Notice of Regular
The Board of Trustees
Granbury ISD
Monday, January 20, 2014
6:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, January 20, 2014, beginning at 6:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048.

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

1. Call to order - 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. Consider Superintendent Formative Evaluation
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. Reconvene in open session - 6:00 PM
4. Moment of Silence/Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Achievement Spotlight
    a. GHS Student Briggs Berry
    b. GHS All-State Band: Cameron Hastings
    c. GHS All-State Choir: Kiersten Mathis
    d. We the People State Champions: Austin Berry, Demi Bogan, Jessica Browning, Jaden Charbonnet, Chance Clyce, Nate Colley, Summer Dawson, Ryan Garland, Jacob Garza, Alexandra Hammond, Hailey Hart, Abby Hartman, Hannah Hiler, Kevin Horn, Courtney Howze, Chelsea Judge, Mitchell Knox, Justin Kochis, Maggie McKenna, Mason Meek, Macaul Montgomery, Joel Reid, Ty Robertson, Randy Sillivent, Jordan Watson, Jack Wiley, and Guy Wright.
    e. School Board Recognition Month
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the December 16, 2013 Regular Board Meeting 3
        2. Consider Budget Amendments 7
        3. Consider adoption of CCA(Local) 9
        4. Consider Printing & Copying Services CSP 2013-07 23
        5. Consider purchase of Band Uniforms - Buy Board Purchase 25
        6. Consider Geotechnical Engineering and Construction Materials Engineering Inspection and Testing Services 26
    b. Consider Construction Manager at Risk Services 27
    c. Consider Approval of Annual Audit Report 88
    d. Consider Campus Improvement Plans 173
    e. Consider District Improvement Plan 506
    f. Consider Classroom Size Waivers 550
    g. Consider Resolution in Support of Granbury High School Student Briggs Berry 552
9. Reports
    a. Superintendent's Report
        1. Facilities Report
    b. Texas Academic Performance Report 553
    c. Investment Report for November 30, 2013 554
    d. Financial Statements for November 30, 2013 557
10. Consider action on items discussed in closed session
    a. Consider staff appointments
    b. Consider Superintendent Formative Evaluation

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 17th day of January, 2014 this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

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Superintendent or Designee (For the Board of Trustees)

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
December 16, 2013

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, December 16, 2013 at 5:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer ..... Mark A. Jackson, President

Board Members Present

Nancy Alana
Barbara Herrington
Joe Jones
Micky Shearon (left at 6:00 PM)
B.J. Wallace (left at 7:20 PM)
Don Walton

Board Members Absent

School Officials Present

Dr. James M. Largent, 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
Sandy Bruner, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Mark A. Jackson, President, called the meeting to order at 5:02 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 5:03 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 5:45 p.m. and went into recess until 6:00 p.m.

Reconvened

Reconvened in open session at 6:01 p.m.

Moment of Silence/Invocation

Nancy Alana led the invocation.

Pledge - U.S. Flag and Texas Flag

Hailey Moody, Laura Burch, Dylan Baldridge, and Aubrey Exell from Brawner Intermediate led the Pledges.

Achievement Spotlight

Tammy Clark, GHS Coach, presented the GHS All-State Volleyball Players, Karis Beasley and Aubrey Ezell to the board.

Phil Groeschel, GHS Theater Arts Director, presented the Thespian Festival National Contestants, Blake Bergeman and Dakota Medlin to the board.

Dr. James M. Largent, Superintendent, presented the Granbury ISD Bond Steering Committee Members to the board honoring them with an appreciation plaque.

Dr. James M. Largent, Superintendent, presented the new band uniform, worn by Alissa Jillson, to the board.

Public comments/audience participation

None

Consider Consent Agenda Items

A motion was made by Don Walton and seconded by Nancy Alana to approve consent items: 1. Minutes of the November 18, 2013 Regular Meeting; 2. Consider Budget Amendments; 3. Consider Renewal of Tee Shirts and Miscellaneous Clothing CSP 2012-02 as presented.
MOTION CARRIED: Yes 6 – No 0

Consider or Discuss Preliminary Bond Financing Plan and Timetable

No Action Taken

Consider CCA(Local) and Related Regulations

No Action Taken

Consider and take action on all matters related to nominating and appointing a Deputy Secretary to the Board of Trustees

A motion was made by Don Walton and seconded by Nancy Alana to appoint Barbara Herrington as Deputy Secretary to the Board of Trustees as presented. **MOTION CARRIED:** Yes 6 – No 0

Consider Adoption of an Order Authorizing the Issuance and Sale of the Granbury Independent School District Unlimited Tax Refunding Bond, Series 2013, and Enacting Other Provisions Related Thereto.

A motion was made by Barbara Herrington and seconded by Don Walton to approve Adoption of an Order Authorizing the Issuance and Sale of the Granbury Independent School District Unlimited Tax Refunding Bond, Series 2013, and Enacting Other Provisions Related Thereto as presented.
MOTION CARRIED: Yes 6 – No 0

Consider Adoption of an Order Authorizing the Issuance and Sale of the Granbury Independent School District Unlimited Tax School Building Bonds, Series 2014; and Enacting Other Provisions Related Thereto.

A motion was made by Don Walton and seconded by B.J. Wallace to approve Adoption of an Order Authorizing the Issuance and Sale of the Granbury Independent School District Unlimited Tax School Building Bonds, Series 2014; and Enacting Other Provisions Related Thereto as presented.
MOTION CARRIED: Yes 6 – No 0

Report on Facilities Planning from Architect

No Action Taken

Consider Professional Land Surveying Services Provider

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve JPH Land Survey, INC, as professional land surveying services provider as presented.
MOTION CARRIED: Yes 5 – No 0

Consider GISD and STARS School Calendars 2013 – 2014

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve GISD and STARS School Calendars 2013 – 2014 as presented. **MOTION CARRIED**: Yes 5 – No 0

Consider IPM Program Coordinator

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve Bobbie Ellingson as IPM Program Coordinator. **MOTION CARRIED**: Yes 5 – No 0

Campus Improvement Plan

Moved to January Meeting

District Improvement Plan

Moved to January Meeting

Technology Plan

A motion was made by Barbara Herrington and seconded by Don Walton to approve Technology Plan as presented. **MOTION CARRIED**: Yes 5– No 0

Policy Update 98, affecting local policies BBE(LOCAL) Board Members-Authority; DBA(LOCAL) Employment Requirements and Restrictions - Credentials and Records; DFAA(LOCAL) Reduction in Force - Financial Exigency; DFFB(LOCAL) Reduction in Force - Program Change; DGBA(LOCAL) Personnel - Management Relations - Employee Complaints/Grievances; DH(LOCAL) Employee Standards of Conduct; DNA(LOCAL) Performance Appraisal - Evaluation of Teachers; EC(LOCAL) School Day; EIA(LOCAL) Academic Achievement - Grading/Progress Reports to Parents; EIC(LOCAL) Academic Achievement - Class Ranking; FEA(LOCAL) Attendance - Compulsory Attendance; FEC(LOCAL) Attendance - Attendance for Credit

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve Policy Update 98, affecting local policies BBE(LOCAL) Board Members-Authority; DBA(LOCAL) Employment Requirements and Restrictions - Credentials and Records; DFAA(LOCAL) Reduction in Force - Financial Exigency; DFFB(LOCAL) Reduction in Force - Program Change; DGBA(LOCAL) Personnel - Management Relations - Employee Complaints/Grievances; DH(LOCAL) Employee Standards of Conduct; DNA(LOCAL) Performance Appraisal - Evaluation of Teachers; EC(LOCAL) School Day; EIA(LOCAL) Academic Achievement - Grading/Progress Reports to Parents; EIC(LOCAL) Academic Achievement - Class Ranking; FEA(LOCAL) Attendance - Compulsory Attendance; FEC(LOCAL) Attendance - Attendance for Credit as presented. **MOTION CARRIED**: Yes 5 - No 0

Consider Resolution Regarding Non-Exempt Employees Compensation

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve a Resolution Regarding Non-Exempt Employees Compensation as presented. **MOTION CARRIED**: Yes 5 - No 0

Reports

A. Superintendent's Report
B. Course Catalog 2014-2015 presented to the board by Dr. Largent, Superintendent.
C. Board Continuing Education Hours presented by Mark A. Jackson, Board President.
D. Financial Statements for the Period Ending 9-30-2013 & 10-30-2013 presented to the board by Sharay Boynton, Executive Director of Finance.

Action on Items Discussed in Closed Session

Staff Appointments

Dr. Largent recommended accepting the Staff Appointments as presented. A motion was made by Don Walton and seconded by Nancy Alana to approve Staff Appointments.
MOTION CARRIED: Yes 5 – No 0

Consider Administrator Resignation and Agreement - Texas Government Code Section 551-074
Adjournment

Dr. Largent recommended accepting the resignation of John Hohnstreiter as presented. A motion was made by Don Walton and seconded by Nancy Alana to accept resignation. **MOTION CARRIED**: Yes 5 – No 0

Consider purchase, exchange, lease or value of real property

None

There being no further business, the meeting was adjourned at 7:42 p.m.

_____ _____

Mark A. Jackson, President Micky Shearon, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: January 15, 2014
RE: Budget Amendments

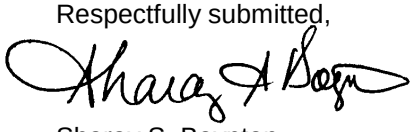
SUMMARY:

Attached are budget amendments that are for Board approval.

RECOMMENDATION:

I recommend the Board approve the amendments as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: January 15, 2014

Revenue & Expense

Fund 199, Mr. Jeremy Ross, Originator
This amendment recognizes funds in the amount of $1,425 allocated to function 11 (Instruction). These funds were generated as student payments for PLAN testing and will be used for payment of PLAN testing services.

Fund 199, Mr. Ron Holmgreen, Originator
This amendment recognizes funds in the amount of $435 allocated to function 11 (Instruction). These funds were generated as student payments for PLAN testing and will be used for payment of PLAN testing services.

