditures to date represent 15.87% of the budget compared to 16.76% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: December 5, 2011

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2011

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	47,664,657	439,599	47,225,057	0.92%
5800 STATE SOURCES	15,601,299	3,540,996	12,060,303	22.70%
5900 FEDERAL SOURCES	475,000	105,752	369,248	22.26%
TOTAL REVENUES	**63,740,956**	**4,086,347**	**59,654,608**	**6.41%**
EXPENDITURES				
6100 PAYROLL COSTS	43,097,912	7,035,344	36,062,568	16.32%
6200 PROFESSIONAL & CONTRACTED SERVICES	15,763,240	1,401,690	14,361,551	8.89%
6300 SUPPLIES/MATERIALS	2,464,463	910,949	1,553,515	36.96%
6400 OTHER OPERATING	975,323	401,336	573,987	41.15%
6500 DEBT SERVICE	0	0	0	#DIV/0!
6600 CAPITAL OUTLAY	1,527,673	381,008	1,146,665	24.94%
TOTAL EXPENDITURES	**63,828,611**	**10,130,326**	**53,698,285**	**15.87%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(87,656)**	**(6,043,979)**	**5,956,323**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2011

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	47,204,694	292,195	46,912,499	0.62%	0.61%
INVESTMENT INCOME	65,000	5,139	59,861	7.91%	8.89%
OTHER LOCAL INCOME	394,963	142,265	252,697	36.02%	26.88%
5800 STATE					
STATE FUNDING	15,601,299	3,540,996	12,060,303	22.70%	37.67%
5900 FEDERAL					
FEDERAL PROJECTS	475,000	105,752	369,248	22.26%	2.78%
TOTAL REVENUES	**63,740,956**	**4,086,347**	**59,654,608**	**6.41%**	**8.64%**
EXPENDITURES					
11 INSTRUCTION	30,879,011	5,599,064	25,279,946	18.13%	18.43%
12 INSTRUCTIONAL RESOURCES & MEDIA	827,433	200,766	626,667	24.26%	19.81%
13 CURRICULUM & STAFF DEVELOPMENT	675,351	108,783	566,568	16.11%	14.69%
21 INSTRUCTIONAL LEADERSHIP	575,502	99,232	476,270	17.24%	18.90%
23 SCHOOL LEADERSHIP	3,487,785	616,315	2,871,470	17.67%	17.75%
31 GUIDANCE/COUNSELING	1,067,641	188,121	879,520	17.62%	17.71%
32 SOCIAL WORK SERVICES	57,000	54,404	2,596	95.45%	99.17%
33 HEALTH SERVICES	369,369	64,446	304,923	17.45%	16.96%
34 TRANSPORTATION	2,526,325	620,167	1,906,158	24.55%	21.11%
35 FOOD SERVICE	60,000	57,751	2,249	96.25%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	1,619,792	336,093	1,283,699	20.75%	18.49%
41 GENERAL ADMINISTRATION	1,830,556	334,150	1,496,406	18.25%	17.22%
51 PLANT MAINTENANCE	6,048,999	1,549,162	4,499,837	25.61%	29.27%
52 SECURITY & MONITORING SERVICES	128,251	24,774	103,477	19.32%	22.13%
53 DATA PROCESSING	1,003,154	221,673	781,481	22.10%	24.76%
61 COMMUNITY EDUCATION	153,434	5,411	148,023	3.53%	7.96%
71 DEBT SERVICE	0	0	0	#DIV/0!	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	250,000	50,015	199,985	20.01%	5.08%
91 CONTR INSTRUCTIONAL SERVICES	11,508,288	0	11,508,288	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT					
99 OTHER INTER GOV CHARGES	760,720	0	760,720	0.00%	0.00%
TOTAL EXPENDITURES	**63,828,611**	**10,130,326**	**53,698,285**	**15.87%**	**16.76%**
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(87,656)**	**(6,043,979)**	**5,956,323**		

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Mr. Ron Mayfield, Superintendent	**FROM**: Amy Wood **DATE**: December 1, 2011 **RE**: Technology Purchases through December 1, 2011

SUMMARY:

The following technology items were requested and purchased between November 2, 2011 and December 1, 2011. The items purchased were from the list of commonly requested technology items approved for purchase at the School Board Meeting on August 29, 2011.

Commonly Requested Technology Items Purchased:

3 – iPads
1 – Digital Reader
7 – Projectors
1 – Printer
5 – Staff Desktops/Laptops

Thank you for your support.

Respectfully submitted,



Amy Wood
Director of Technology

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Board Policy Update 92**

SUMMARY:
Board Policy Update 92 is brief and primarily addresses Reduction in Force. This is an information item this month and we will take action in January. We should be able to avoid a Reduction in Force as you will see in the next two paragraphs.

As of November 28, 2011, we had received 40 resignations totaling $2.4 million and only one of those would have to be replaced. We should reach our desired level to have a balanced budget for 2013-14 easily.

It will be important for us to continue through the spring to reach the desired staffing levels. We will be seeking information from other districts to see how we compare.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Board Training Hours**

SUMMARY:
This is a routine information item. Each year the president of the Board should read aloud in an open meeting the number of board training hours each board member has completed between January 1 and December 31.

RECOMMENDATION:
N/A

Respectfully submitted,



Ron Mayfield
Superintendent

Staff Persons Responsible:

School Board Continuing Education Record

School district: Granbury ISD

Date last updated: 12-12-11

Name	Tier One		Tier Two	Tier Three	Open Meetings Training	Public Information Act Training	Status
	Local Orientation* Enter date completed	**Education Code Orientation or Update** Enter date completed	**Team-Building and Assessment** Enter date entire team completed	**Continuing Education in Assessed Needs**	Required of All Elected Public Officials Enter date completed	Required of All Elected Public Officials*** Enter date completed	
Charlie Cloud			9-19-11	34.25			Complete
Micky Shearon			9-19-11	25.25			Complete
Mark Jackson			9-19-11	31.25			Complete
Nancy Alana			9-19-11	24.25			Complete
Barbara Herrington			9-19-11	41.50			Complete
B.J. Wallace			9-19-11	12.00			Complete
Don Walton			9-19-11	24.25			Complete
Ron Mayfield	N/A	N/A	9-19-11	28.00			Complete

* *Applicable for first year board members only*

*** *Boards may delegate this training to the district's public information coordinator.*

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**AEIS Report**

SUMMARY:
We have given you most of the information details presented in the AEIS Report in past board meetings. Carol will present to you some items important to this year and how we are preparing for STAAR and EOC.

RECOMMENDATION:
N/A

Respectfully submitted,



Ron Mayfield
Superintendent

GRANBURY ISD
Helping Students Reach New Heights

2011 AEIS Report

Carol Howard
Assistant Superintendent

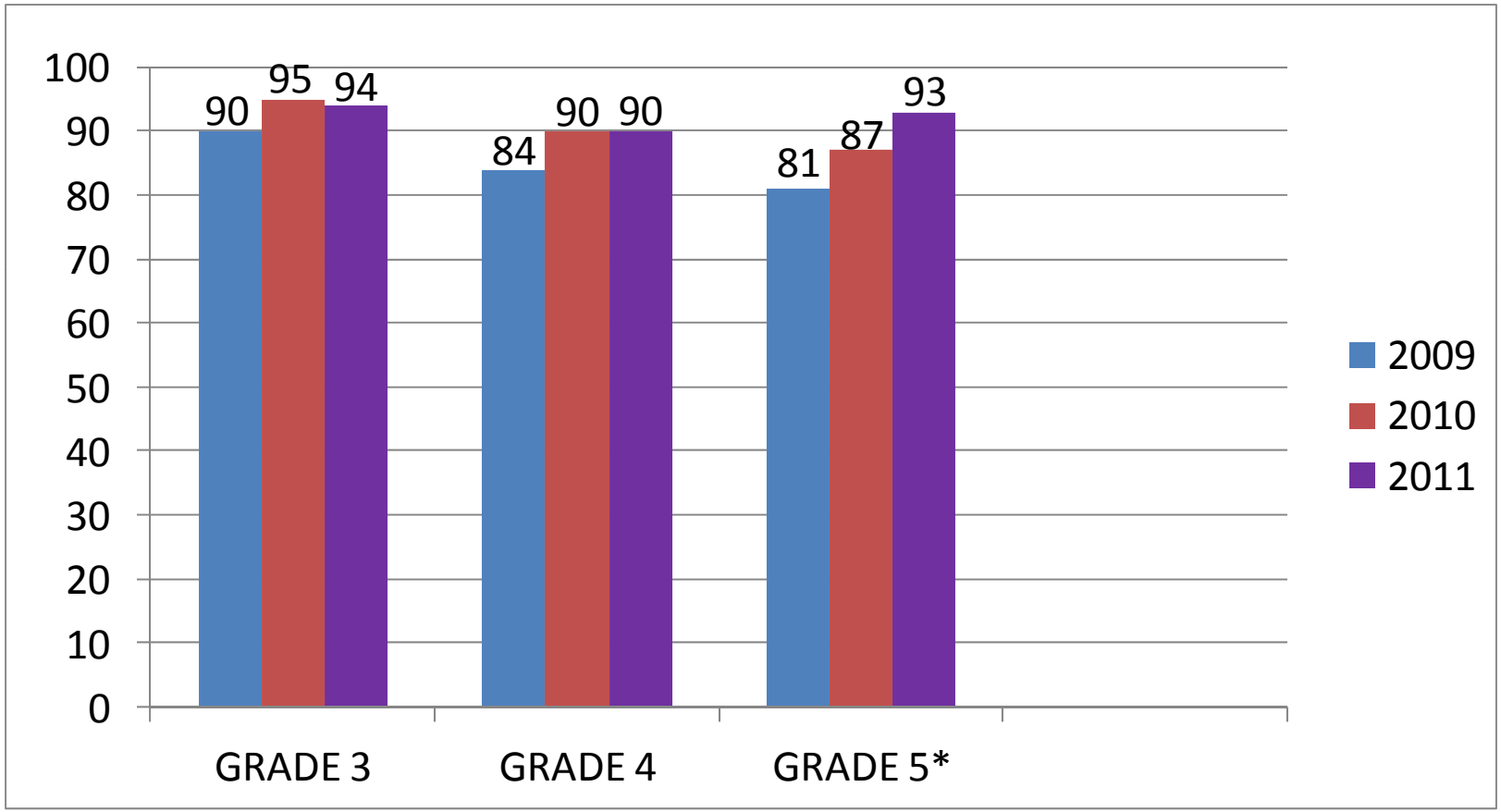
Academic Excellence Indicator System (AEIS)

- Mandated by the Texas Legislature to emphasize student achievement as the basis for accreditation of local school districts.
- The Academic Excellence Indicator System (AEIS) pulls together a wide range of information on the performance of students in each school and district in Texas every year.
- 2011 AEIS final year of the AEIS report.
- 2012 State Assessment Results will post without a formal report.
- 2013 New State Accountability Report will generate.

2011 Focus

- Monitor subpopulations in all areas, but especially watch math and science (Hispanic and Economically Disadvantaged)
- Monitor special education students and include their performance in campus monitoring
- Monitor LEP students and include their performance in campus monitoring (ESL highest priority of LEP)

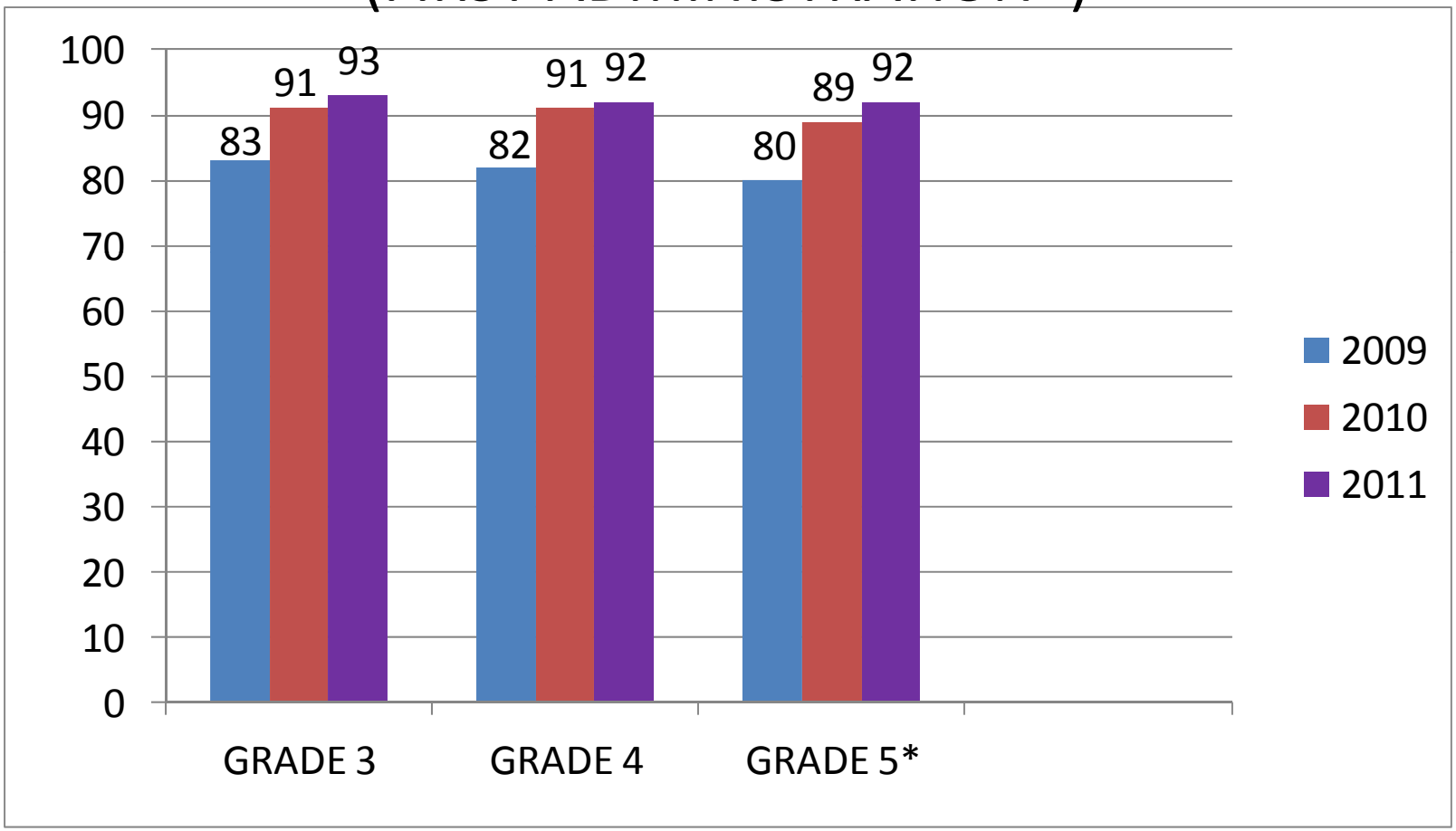
GRADES 3 – 5
READING
(FIRST ADMINISTRATION*)



GRADES 3 – 5
READING

- Good growth in 5th grade, slight drop in grade 3, but less than the state and region drop.
- Exceptional growth in all subpopulations in reading grade 5.
- Outperformed region and state in all elementary grades in reading.

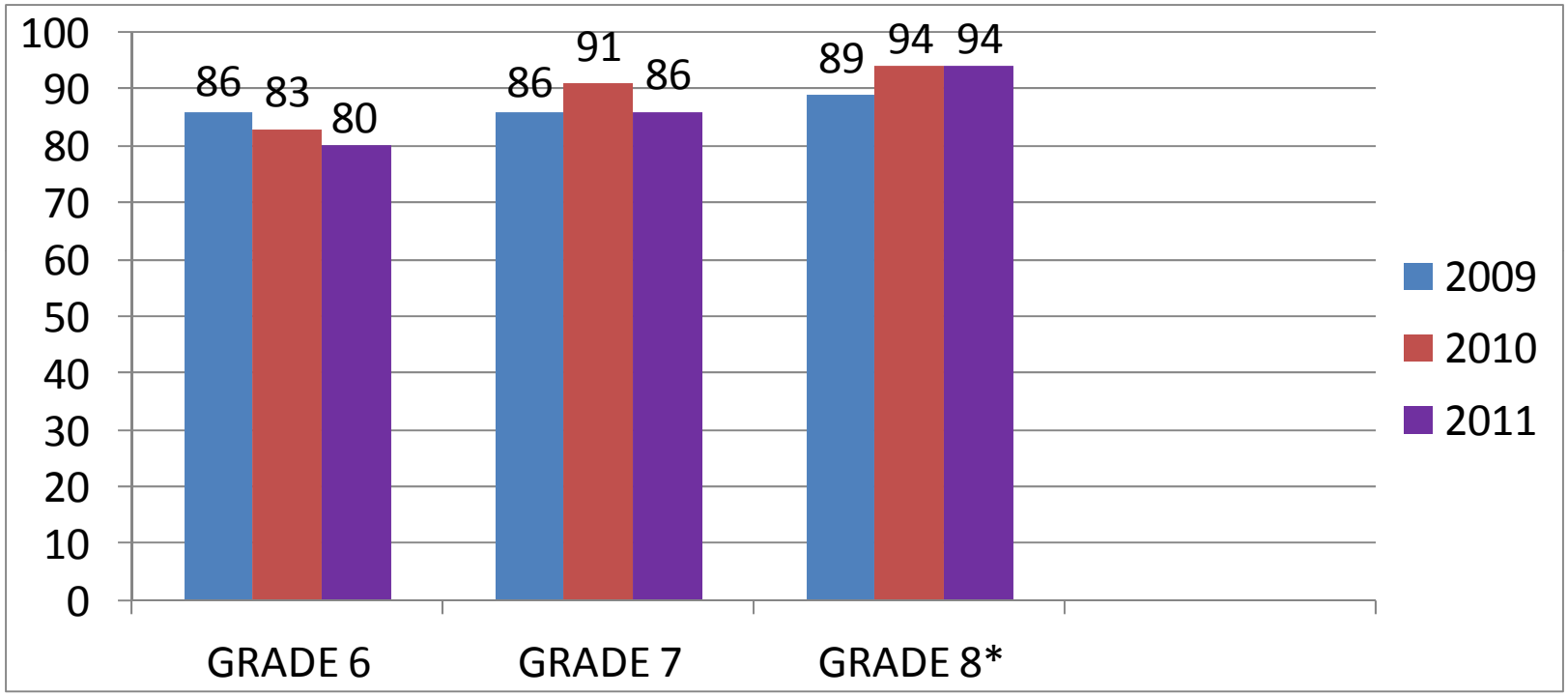
GRADES 3-5
MATH
(FIRST ADMINISTRATION*)



3-5 Grade Math
First Administration

- Maintained growth in Grades 3, 4, and 5.
- Outperformed region and state in all grades of elementary math.
- Closing the gap between subpopulations extremely well in elementary math.