Fund 199, Ms. Dana Goode, Originator
This amendment recognizes funds in the amount of $2,070 allocated to function 11 (Instruction). These funds were generated from a Target grant for the music program and will be used to purchase music supplies.

Amend up only

Fund 599, Sharay Boynton, Originator
This amendment recognizes funds in the amount of $35,221 allocated to function 71. This recognizes budget needed to cover bond election expenses and legal opinion for land sale.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 15, 2014
RE: CCA (Local)

SUMMARY:

As was discussed at the meeting last month, the Financial Advisors have recommended that we adopt a "Debt Management Policy" to provide objectives and parameters to manage the District's existing and future debt position.

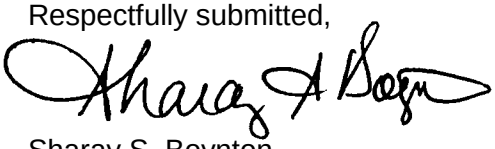
The attached policy and regulations have been reviewed by administration and were presented to the Board last meeting. They have been approved by TASB.

There were no comments or issues that the Board presented. So they remain as originally presented.

RECOMMENDATION:

That the Board adopt CCA(Local) as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: James Largent
Sharay Boynton

Date Submitted: January 15, 2014

DEBT MANAGEMENT

The Superintendent or designee shall develop administrative regulations to address the District's debt management. The regulations shall establish well-defined guidelines for the issuance and management of debt that is payable from the interest and sinking fund.

OBJECTIVES

Debt management procedures shall incorporate prudent debt management practices that:

1. Maintain the District's financial stability;
2. Provide debt management flexibility;
3. Preserve public trust;
4. Minimize costs to taxpayers;
5. Minimize borrowing costs;
6. Preserve access to capital markets; and
7. Demonstrate administrative oversight of debt programs to credit rating agencies and taxpayers.

GUIDELINES

Debt management procedures shall include guidelines for the use, management, and issuance of debt obligations including, but not limited to:

1. Allowable purposes for the issuance of debt;
2. Repayment of debt obligations;
3. Composition of the debt portfolio and debt strategies;
4. Refunds for debt obligations;
5. Methods of sale the District may use;
6. Credit ratings and the use of credit enhancement;
7. Selection of consultants, underwriters, and remarketing agents;
8. Investment of debt proceeds;
9. Compliance with federal arbitrage rebate regulations; and
10. Compliance with continuing disclosure requirements.

COMPLIANCE WITH LAW AND SOUND MANAGEMENT REQUIREMENTS

The District shall structure and manage its debt in compliance with all federal, state, and local requirements and shall manage its debt in compliance with governmental and industry-recommended debt management practices.

PURPOSE

The purpose of this regulation is to establish responsibilities and guidelines for the issuance of debt obligations and to provide guidelines for the ongoing management of the District's debt portfolio. The regulation affirms the intent of the District to adhere to sound debt management practices within the highest industry, legal and governmental standards, while achieving the lowest cost of capital given established parameters.

SCOPE

The regulation applies to any debt obligation with a term of one year or longer that is payable from the Interest & Sinking Fund. It does not apply to short-term debt such as accounts payable or obligations incurred and normally paid within a short period of time, for example, 30 to 90 days.

DEBT MANAGEMENT OBJECTIVES

The debt management objectives of the District are to:

1. Maintain financial stability.
2. Preserve public trust by:
    a. Completing debt programs within guidelines communicated to taxpayers; and
    b. Obtaining citizen input to formulate components of capital improvement programs funded with voter approved debt.
3. Provide sufficient debt capacity for current and future capital needs of the District.

The District will:

1. Formulate a multi-year capital improvement plan in conjunction with its financial advisor, demographer, facilities planner, architect, and bond committee, as applicable. The administration will review the capital improvement plan on an annual basis and recommend appropriate changes to the Board. The capital improvement plan will include:
    a. A time line of the anticipated capital improvements needed and the projected cost thereof, given projected student enrollments and existing school facilities;
    b. A prioritization of such projects; and
    c. A preliminary financing plan that demonstrates the parameters for which such capital needs may be completed.
2. Repay its debt obligations as expeditiously deemed prudent given the applicable tax rate parameters and the District's

overall financing objectives [see GUIDELINES FOR REPAYMENT OF DEBT OBLIGATIONS].

3. Provide flexibility to manage annual debt service requirements and corresponding Interest & Sinking Fund tax rate. The District will structure its debt obligations with a call provision, if possible, to allow such obligations to be redeemed prior to final scheduled maturity. Generally speaking, the District, in consultation with the District's financial advisor, will select the earliest call provision given prevailing market conditions.

4. Minimize the District's interest and financing costs, including, but not limited to:

   a. Implementing debt strategies to achieve the lowest cost of capital given the District's established risk parameters, overall financing objectives, and prevailing market conditions [see COMPOSITION OF DEBT PORTFOLIO AND DEBT STRATEGIES].

   b. Refinancing the District's existing debt obligations at a lower interest rate as such opportunities are available [see GUIDELINES FOR REFUNDING DEBT OBLIGATIONS].

   c. Combining multiple debt sales into one sale, when economically feasible, in order to minimize issuance costs.

   d. Maximizing state funding assistance that may be available for the payment of debt.

5. Comply with all state and federal laws.

ALLOWABLE PURPOSES FOR THE ISSUANCE OF DEBT

The District regards the issuance of debt as a valuable management tool that must be judiciously utilized within the District's financial and legal operating environment. In general, the District may issue debt obligations to fund capital improvements within the District or to refinance the District's debt obligations. The following guidelines provide the permitted purposes for which the District may consider the issuance of debt:

1. The District may finance certain capital improvements, which include, but are not limited to:

   a. The purchase of land for future school facilities (school facilities in the context of this regulation include school buildings, career and technology centers, agricultural facilities, administrative facilities, athletic facilities, maintenance facilities, and the like);

b. The construction, acquisition, and equipment of school facilities;

c. The renovation of school facilities;

d. The purchase of school buses;

e. A refund for the District's outstanding debt obligations [see GUIDELINES FOR REFUNDING DEBT OBLIGATIONS]; and

f. Any other purpose legally available to the District pursuant to state law.

2. Long-term debt obligations may not be used:

a. To fund operating expenditures of the District that may not be capitalized;

b. For the purpose of investing; and/or

c. For the sole purpose of earning arbitrage.

GUIDELINES FOR REPAYMENT OF DEBT OBLIGATIONS

The purpose and useful life of capital improvement projects to be financed with debt obligations must be carefully considered when selecting an amortization period of debt obligations. The District will repay its debt in compliance with all federal, state, and local requirements and will seek to repay its debt in an expeditious manner within the District's overall financial objectives, the useful life of the project financed, and the source of repayment. Under no circumstances will the District amortize its debt obligations for a time period longer than the expected useful life of the project being financed. However, the amortization schedule must not restrict the District's ability to annually manage its Interest & Sinking Fund tax rate or severely limit the District's ability to issue future debt obligations.

1. Short-Term Capital Improvement Projects

a. Short-term capital improvement projects will be those projects that generally have a useful life of ten years or less. The following are guidelines to be used for the amortization of debt obligations issued for short-term capital improvements:

Description	**Average Life of Debt Obligations**
Software	5 Years
Computer Equipment	10 Years
Furniture, Fixtures, Equipment	10 Years

School Buses	10 Years
Stadium Turf	10 Years

2. Long-Term Capital Improvement Projects

   a. Long-term capital improvement projects will be those projects that generally have a useful life of more than ten years.

   b. Pursuant to state law, the District will amortize all debt obligations within the parameters established by state law.

3. Total Debt Portfolio

   a. The District may consider the following principal repayment targets for its total debt portfolio:

      (1) Five Years = Principal repayment target of 15 percent – 25 percent;

      (2) Ten Years = Principal repayment target of 40 percent - 50 percent;

      (3) Twenty Years = Principal repayment target of 65 percent – 75 percent;

      (4) Thirty Years = Principal repayment target of 85 percent - 95 percent; and

      (5) Thirty-five Years = Principal repayment target of 100 percent.

   b. To the extent such principal amortization requirements described in (1) above should limit the District's ability to annually manage its Interest & Sinking Fund tax rate or cost-effectively issue future debt obligations, the District will maintain its financial management flexibility by amortizing its debt obligations at a slower repayment rate than described above.

   c. To the degree the principal repayment targets described in (1) above are not met, should the District's taxable assessed valuation increase more than assumed within its multi-year capital improvement program and/or additional revenues are received for the payment of debt service, the District will, to the degree it is deemed financially feasible, use such excess funds to repay its debt obligations prior to final maturity, while maintaining an Interest & Sinking Fund tax rate within the parameters previously communicated to taxpayers.

COMPOSITION OF DEBT PORTFOLIO

The District's debt portfolio may be comprised of two types of debt: Traditional fixed rate debt and variable rate debt. The District will select the most prudent debt structure at the time debt obligations are sold, given the District's targeted debt portfolio, prevailing and expected market conditions, and established risk parameters.

1. Traditional Fixed Rate Debt

Traditional fixed rate debts are obligations with interest rates that remain constant until the final maturity. The targeted percentage of traditional fixed rate debt within the District's debt portfolio must be between 70 percent - 100 percent.

2. Variable Rate Debt

Variable rate debts are obligations whose interest rates that "reset" on a periodic basis (i.e., daily, weekly, monthly, annually, and the like). The targeted percentage of variable rate debt within the District's debt portfolio will be 0 percent - 30 percent.

GUIDELINES FOR REFUNDING DEBT OBLIGATIONS

All refunding proposals should be reviewed by the District's administration and its financial advisor to determine the applicability, accuracy and potential benefits to the District. Each potential refunding program should be considered on its own merits and should be analyzed and structured to support current and future debt programs.

When reviewing the appropriateness of a refunding program, the evaluation process should be dynamic enough to consider all potential benefits to the District, such as lowering the District's interest cost, increasing the District's debt capacity, increasing flexibility to manage the District's debt portfolio, and the like. The following guidelines provide the general criteria the District will utilize when considering the implementation of a refunding program:

1. Criteria to be Utilized for a Refunding for Interest Cost Savings:

    a. A refunding program will produce sufficient interest cost savings to be deemed prudent and material given the inherent risks of the refunding program. A refunding utilizing traditional fixed rate debt may be considered if the "Present Value Savings as a Percentage of the Principal Amount of the Refunded Bonds" ratio is at least 3.0 percent.

    b. The final maturity of the Refunding Bonds will not exceed the final maturity of the Refunded Bonds.

c. A refunding for savings will not materially diminish the District's ability to manage its debt portfolio or restrict the District's ability to cost-effectively issue additional debt obligations.

d. A refunding for savings will be combined with a "new money" issuance to achieve economies of scale regarding costs of issuance, when feasible and prudent.

2. Criteria to be Utilized for a Refunding for Restructuring Purposes:

a. Both callable and noncallable debt may be refunded for restructuring purposes. In higher interest rate environments, noncallable debt will be restructured prior to any callable debt, if possible.

b. A restructuring may be implemented to:

(1) Permit additional debt obligations to be sold more cost-effectively;

(2) Keep within the tax rate parameters communicated to voters of the District or to manage the District's Interest & Sinking Fund tax rate; and

(3) Add flexibility to the District's debt portfolio, given prevailing circumstances.

c. The costs associated with a restructuring (costs of issuance and additional interest cost; if any) will be evaluated in contrast to the expected benefit of the restructuring.

d. A restructuring should not materially diminish the District's ability to manage its debt portfolio or restrict the District's ability to cost-effectively issue additional debt.

METHOD OF SALE TO BE UTILIZED

The District recognizes that each issuance of debt obligations has unique characteristics that will provide the basis for determining the appropriate method of sale. Such methods of sale include competitive, negotiated and private placements. The conditions that indicate the appropriate method of sale are generally described below:

1. Competitive Sale – The District may consider a competitive sale of its debt obligations if:

a. The debt market is stable and demand for the debt obligations is strong;

b. The District can reasonably expect at least three bids will be received;

c. Structural features and credit quality are conventional;

d. Transaction size is manageable; and/or

e. Volume of competing transactions is low.

2. Negotiated Sale – The District may consider a negotiated sale of its debt obligations if:

a. An advance refunding is being completed;

b. Debt market is volatile, demand for debt obligations is perceived to be weak, or the volume of competing sales is high;

c. Coordination of multiple components of the financing is required;

d. Substantial education of investors is required;

e. Structural features or credit quality is unconventional;

f. Large transaction size; and/or

g. Retail participation is expected or desired to be high.

3. Private Placement – The District will consider a private placement of its debt obligations if it provides more advantageous financing terms than may be obtained in the national capital markets.

PARAMETER DEBT SALES

The Board may designate the ability to approve the issuance of debt obligations to the District's administration, so long as the issuance of the debt obligations meets certain parameters approved by the Board and it is permissible pursuant to state law.

CREDIT RATINGS AND CREDIT ENHANCEMENT

The District will strive to secure and maintain the highest possible credit ratings based upon its stand-alone credit strength. It is the goal of the District to maintain a positive reputation in the debt markets through the maintenance and improvement of the relevant credit characteristics within its control.

1. Credit Ratings:

a. For any new issuance of traditional fixed rate debt sold either through a competitive or negotiated sale, the District will obtain a credit rating from at least two nationally recognized rating agencies. The District will obtain a credit rating based upon the District's stand-alone credit strength, as well as, a credit rating based upon any type of credit enhancement obtained for a particular debt issuance.

b. For any new issuance of variable rate debt sold either through a competitive or negotiated sale, the District will utilize a credit rating from at least one nationally recognized rating agency.

c. Based upon a recommendation from the District's financial advisor, the District will conduct the rating process either in person through a formal rating presentation or via a conference call.

d. The District will be cooperative with the rating agencies and will provide all requested information in a timely manner.

2. Credit Enhancement:

a. Permanent School Fund Guarantee Program – So long as the District's stand-alone credit ratings are rated below the ratings of the Permanent School Fund ("PSF") Guarantee Program of the state of Texas, the District will attempt to secure credit enhancement through the PSF Guarantee Program. Should the PSF Guarantee Program be out of capacity or have a credit rating lower than the District's stand-alone credit rating, the District will compare that costs and related benefits of other types of credit enhancement (i.e., bond insurance, and the like) and will select the option that results in the lowest interest cost at the time a debt obligation is sold.

b. Bond Insurance – The District will consider the use of bond insurance when it provides an economic advantage for a sale of debt obligations. The District's financial advisor will compare the present value of the prospective interest savings produced by using bond insurance to the cost of such insurance. Bond insurance may be purchased when it results in a present value benefit. The District may solicit bids for bond insurance.

c. Liquidity/Credit Facilities – The issuance of variable rate debt may require the use of a liquidity facility and/or a credit facility. Letters of Credit ("LOC") and Standby Bond Purchase Agreements ("SBPA") will be considered as credit enhancement based upon their respective cost effectiveness. The District may solicit bids from qualified financial institutions established in this line of business and may select the "best value" based on price, financial stability, terms and conditions, market acceptance, and service.

SELECTION OF CONSULTANTS

The administration may contract with outside professionals for assistance in fulfilling any of the obligations or objectives of the District or the administration under this regulation. The services to be provided by such professionals will be set forth pursuant to a contract. It is the responsibility of the administration to conduct periodic reviews of each professional to determine if the quality of service provided is commensurate with the fees charged by such professionals.

Generally, the District will consider engaging the following professionals to the degree necessary:

1. Financial Advisor – To assist with the planning and issuance of all debt and debt administration processes relating to the District's debt portfolio and future debt programs.

2. Bond Counsel – To consult with the District and its financial advisor on legal matters pertaining to the issuance of debt obligations. In addition, bond counsel will provide a written opinion, upon the issuance of a debt obligation, affirming that the District is authorized to issue the debt and that the District has met all constitutional and statutory requirements necessary for issuance. The written legal opinion should also include a determination regarding the debt obligation's federal income tax status, if applicable.

3. Demographer – To assist in reviewing and analyzing the demographic changes within the District and the corresponding projections of student enrollment. The District will incorporate such information assembled by its demographer within its multi-year capital improvement plan.

SELECTION OF UNDERWRITERS FOR NEGOTIATED TRANSACTIONS – FIXED RATE DEBT OBLIGATIONS

The District will select a pool of qualified firms to serve as senior manager and/or co-manager for a five-year period (the "Underwriting Pool"). The District reserves the right to add or remove firms from the underwriting pool at any time and to shorten or lengthen the period of time for which the underwriting pool is in place. The District may add or remove firms from the underwriting pool at any time based on factors including, but not limited to: performance or change in staff or firm organization.

1. Selection Process – The criteria to be utilized in the selection of underwriters for the District's fixed rate negotiated sales will consider a firm's:

   a. Capital position;

   b. Institutional and retail sales network for municipal debt obligations;

c. Experience underwriting Texas school district debt obligations;

d. Experience underwriting municipal debt obligations;

e. Financing ideas presented or other value provided to the District;

f. Demonstrated commitment to Texas school districts;

g. Prior performance on the District's negotiated sales;

h. Performance on District's competitive sales;

i. Local presence; and

j. Potential conflicts of interest.

In determining its underwriting pool, the District will consider other compensated services currently being performed by potential underwriters to help ensure diversification among its financing team.

2. Underwriting Syndicate Selection – The size and composition of each underwriting syndicate formed for a particular negotiated sale of fixed rate debt will be based on:

   a. The dollar amount of debt obligations to be sold;

   b. The criteria listed at Selection Process above; and

   c. Underwriting participation in District's recent negotiated sales.

3. Post-Sale Evaluation of Underwriting Performance – After the completion of each transaction, the senior manager will be required to present a post-sale analysis to the District's financial advisor, which will include at a minimum:

   a. A summary of orders submitted and allocations (including designations) received by each firm;

   b. A comparison of the District's interest rates to the interest rates on comparable sales; and

   c. A review of market conditions at the time of pricing.

The District's financial advisor will evaluate the success of the underwriting versus the market at the time of sale, analyze each syndicate member's performance, and present such information to the District's administration.

4. Unsolicited Proposals – The District encourages the submission of unsolicited financing proposals from any firm and may accept proposals from firms that are not in its underwriting

pool. A copy of each proposal will be provided to the District's financial advisor. All proposals should include a full analysis of risks and benefits associated with each financing alternative proposed and a description of previous experience with such financing technique, if any. The District reserves the right to issue a request for proposals for any product or transaction. If the District implements a financing alternative submitted by a firm that is not a member of its underwriting pool, the District may consider inclusion of such firm within the underwriting syndicate.

SELECTION OF UNDERWRITER / REMARKETING AGENT FOR VARIABLE RATE DEBT OBLIGATIONS

The District will select qualified firm(s) to serve as an underwriter/remarketing agent for each series of the District's variable rate debt obligations. The District reserves the right to replace the remarketing agent or to utilize other remarketing agents at any time based on factors including, but not limited to: performance, change in staff or firm organization, and the like.

1. Selection Process – The criteria to be utilized in the selection of underwriters/remarketing agents for the District's variable rate debt obligations will consider a firm's:

    a. Capital position;

    b. Sales and distribution network for short-term municipal debt obligations;

    c. Experience in providing underwriting/remarketing agent services for Texas school districts;

    d. Experience in providing underwriting/remarketing agent services for municipal debt issuers;

    e. Financing ideas presented or other value provided to the District;

    f. Demonstrated commitment to Texas school districts;

    g. Prior performance as remarketing agent on the District's variable rate issues;

    h. Local presence; and

    i. Potential conflicts of interest.