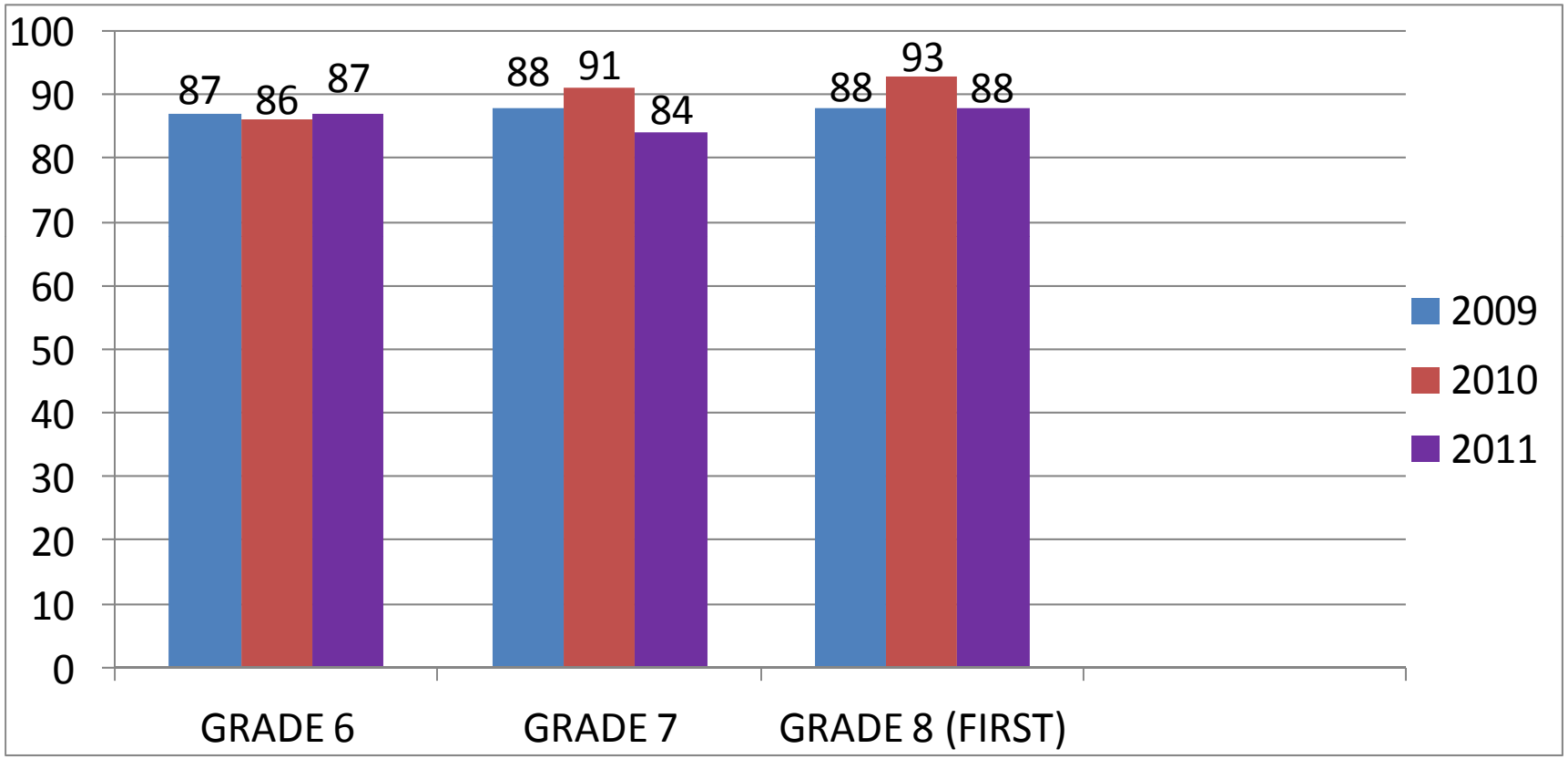
GRADES 6-8
READING
(FIRST ADMINISTRATION (*8)



Grades 6-8 Reading
(8th Grade First Administration)

- 6th Grade Reading dropped at state and region, but GISD dropped more. 6th grade performance most significant drop in GISD.
- 7th Grade Reading dropped below the region by 2 points and even with the state.
- 8th Grade Reading and Math continued to outperform region and state.
- Made changes in 6th and 7thgrades ELA on both campuses.

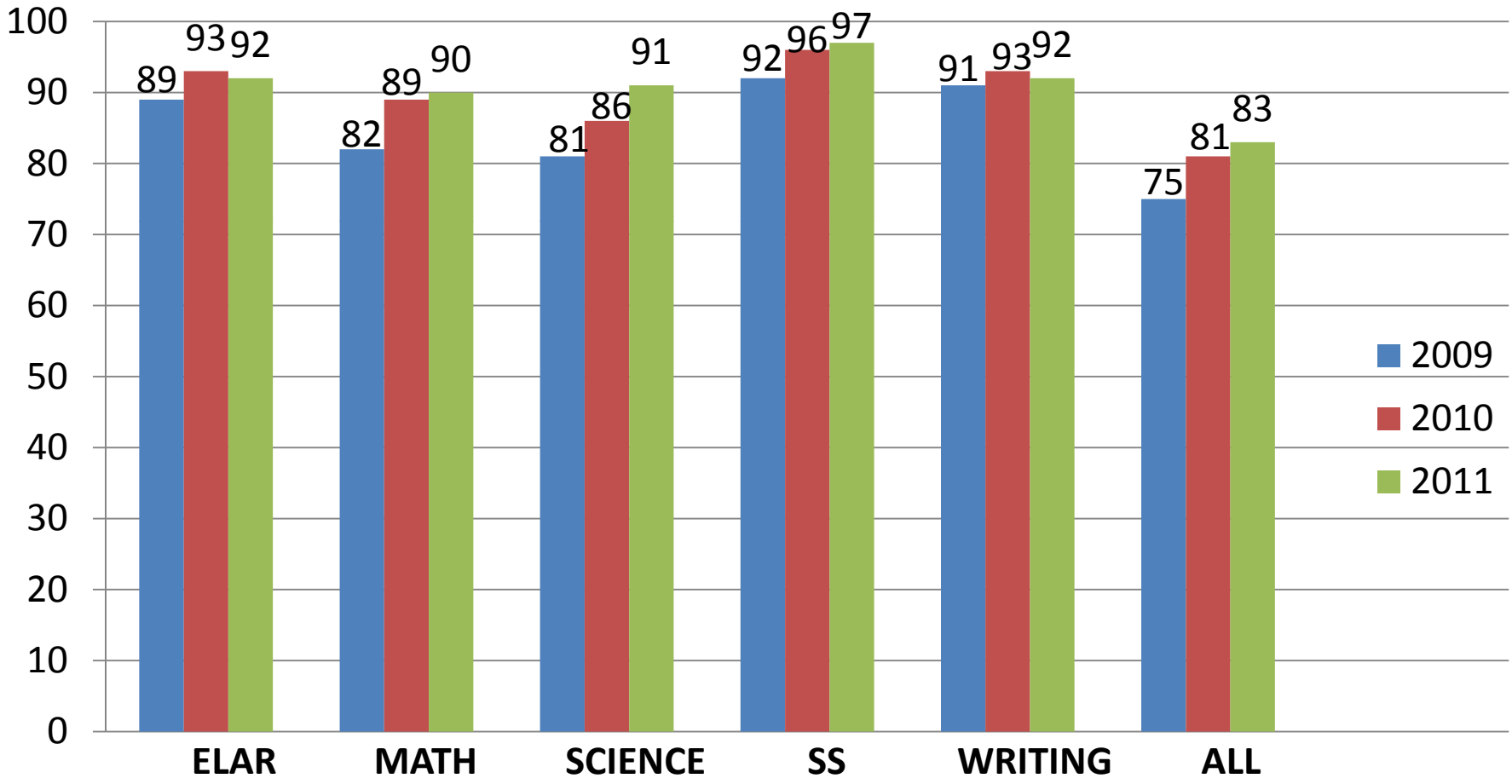
GRADES 6-8
MATH
(FIRST ADMINISTRATION (*8)



Grades 6-8 Math

- Slight growth in 6th grade math.
- 7th Grade Math lost the significant gains from prior year, but still exceeded the region and the state.
- 8th Grade Math continues to outperform region and state, but still dropped from 2010.
- Carefully monitoring math at both MS.