2. Evaluation of Remarketing Agent Performance – At least annually, the District's financial advisor will evaluate the performance of the remarketing agents versus the market performance of other comparable Texas school district financings and will present such information to the District's administration.

ONGOING DEBT MANAGEMENT

1. Investment of Debt Proceeds Practices – Any investment of debt proceeds must be executed in accordance with the District's investment policy, legal covenants, and state and federal tax law limitations. The proceeds of debt or other obligations of the District are subject to the Public Funds Investment Act [see CDA(LEGAL)].

2. Compliance with Federal Arbitrage Rebate Regulations – The use and investment of debt proceeds will be monitored to ensure compliance with arbitrage restrictions. The District's administration will ensure that debt proceeds and investments are tracked in a manner that facilitates the completion of accurate rebate calculations and rebate payments, if any, on an annual basis.

3. Continuing Disclosure Requirements – The District will comply with the Securities and Exchange Commission (SEC) Rule 15c2-12 by filing with the Municipal Securities Rulemaking Board (MSRB) and the State Information Depository (SID), if applicable, annual financial statements and other financial and operating data required for the benefit of its debt holders no later than six months after the end of each fiscal year. The inability to make timely filings must be disclosed promptly. The District will also notify each MSRB and SID of any "material events" (as defined pursuant to SEC Rule 15c2-12) promptly after such event has occurred.

DUTIES AND RESPONSIBILITIES

The District's administration is responsible for reviewing and monitoring the activities of the District to determine compliance with these general guidelines and restrictions. The administration will review the District's regulation on an annual basis and will review appropriate changes with the Board.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 15, 2014
RE: Printing & Copying Services
CSP No. 2013-07 - Renewal

SUMMARY:

A bid was let to provide a company to handle the district's printing and copying needs. The bid was divided into two parts, one for standard forms and one for specialty printing. Standard forms are the forms that are ordered on a routine or continual basis by the departments or campuses. Samples of the forms were provided to the vendors to provide pricing based on quantities of 250, 500, 1000, etc. Specialty printing is printing such as the district student handbooks, curriculum guides, etc. These are large orders that require a fast turnaround time.

The CSP allowed for the District to award to multiple vendors for both standard and the specialty printing. By awarding to multiple vendors, costs and circumstances can be analyzed to determine best deal for the District. The proposal was written to allow for 2 one-year extensions should the parties agree in writing to extend the proposal. The current bid will expire on January 31, 2014. This will be the first of the renewal options..

A summation of the CSP process and outcome as well as a copy of the tabulation is attached for your review.

It was determined to be in the best interest to renew with awarded vendors. A renewal request was sent to the current vendors, all vendors agreed to the renewal except Texas Insta Print. There had been a vendor complaint involving Texas Insta Print. The remaining vendors will be able to provide the services of the district. Estimated expense is between $15,000 to $35,000.

RECOMMENDATION:

That the Board award the printing and copying services related to the standard forms as evidenced by the vendors highlighted on the attached tabulation and specialty printing of the District to all vendors who responded for the period of February 1, 2014 through January 31, 2015.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Debbie Johnson

Date Submitted: January 15, 2014

BID FOR BOARD APPROVAL

Board Meeting Date: March 4, 2013 **Bid Number:** 2013-07

1. **Item, material or service (specific or classification):** Printing and Copying Services

2. **Brief description:** A bid was let to provide the district's printing and copying needs. The bid was divided into two parts, one for standard forms and one for specialty printing. Standard forms are the forms that are ordered on a routine or continual basis by the departments or campuses. Samples of the forms were provided to the vendors to provide pricing based on quantities of 100, 250, 500, 1000, etc. Specialty printing is printing such as the curriculum guides, programs, etc., large orders that require a fast turnaround time.

3. **Period of time bid covers:** From written notification of award through January 31, 2014 with the option for two one-year renewals. Renewal terms will be February 1, 2014 through January 31, 2015 and February 1, 2015 through January 31, 2016.

4. **Person and title responsible for the expenditure:**

   Campus Principal – for campus purchases
   Department Head/Director – for department purchases

5. **Number of bids sent to vendors:** 19

6. **Number of bids received from vendors:** 4

7. **Listing of recommended vendors and total prices:** It is recommended that award be made for Section A –Standard Forms, as highlighted on the attached tabulation. Purchases will be based on an as needed basis. Should the awarded vendor be unable to fill the order for any reason, the district will proceed to the next lowest vendor until the purchase can be made. It is recommended for Section B – Specialty Printing that all four vendors be approved for purchases. At the time of need cost will be quoted from any two of the four vendors. Quoting from more than one vendor would allow for consideration of cost, layout design, turn around time, etc., as the printing and copying services are needed. It is anticipated expense for printing and copying services will be approximately $20,000 to $40,000 annually.

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

9. **Last bid date (bid of comparable nature within last 5 years):** 11/19/09

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

11. **Budget information:** Costs for printing and copying services are built into the general supply accounts for each campus and department. Therefore, they cannot be specifically identified as a budgeted line item or amount

Sharay S. Boynton
Executive Director of Finance

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 15, 2014
RE: Buy Board Purchase – Band Uniforms

SUMMARY:
Budget funds were planned for the purchase of band uniforms. The band uniforms are available from a Buy Board vendor. GISD's interlocal agreement with the Buy Board allows purchases to be made from these awarded vendors without GISD having to go through the formal bid process.

Mark Easton met with Mike Miller of Fred J. Miller, Inc. to design the new GHS band uniforms. Mr. Miller provided specifications to Mark and he has reviewed and verified they meet all his requirements. Fred J. Miller has a Buy Board contract that covers the purchase of band uniforms. Fred J. Miller has provided a Buy Board quote for 300 Cesario uniforms totaling $107,475.

Mr. Easton has recommended award to Fred J. Miller for the purchase of 300 Cesario uniforms for a total expenditure of $107,475. Administration does not believe that a better price would be realized by initiating a formal bid process. It would be in the best interest of GISD to purchase from the Buy Board vendor.

Board Policy CH(LOCAL) requires board approval on purchases in excess of $50,000. The policy states " The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more shall require Board approval before a transaction may take place, unless the purchase falls into function 35 in a categorical exemption. ".

The following recommendation is that of Mr. Mark Easton, GHS Band Director and Mr. Jeremy Ross, GHS Principal.

RECOMMENDATION:
It is recommended that the above purchase be made from Fred J. Miller through the Buy Board contract.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Mark Easton
Jeremy Ross
Deborah Johnson

Date Submitted: January 15, 2014

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 15, 2014
RE: Geotechnical Engineering and Construction Materials Engineering Inspection and Testing Services

SUMMARY:
According to Board Policy CH(LEGAL), "The purchasing requirements of Education Code Section 44.031 do not apply to a contract for professional services rendered, including the services of an architect, attorney, or fiscal agent. … Competitive bids shall not be solicited for professional services of any licensed or registered certified public accountant, architect, landscape architect, land surveyor, physician, optometrist, professional engineer, state-certified or state-licensed real estate appraiser, or registered nurse. Contracts for these professional services shall be made on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price. Gov't Code 2254.002, .003(a) [See also CV] "

Further, Board Policy CV(LEGAL) states "In procuring architectural, engineering, or land-surveying services, the District shall: 1. First select the most highly qualified provider on the basis of demonstrated competence and qualifications; and 2. Then attempt to negotiate a contract with that provider at a fair and reasonable price. If a satisfactory contract cannot be negotiated with the most highly qualified provider of architectural, engineering, or land-surveying services, the District shall formally end negotiations with that provider, select the next most highly qualified provider, and attempt to negotiate a contract with that provider at a fair and reasonable price. The District shall continue this process until the parties enter into a contract. Gov't Code 2254.004."

In preparation for the upcoming projects, Mr. Randy Leach has requested that the services of Alliance Geotechnical Group be qualified for services. The attached Statement of Qualifications has been submitted to GISD for our consideration.

These qualifications have been reviewed and it is felt that the organization is qualified and will perform the services for a fair and reasonable price.

RECOMMENDATION:
That the Board approve the Alliance Geotechnical Group. for Granbury ISD geotechnical engineering services and construction materials engineering inspection and testing services for the period of award notice until rescinded by board action.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay S. Boynton
Randy Leach
Date Submitted: January 15, 2014

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**January 20, 2014**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Dr. James M. Largent**
		Date:	**January 17, 2014**
		RE:	**Consider Construction Manager at Risk Services**

SUMMARY:
An RFQ for Construction Manager at Risk Services was issued in December for the upcoming process. The 2-Step process was used.

GISD received 9 responses. The administrative team of Dr. Largent, Mr. Randy Leach and I along with Huckabee representatives reviewed the Phase 1 responses and narrowed it down to 5 contractors. Please see attached summary of the evaluation process.

The GISD interview team made up of Dr. Largent, Mr. Leach, Ms. Wood, Mr. Cody, Ms. Lambert, Mr. Ross, Mr. Holmgreen, and Ms. Gentry. Three Huckabee representatives were in the interview room as well and provided their insight after interviews were completed. The representatives recommended that Buford Thompson and Joeris make a presentation to the Board for their decision.

At the end of our day, we have selected Buford Thompson and Joeris as the final candidates for you to consider. They are both strong companies, both have done work in our neighboring districts, and Huckabee has worked with both companies. I don't think we can go wrong with either one of them. I have attached to your board book some general information on each of the companies, quotes from references, and some comments from our interview team. We have the full RFQ packets they sent in at my office if you want to come up and spend some time going through them prior to the meeting. Please call if you have other questions or want to discuss this.

Motion to be read as:

To select_____ as the most qualified and best value provider of Construction Management at Risk services for the Granbury ISD 2013 Bond Program based on demonstrated competence and qualifications, and to authorize the Administration to negotiate a contract with _____ for a fair and reasonable fee.

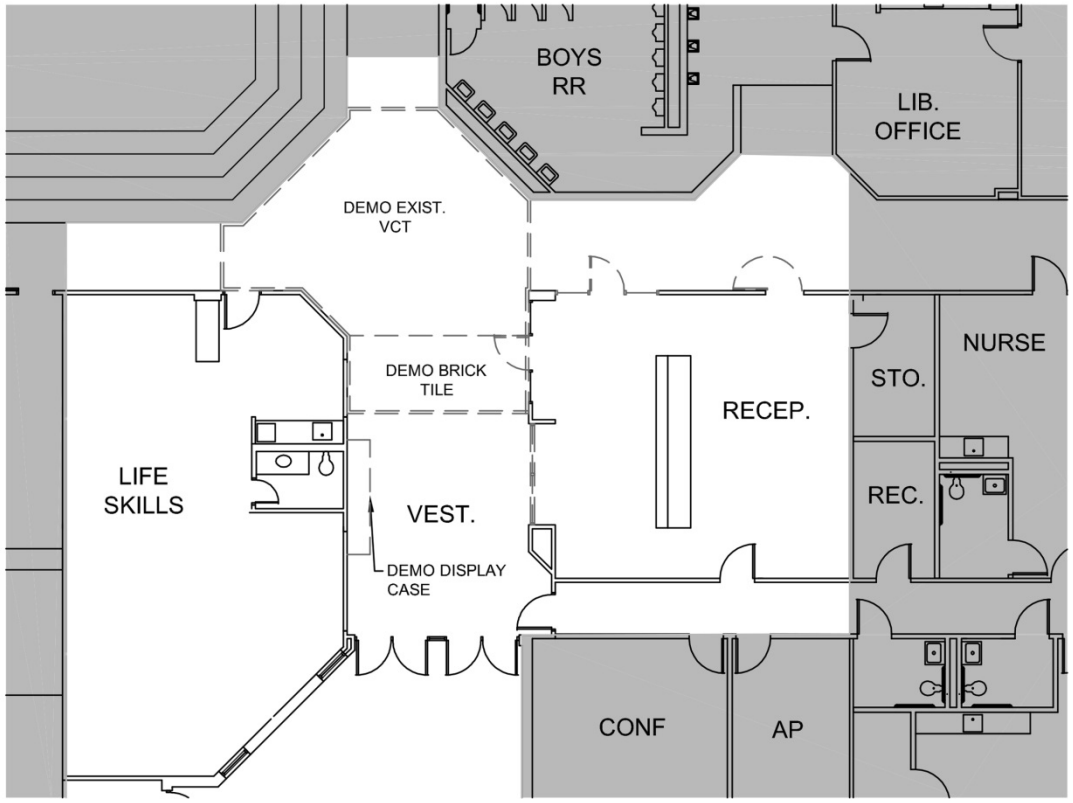
Respectfully submitted,



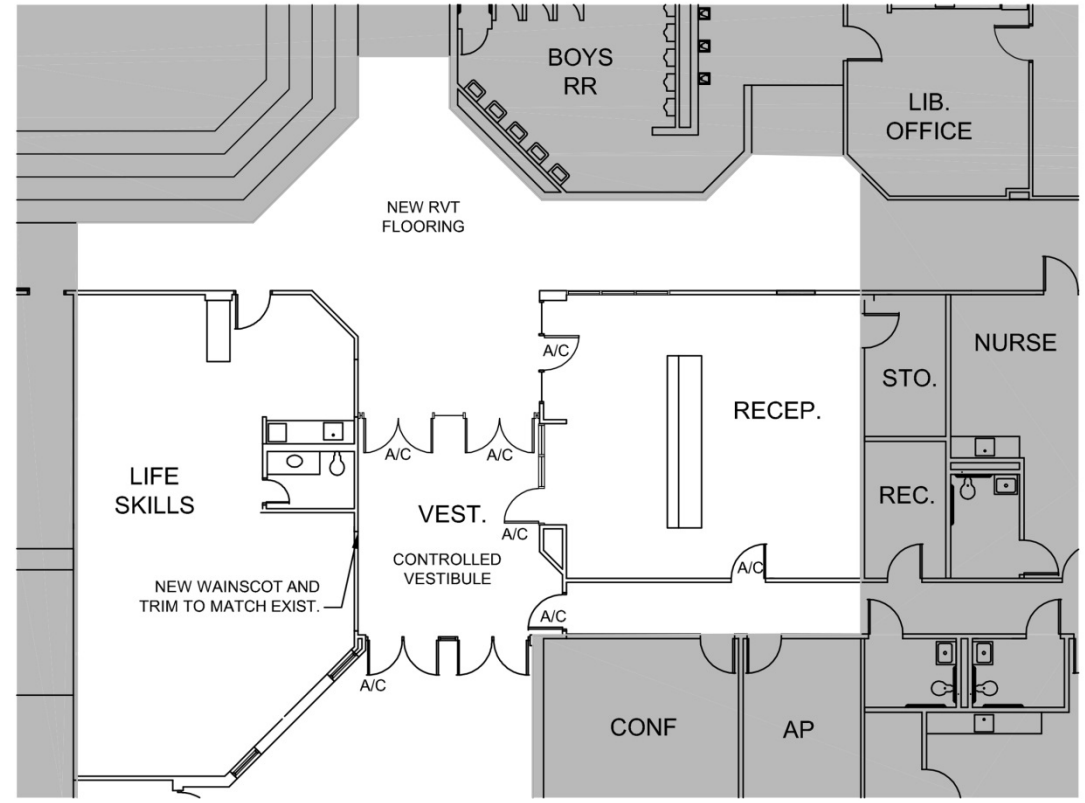
Dr. James M. Largent
Superintendent

CONTROLLED ENTRIES

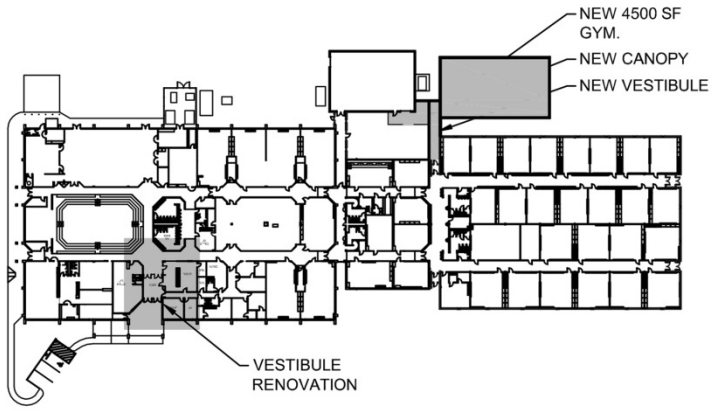
GRANBURY ISD BOND | Huckabee



DEMOLITION PLAN
1/16" = 1'-0"



NEW CONSTRUCTION
1/16" = 1'-0"