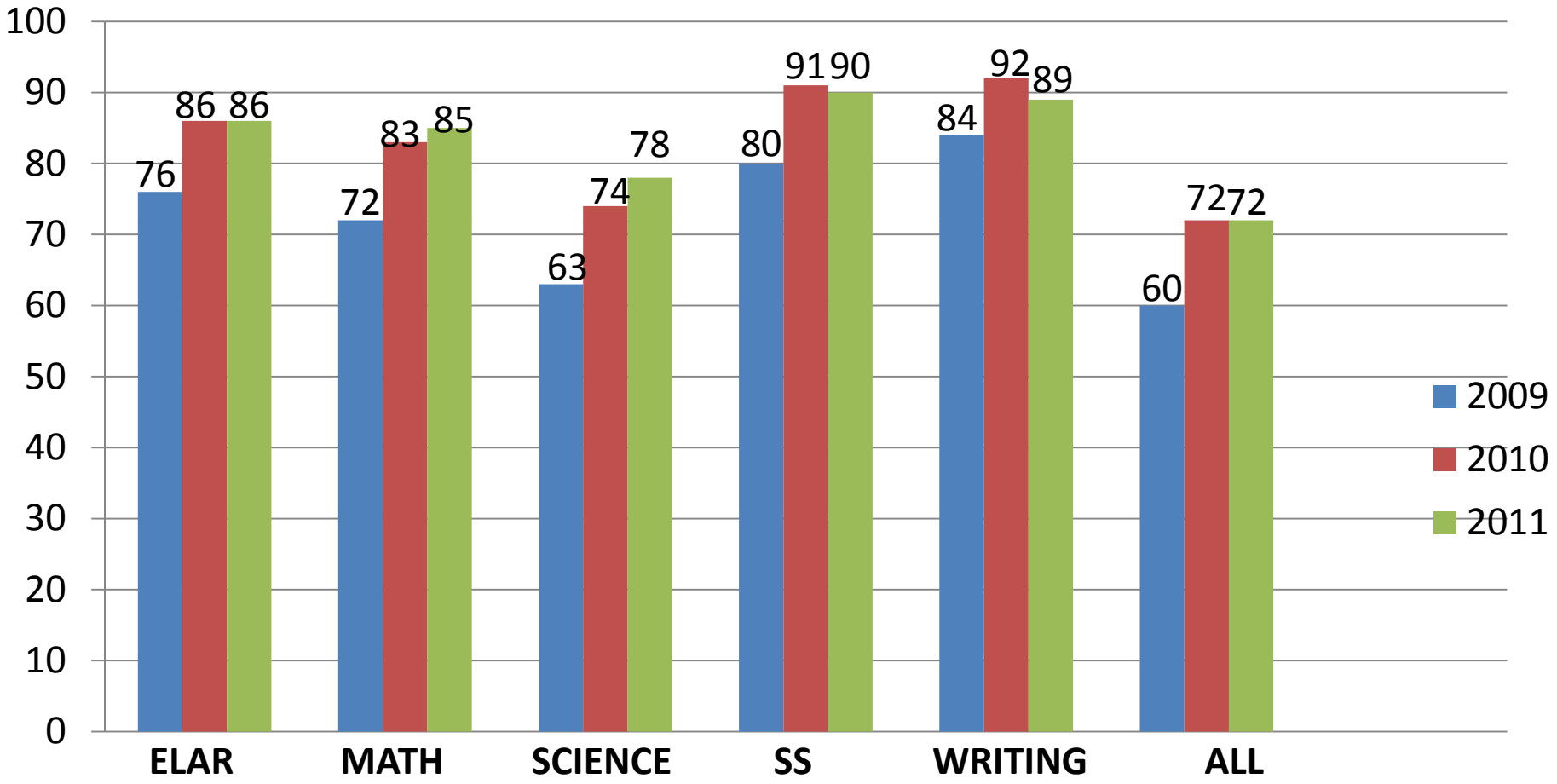
GRANBURY
LONGITUDINAL DATA
ALL GRADES/ALL STUDENTS
2009-2011



TAKS Results
All Grades/All Students

- 2011 Improvement was greatest in Science. (+5)
- First time district group was at or above 90 in all subjects.
- GISD students exceed the state in all subjects but writing by +2 to + 9. (Same rate in writing.)
- GISD students exceed the region in all subjects but writing by +1 to + 7. (Same rate in writing.)

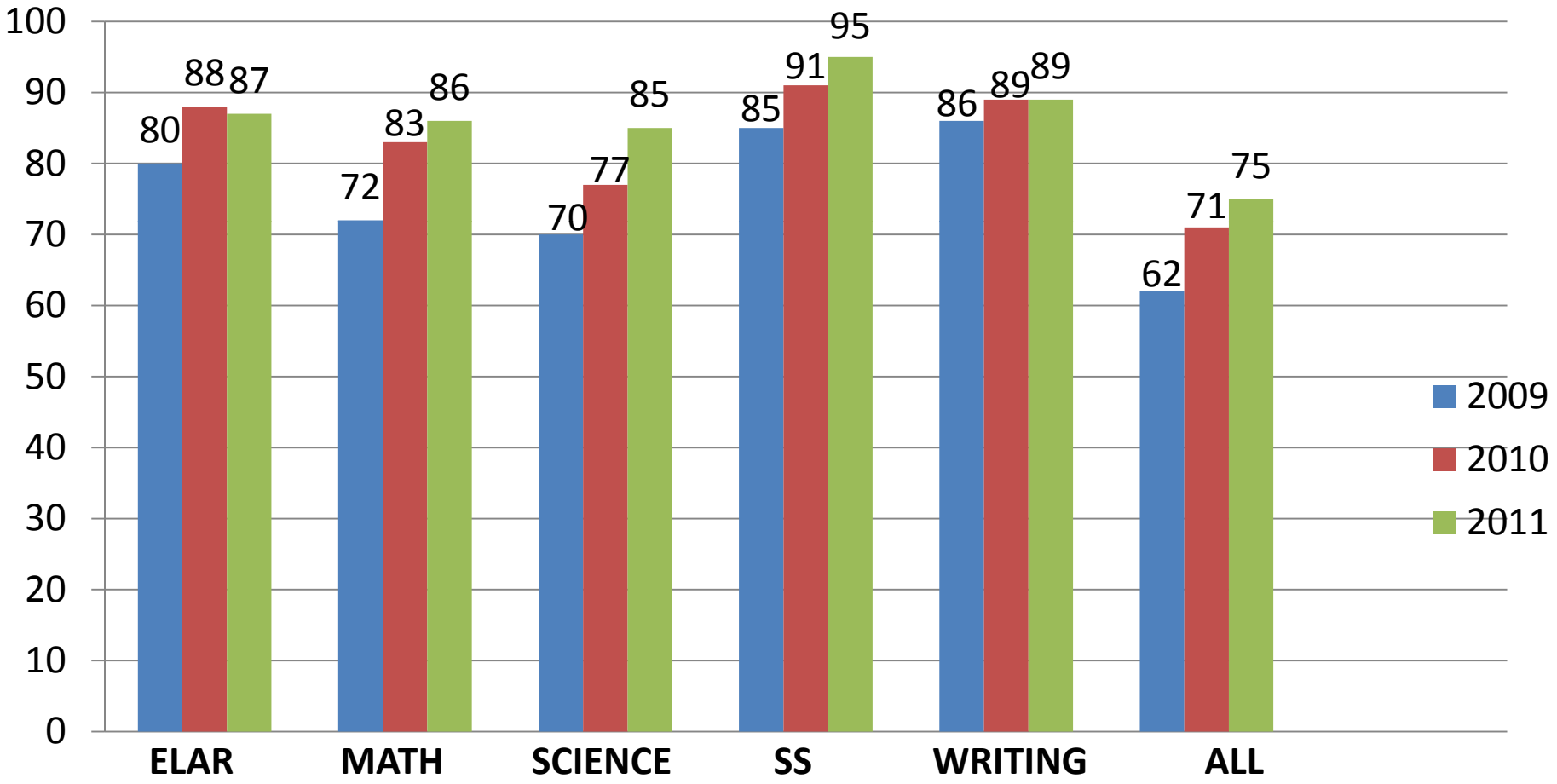
GRANBURY
LONGITUDINAL DATA
ALL GRADES/HISPANIC
2009-2011



TAKS Results
All Grades/Hispanic

- Best improvement in Science and Math.
- Must improve in ELA and Writing. Biggest drop was 10th grade ELA.
- Continued gap in secondary in all subjects in Hispanic.
- Have significantly increased monitoring at the secondary level for Hispanic, especially at GHS.
- Hispanic/SPED at GHS will be a targeted group.