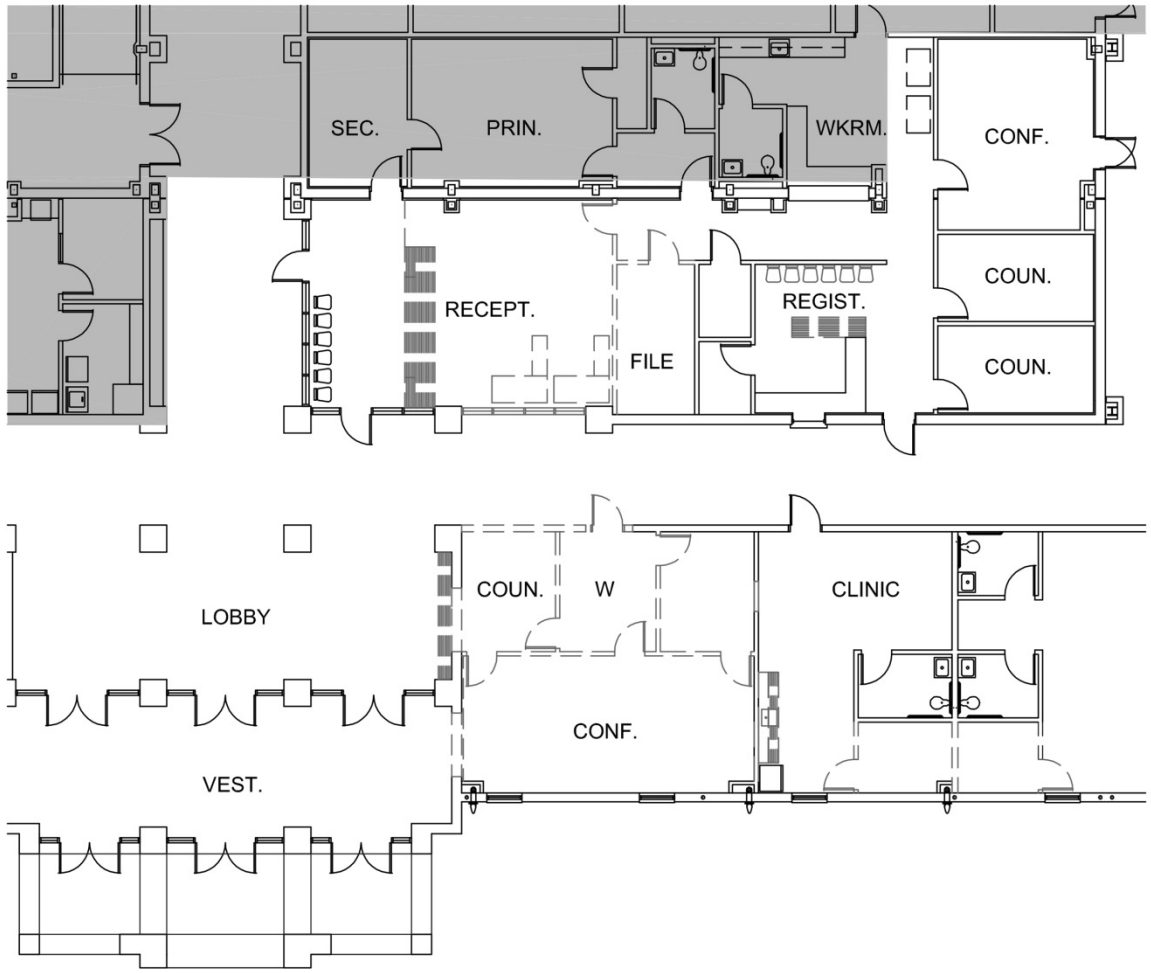
OVERALL BUILDING PLAN

ACTON ELEMENTARY SCHOOL

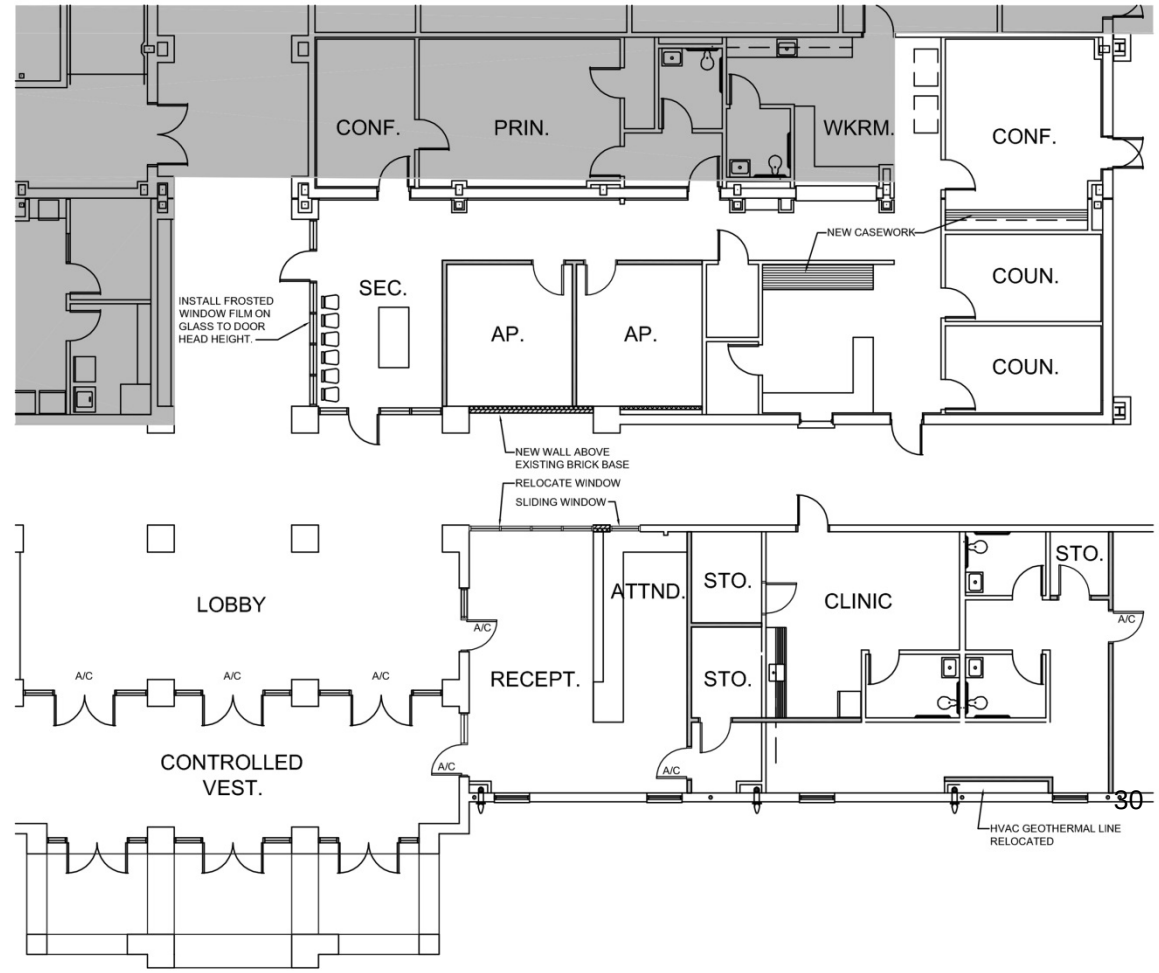
SECURITY VESTIBULE RENOVATION & GYM ADDITION

GRANBURY ISD BOND

Huckabee

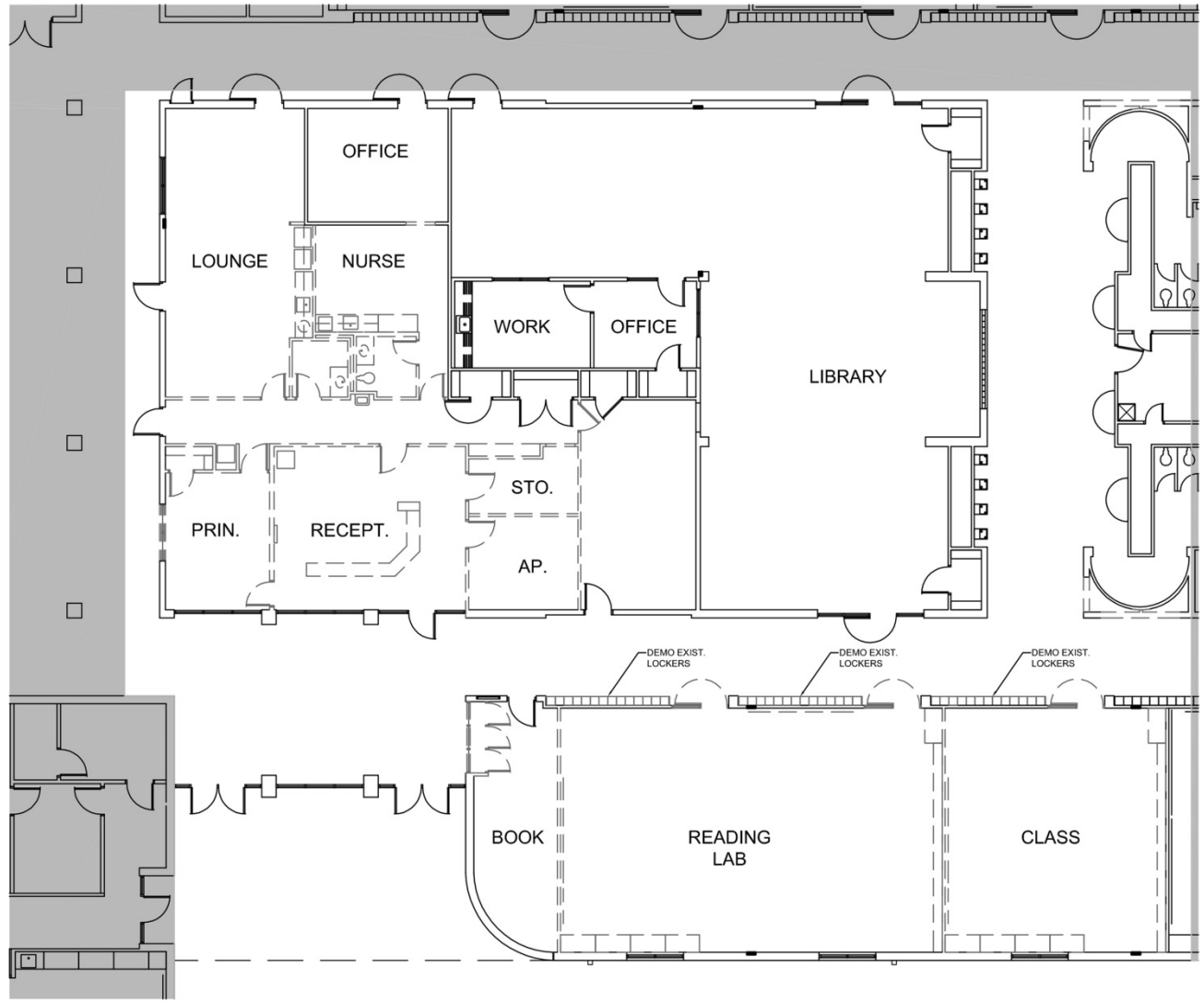


DEMOLITION PLAN
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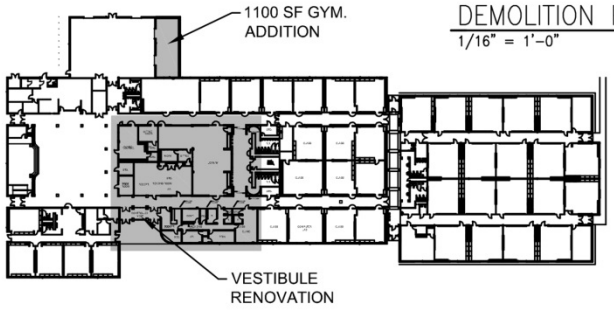


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ACTON MIDDLE SCHOOL
SECURITY VESTIBULE RENOVATION



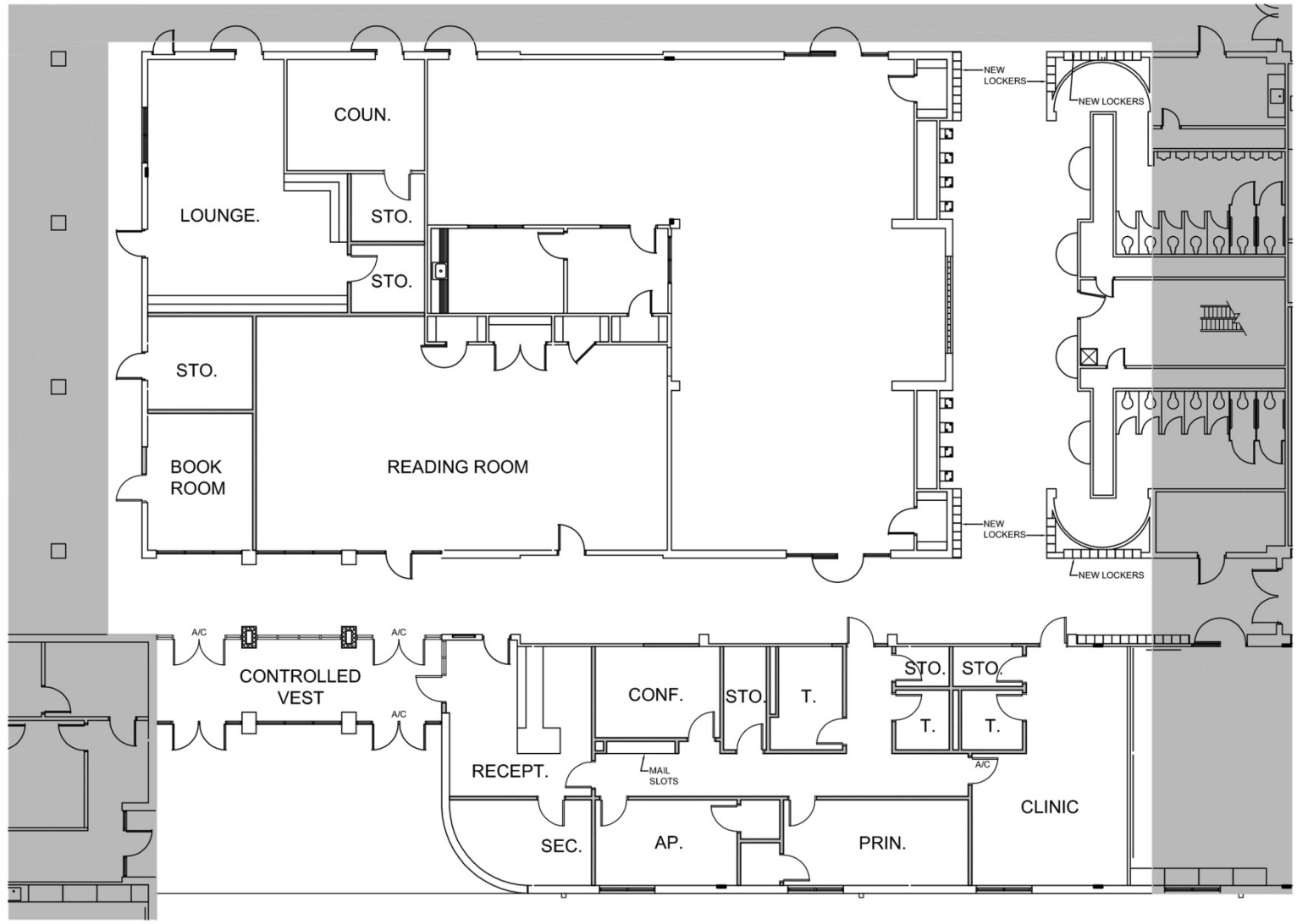
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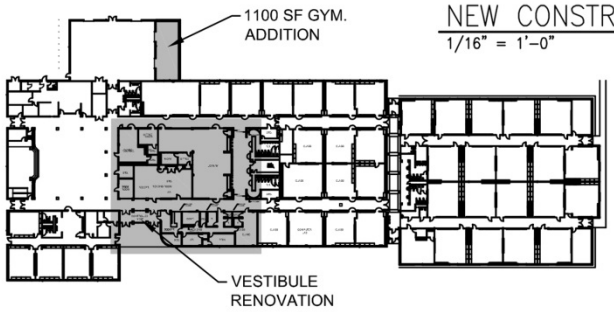


OVERALL BUILDING PLAN

BACCUS ELEMENTARY SCHOOL

SECURITY VESTIBULE RENOVATION & GYM RENOVATION



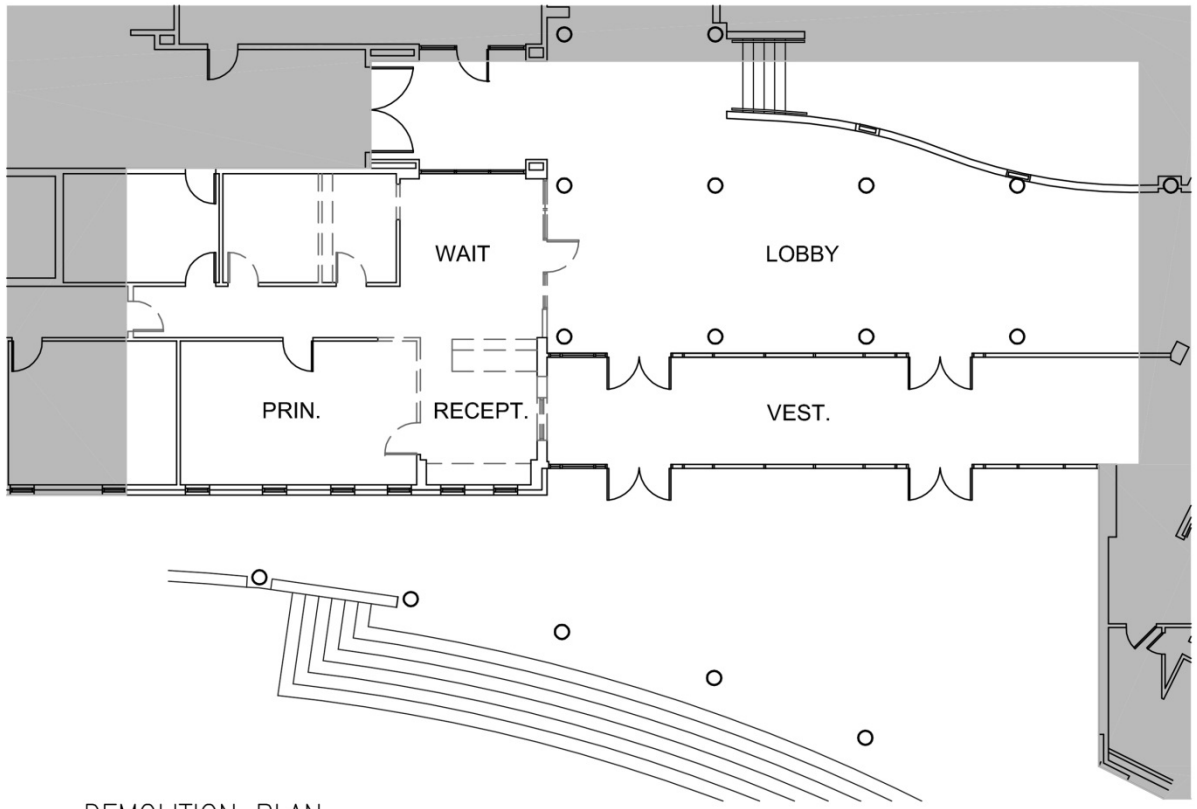


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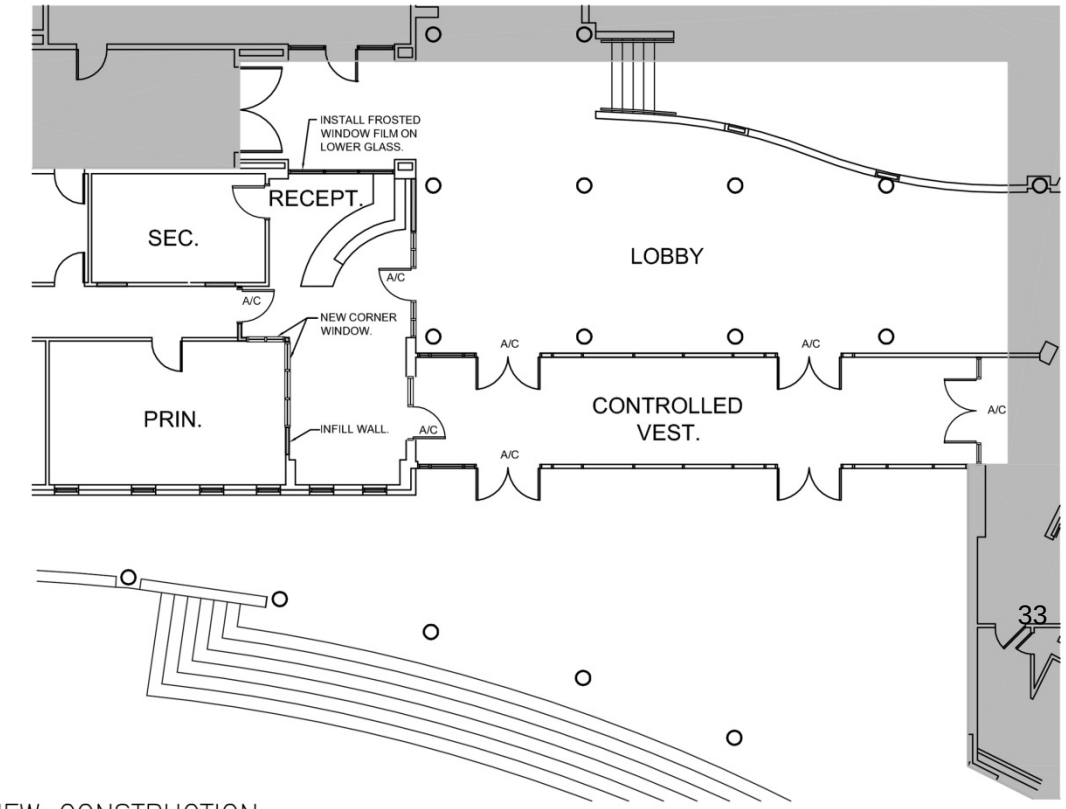
OVERALL BUILDING PLAN