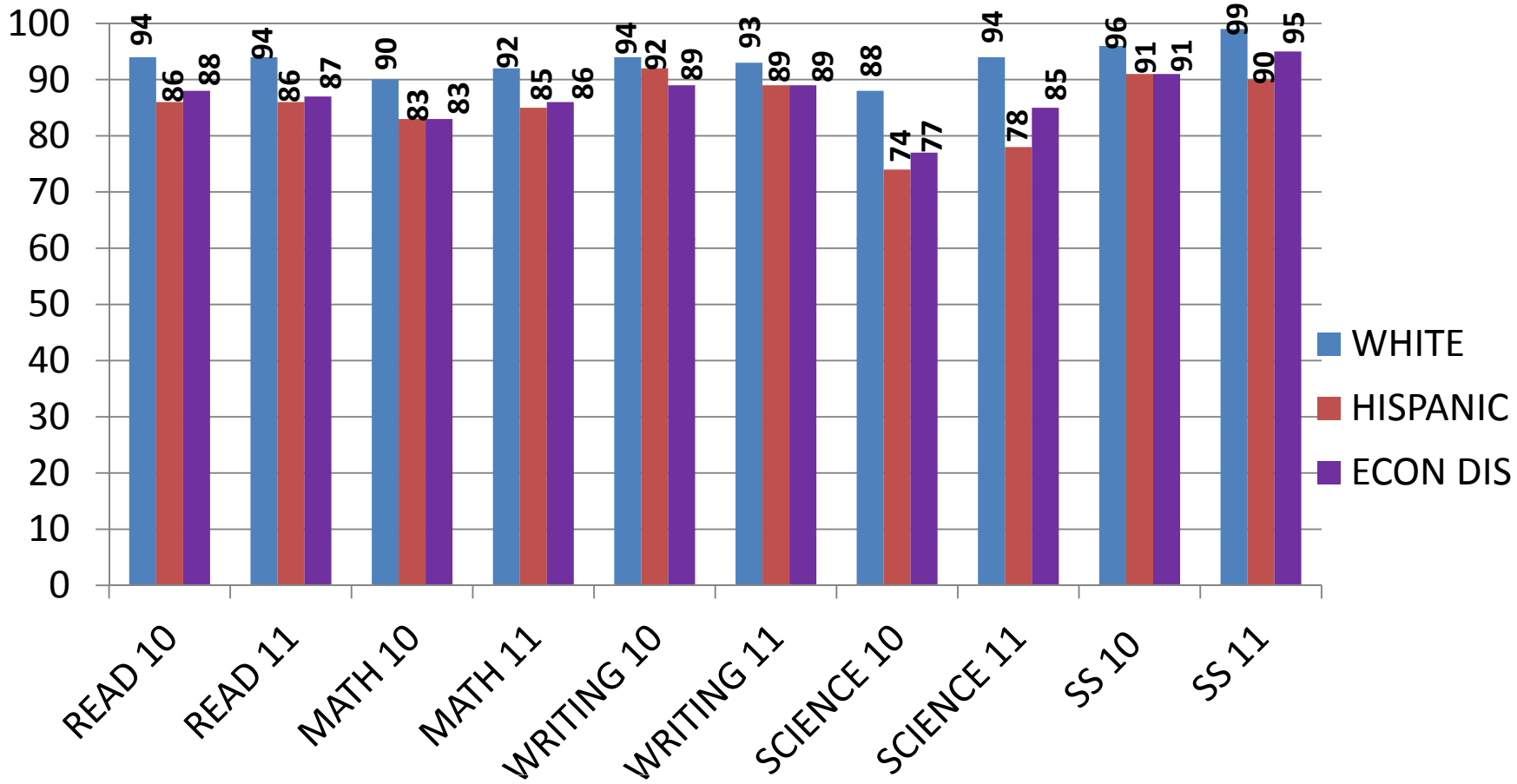
GRANBURY
LONGITUDINAL DATA
ALL GRADES/ECON DISADV
2009-2011



TAKS Results
All Grades/Economically Disadvantaged

- Very good growth in ECD Math, Science and Social Studies. (+3 to +8)
- Slight drop in ELA ECD. Secondary ELA subpopulation growth minimal.
- Three year trend was double digit growth in Math, Science and Social Studies.
- Must continue to work to close the gap in subpopulations at the secondary level.

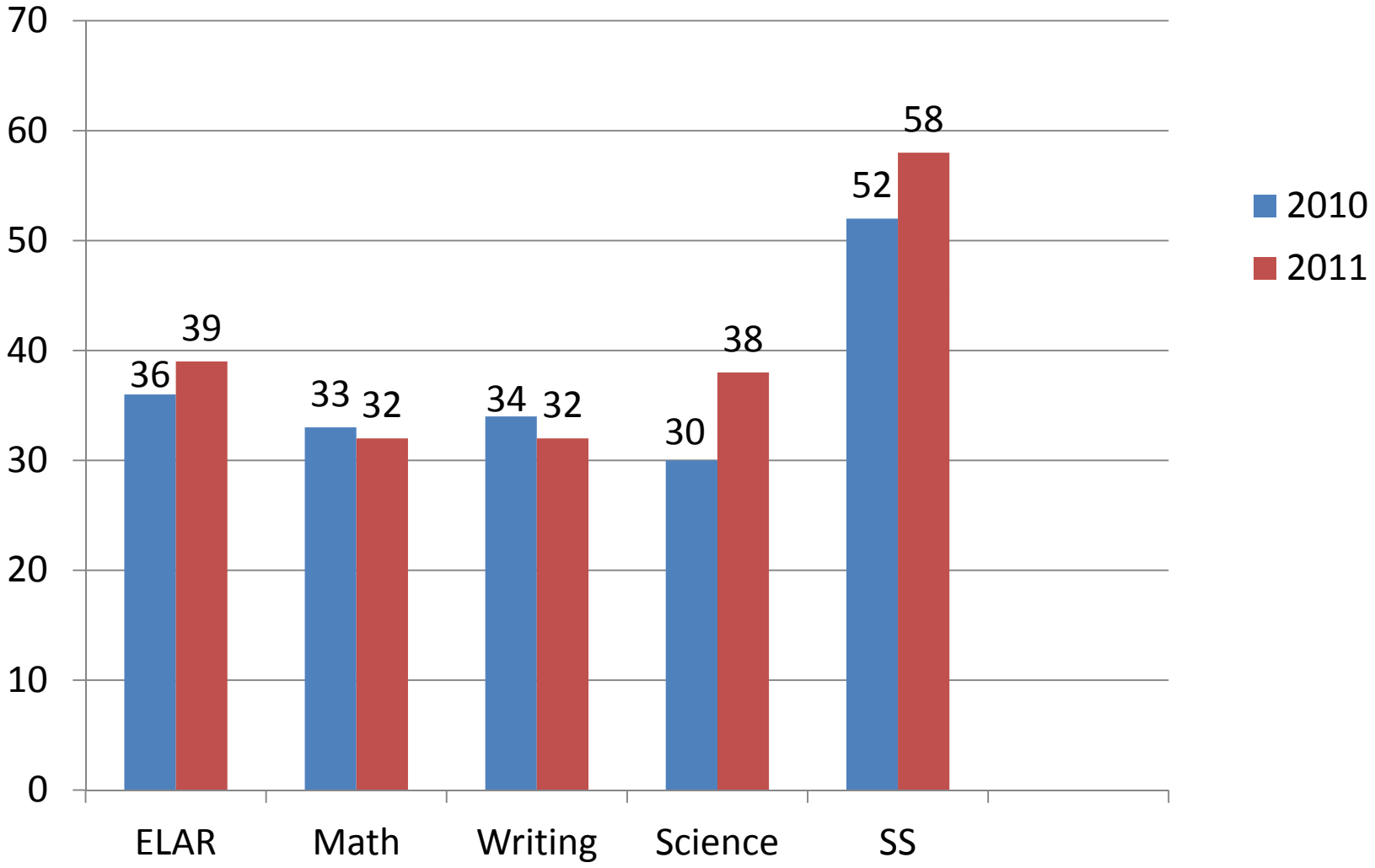
CLOSING THE GAP
2011 AEIS DATA



CLOSING THE GAP

- Subpopulation growth dramatic in the elementary grades, but drifts down at the secondary level.
- Will continue to need to closely monitor Gap between White, Hispanic and Economically Disadvantaged at the secondary level.
- Have added increased monitoring on all secondary campuses.
- Continue to monitor all subpops/all campuses.
- Secondary gap closure best ever.

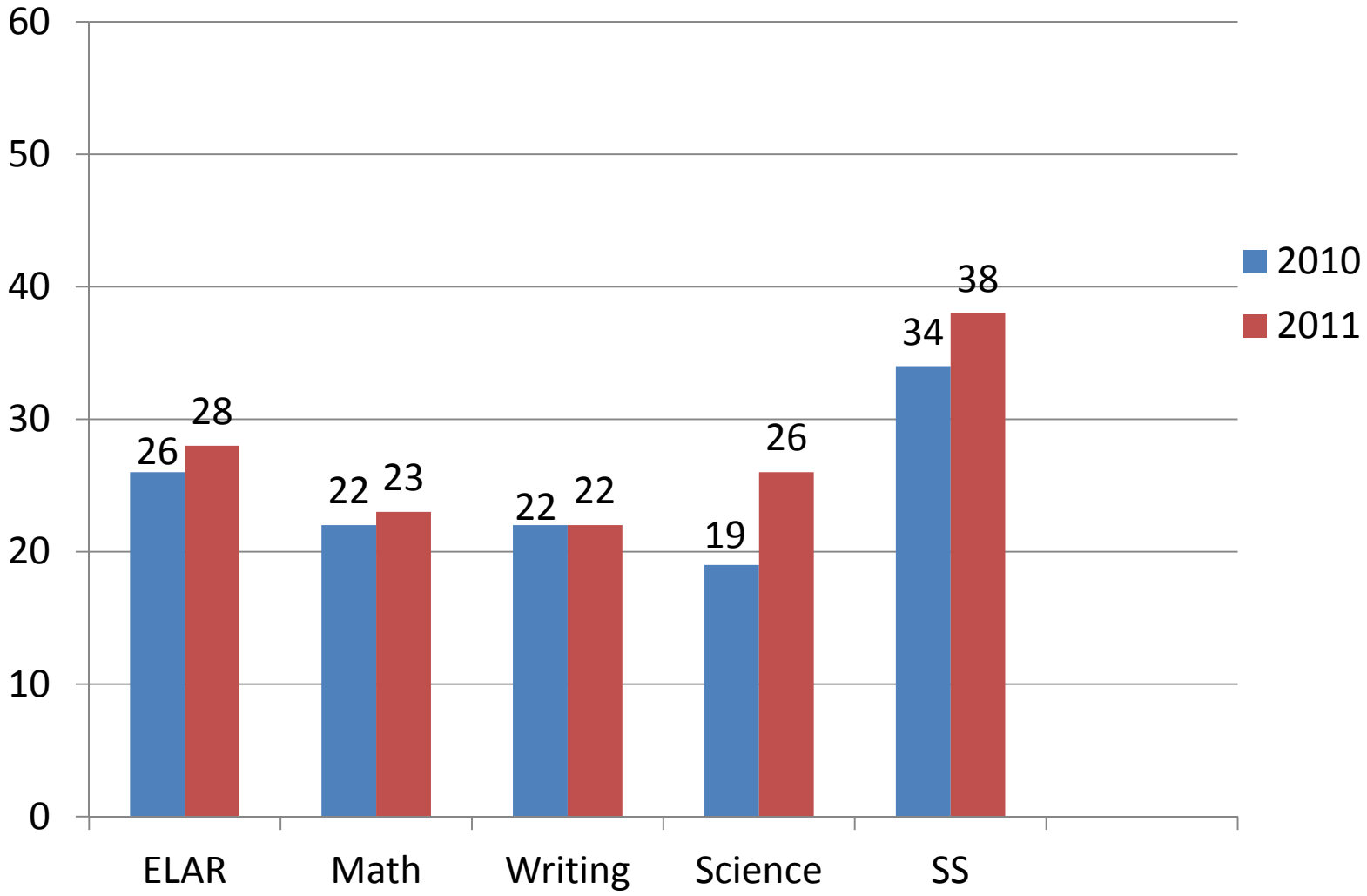
TAKS Commended Performance
All Students



TAKS Commended Performance Results
All Grades/All Students

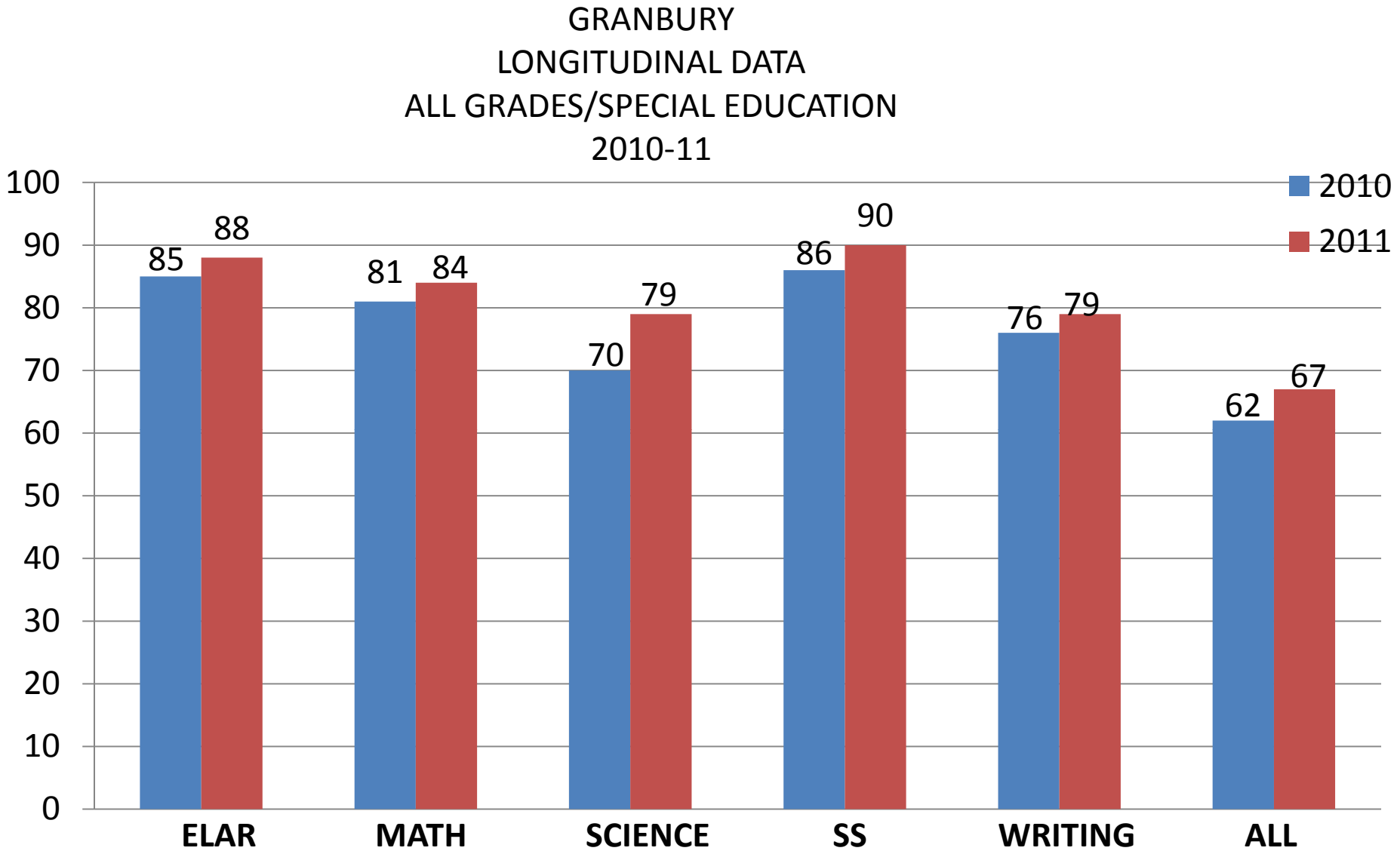
- All Students and Economically Disadvantaged calculated in AEIS in 2011 for Reading and Math for the first time.
- Greatest improvement in Commended Performance in Science
- White and Economically Disadvantaged had the greatest Cmd Perf growth. (+7 to +9)
- Science Cmd Perf had best growth across the district and was significantly higher than region and state. (+6 to + 8)
- Social Studies Cmd Perf exceeds state and region significantly as well. (+ 7 to +11)

TAKS Commended Performance
Economically Disadvantaged Students



TAKS Commended Performance Results
All Grades/All Economically Disadvantaged

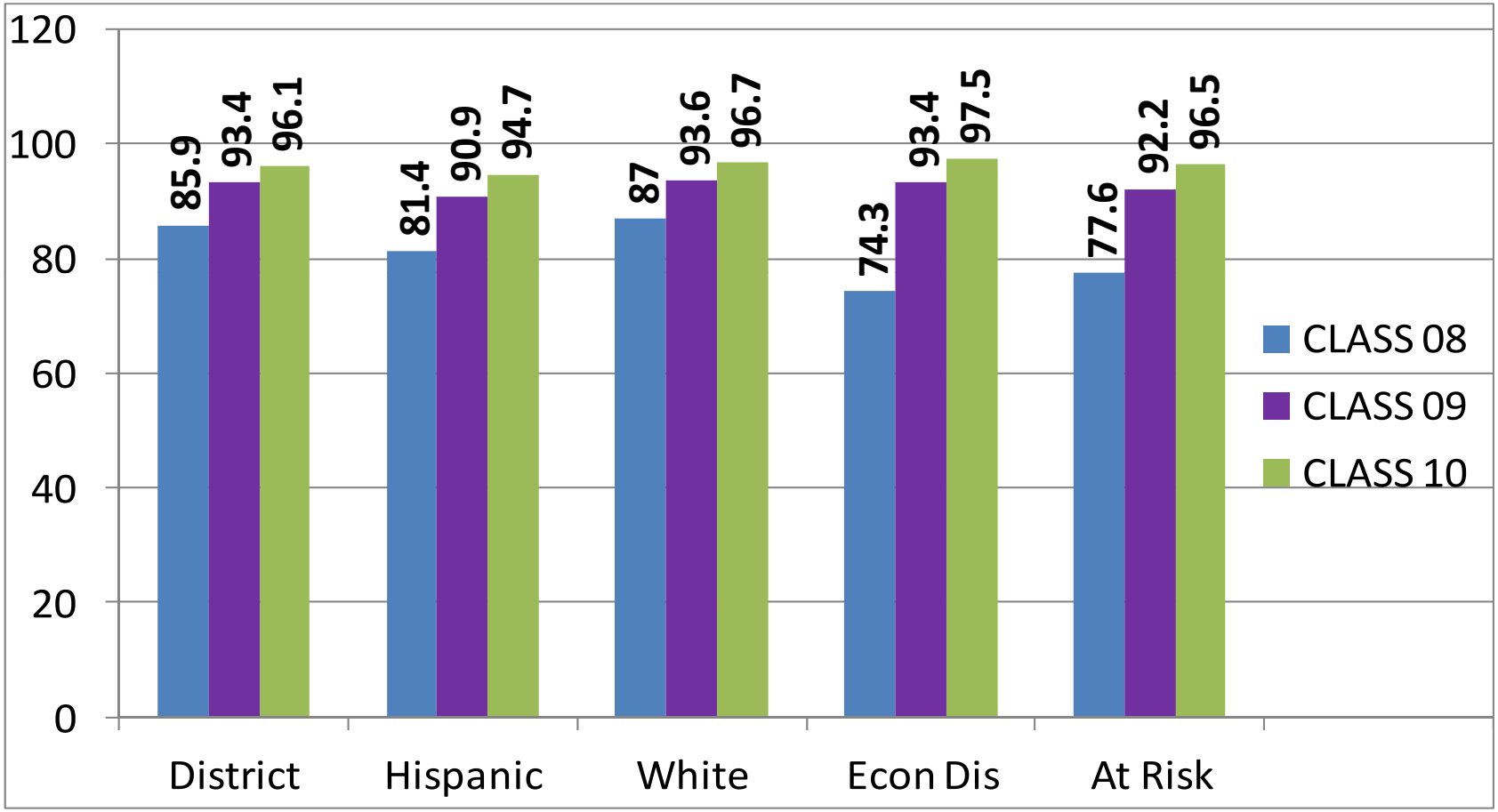
- 2011 Improvement significant variance across subjects and across campuses.
- Improved by +1 to +7 across all subjects.
- Most significant improvement across the district was in science.


GRANBURY
LONGITUDINAL DATA
ALL GRADES/SPECIAL EDUCATION
2010-11
100
90
80
70
60
50
40
30
20
10
0
2010
2011
85
88
81
84
70
79
86
90
76
79
62
67
ELAR
MATH
SCIENCE
SS
WRITING
ALL

ALL GRADES/SPECIAL EDUCATION
2010-2011

- Continued growth for Special Education students across grades, across subjects.
- Growth ranged from +4 (Reading/Math) to +8 (Science). Had a -1 drop in Writing
- SPED at GHS & CNC only campus groups that did not meet standard in all subjects
- All SPED testers included in AEIS (TAKS, TAKS Acc, TAKS M, TAKS Alt.)
- Students have progressed by their inclusion in the mainstream and direct instruction through the RtI process.

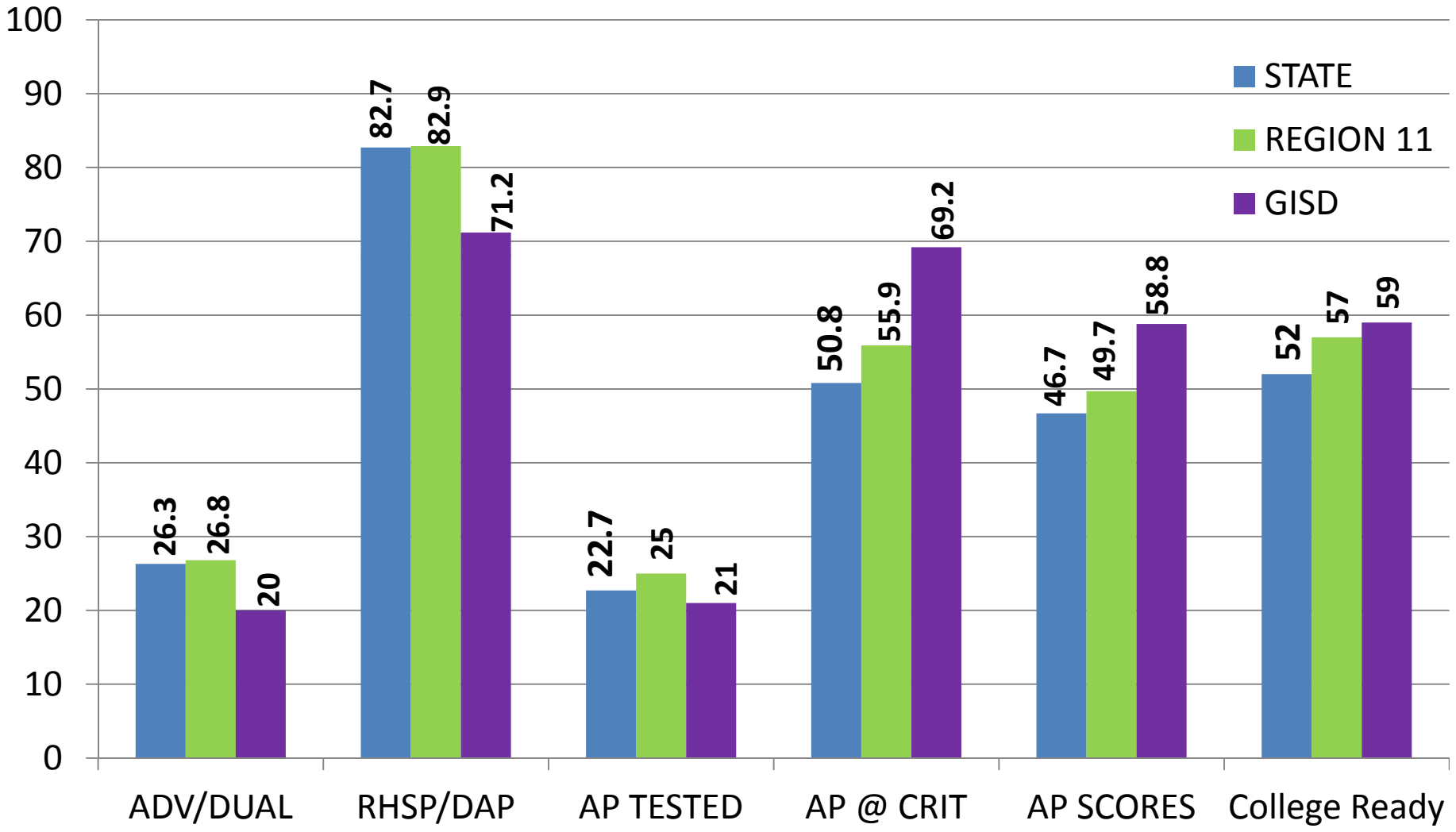
Completion Rate I



COMPLETION RATE I

- Exceptional growth across all indicators.
- External CIT released in August.
- Continue to monitor Leavers.
- Continuers impacted RHSP/DAP due to graduation with a Minimum plan.
- Most impressive indicator in the district.

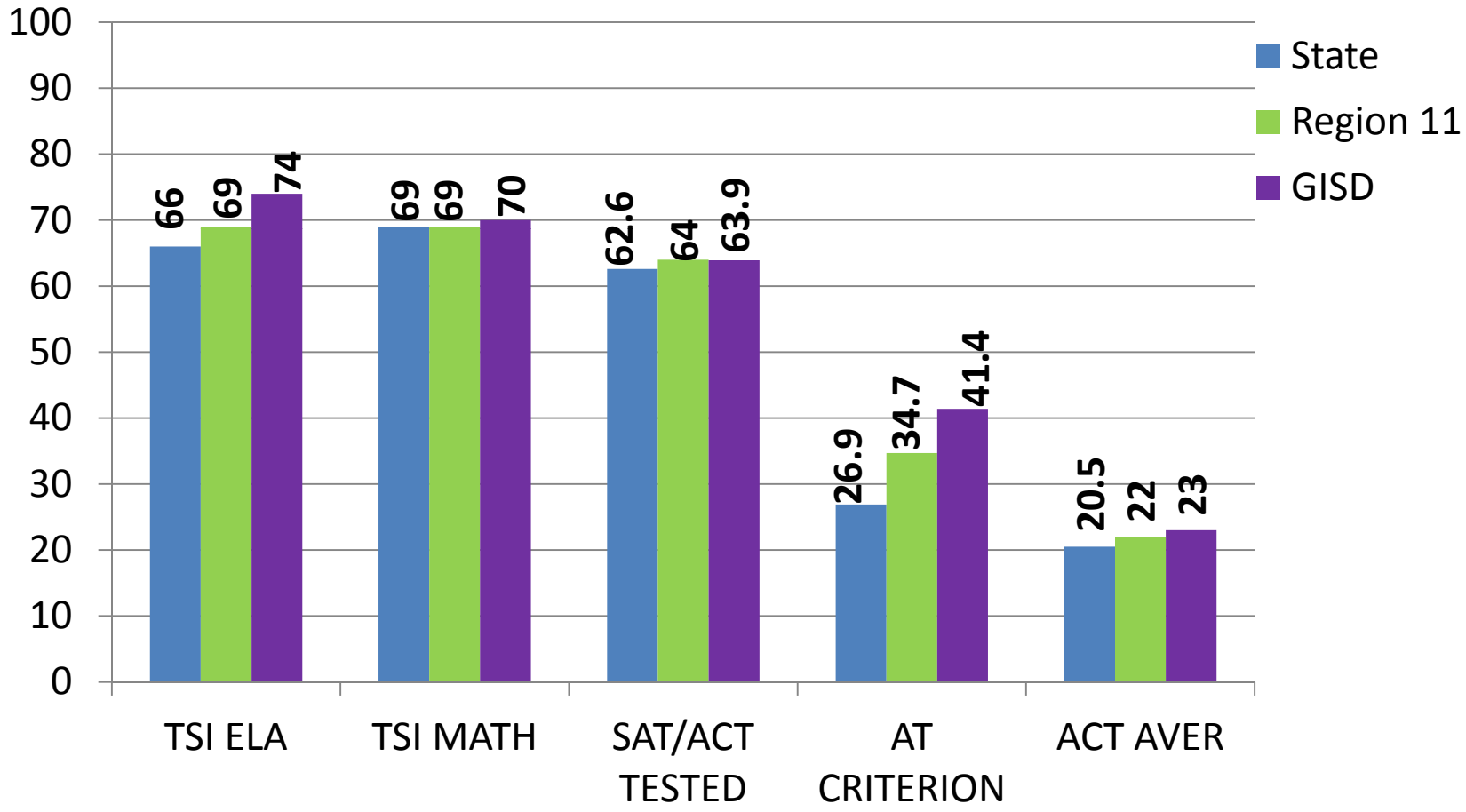
COLLEGE READINESS INDICATORS



COLLEGE READINESS

- Advanced Course/Dual Credit Enrollment below state and region (2011 class up by 30%)
- RHSP/DAP Graduates lag behind state and region
- AP/IB Results
  - Number tested lags behind state and region
  - Examinees @ Criterion exceed state and region
  - Scores @ Criterion exceed state and region

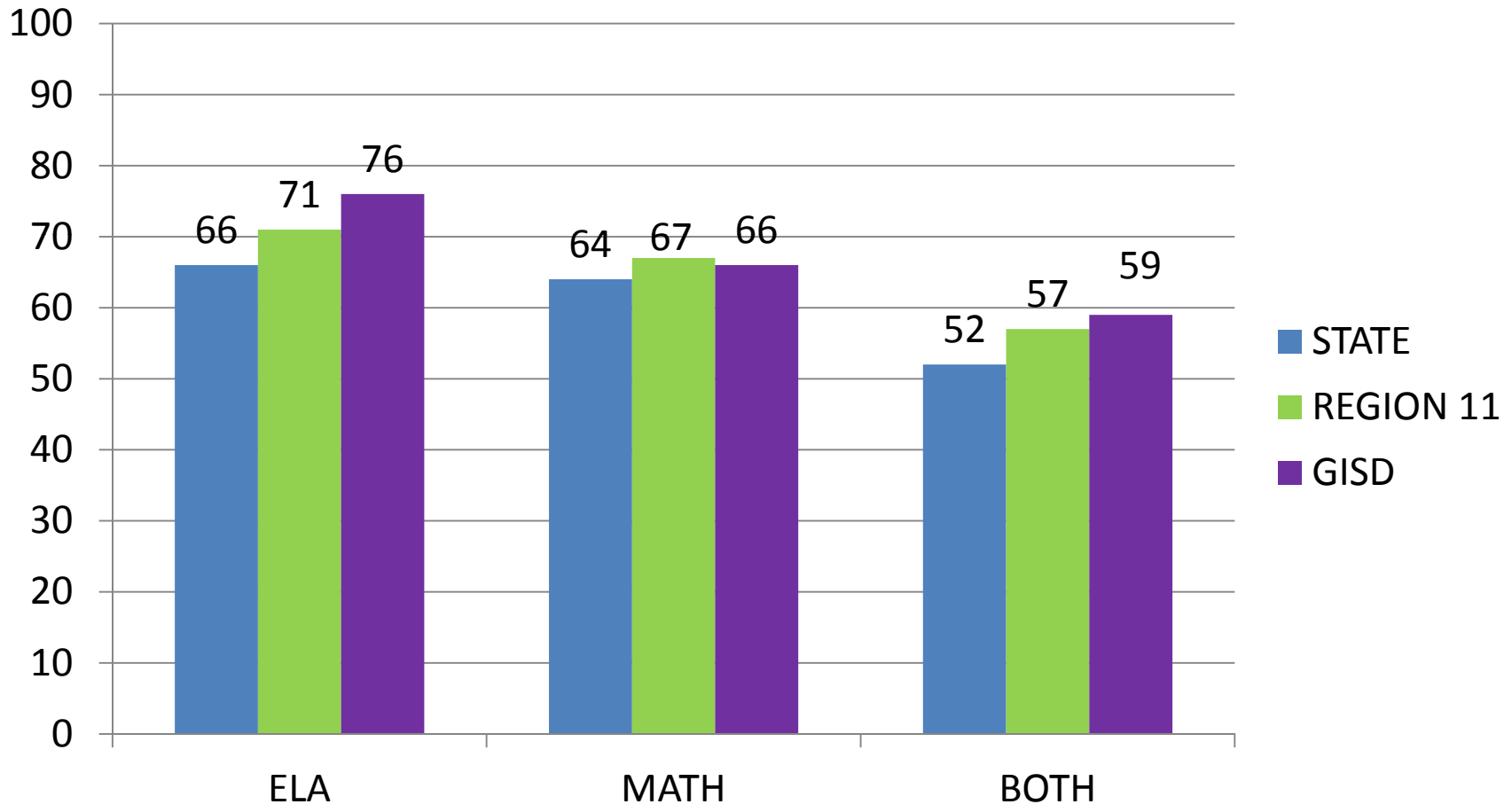
COLLEGE READINESS INDICATORS



COLLEGE READINESS INDICATORS

- Scored above the state and the Region in ELA and Math TSI.
- Slightly less SAT/ACT testers than the region but above the state.
- Scored higher than state and region for students meeting criterion.
- ACT/SAT score average is higher than the state and region.
- GISD SAT scores higher than the state and region. (State, 985, Region, 1020, GISD, 1066)

COLLEGE READY GRADUATES



COLLEGE READY GRADUATES

- Must meet either TSI standard (2200 TAKS score, plus at least a 3 on Composition) or the SAT criterion (500 individual and 1070 total) or the ACT Criterion (19 individual and 23 total)
- Above State and Region in ELA
- Above State and slightly below Region in Math
- Above State and Region in both tests

Campus Focus

- Fewer staff across all campuses to assume duties; identify personnel to address specific campus needs
- Increase in class size on secondary campuses; provide teachers with customized data
- Principal and AP's will carry most of the accountability and instructional support duties
- Department/Grade Levels will track and monitor student performance and do intervention
- Monitor the subpopulations carefully
- Provide STAAR information as it becomes available

District Focus

- Monitor campus data and meet with campus leadership
- AYP and PBM CRITICAL for 2011-2012
- Campuses that missed AYP will have high priority and increased level of support
- Watch district data and look for the pendulum to prevent over-correction
- Plan for the new accountability system

End of Course

- Six exit level End of Course tests at CNC
- 2 exit level End of Course tests at AMS/GMS
- Interventions planned for early 2012
- Summer accelerated instruction for June 2012
- Model interventions/accelerated instruction after the exit level TAKS prep that we have in place at GHS/STARS

Preparing for the Uncertain

- Run pure data numbers for all sub pops, especially with our common assessments and benchmarks
- Exceptional opportunity to evaluate the new test and our student performance with larger class size (secondary) and fewer staff per campus
- Monitor closely interventions that we have put into place to address the AYP deficit areas
- Watch our sub pops carefully, and have all campus staff listen for the canaries (or parrots?)
- Scrutinize information from TEA and the ESC as it becomes available and distribute to campus staff

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**School Finance Litigation**

SUMMARY:
I learned in a teleconference that we may possibly have as many as 80 school districts as members of our group. I have also learned there will be one more group filing a suit against the state. I hope to have more information when I return from San Antonio on Saturday. There are eighteen legislators scheduled to speak at the Texas Association of Mid-sized Schools workshop.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 12, 2011**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 12, 2011**
		Re:	**Elementary Transportation/Parents**

SUMMARY:
We have a significant number of calls from parents concerning transportation changes just before time for buses to run in the afternoon. We don't want to lose a student.

I met with the Elementary Principals and we agreed on a letter concerning picking up students at elementary campuses.

I want you all to be aware of this as we are attempting to err on the side of safety for our students.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

GRANBURY ISD
Helping Students Reach New Heights

Ron Mayfield
Superintendent

Administration
600 W. Pearl Street 817.408.4007
Granbury, Texas 76048 817.408.4014 Fax

www.granburyisd.org/administration
ron.mayfield@granburyisd.org

December 14, 2011

Dear Elementary Parents:

Safety and security for your child is most important to Granbury ISD. We currently have an excessive number of changes in afternoon pick-up and/or travel arrangements from parents just prior to the dismissal of school at all elementary campuses. It is imperative that we deliver the right information to the right child.

Therefore, beginning January 3, 2012, elementary campuses will require a birthday or identification number with phone messages from parents to students for changes in afternoon pick-up and/or travel arrangements. Due to a limited office staff, messages will not be delivered after 2:00 p.m. unless it is an emergency.

Students will follow their regular afternoon travel routine if this information is not provided.

You will find your child's ID number at the bottom of this letter or in Skyward Family Access. For an account on Skyward Family Access, please complete and sign a Student Information Change Form to provide us with your email address. This form is available in the school office or online at www.granburyisd.org/parentcenter.

Please be patient as this system will take a little more time, but it will provide an extra layer of security for your child.

We strongly encourage you to make special transportation or after-school arrangements with your children before they arrive at school each day. **All changes require a signed note to your child's teacher.**

Thank you in advance for your cooperation and support so that we can better serve all students and their families. Please contact your child's principal if you have questions.

Respectfully,

Ron Mayfield

Ron Mayfield
Superintendent

Student_____

DOB_____GISD Student ID Number_____