BACCUS ELEMENTARY SCHOOL

SECURITY VESTIBULE RENOVATION & GYM RENOVATION



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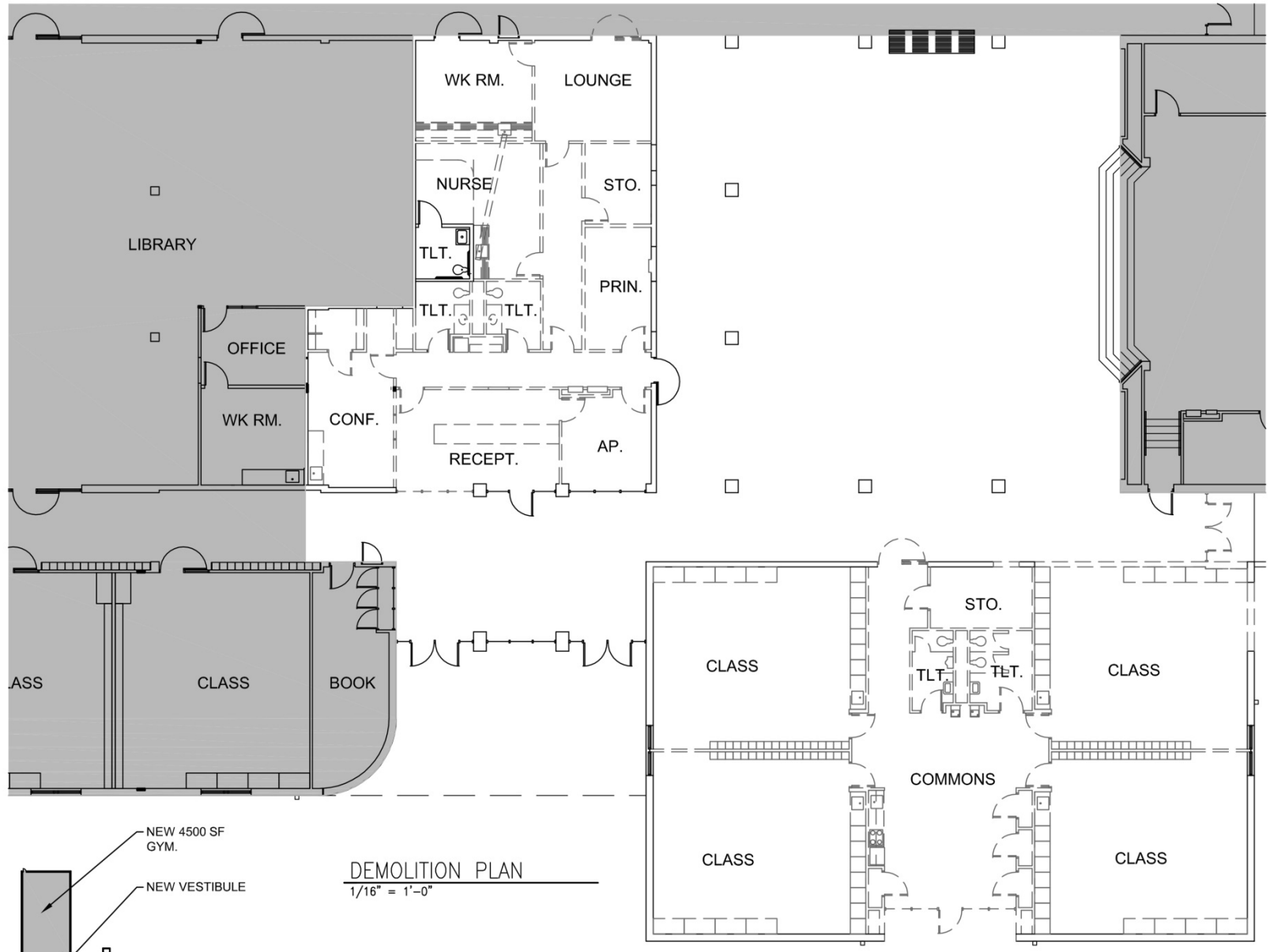


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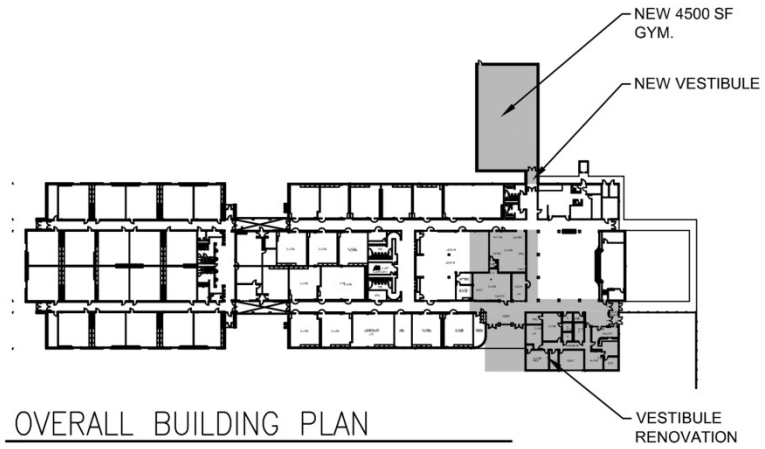
BRAWNER INTERMEDIATE SCHOOL
SECURITY VESTIBULE RENOVATION

GRANBURY ISD BOND

Huckabee



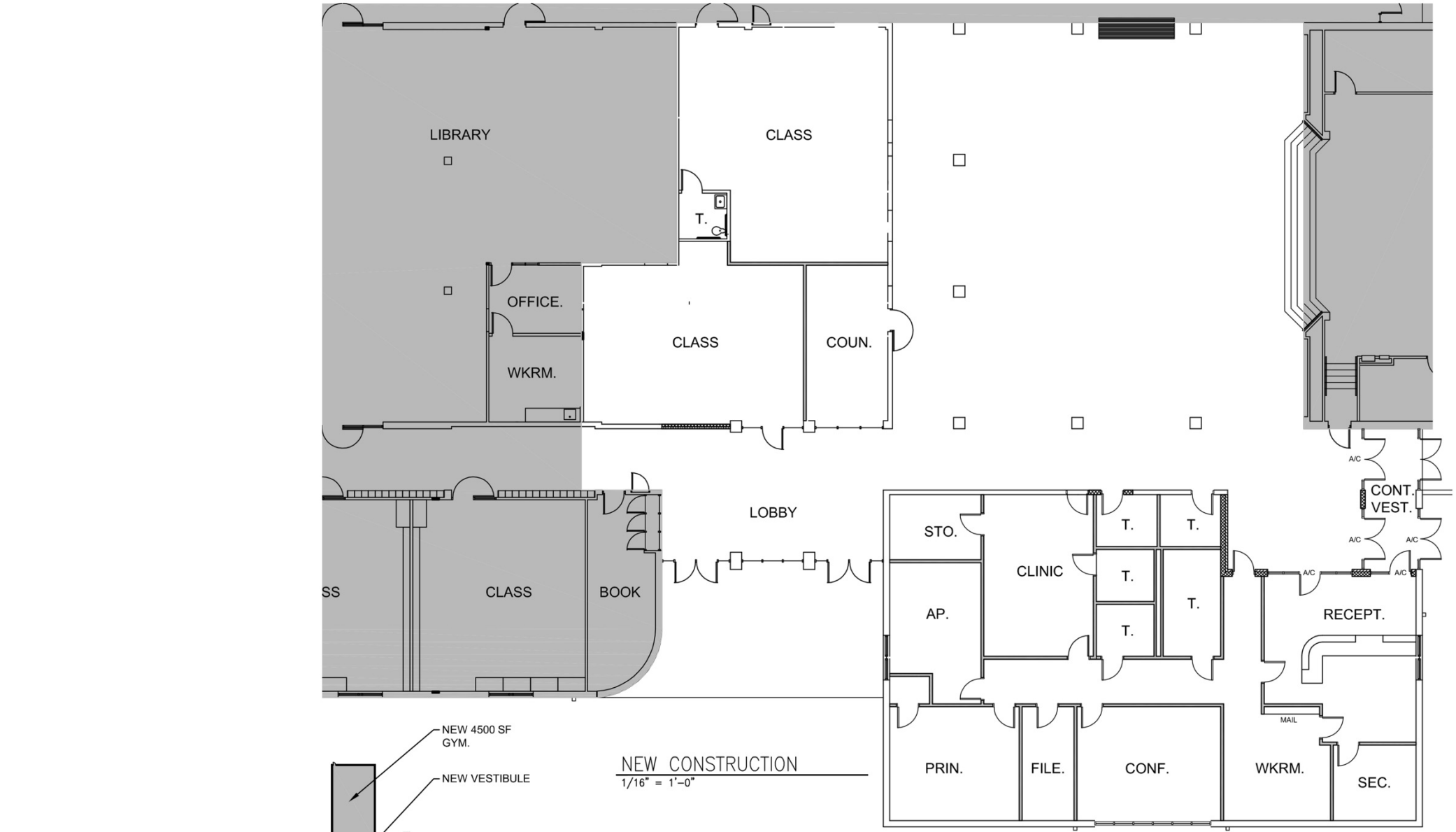
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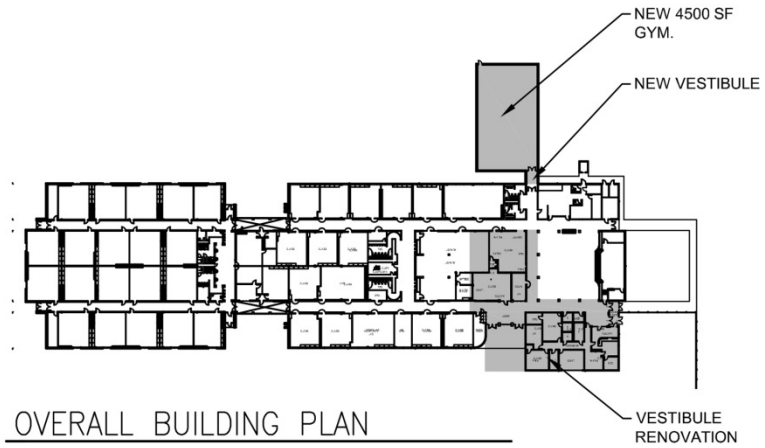
OVERALL BUILDING PLAN

EMMA ROBERSON ELEMENTARY SCHOOL

SECURITY VESTIBULE RENOVATION & GYM ADDITION



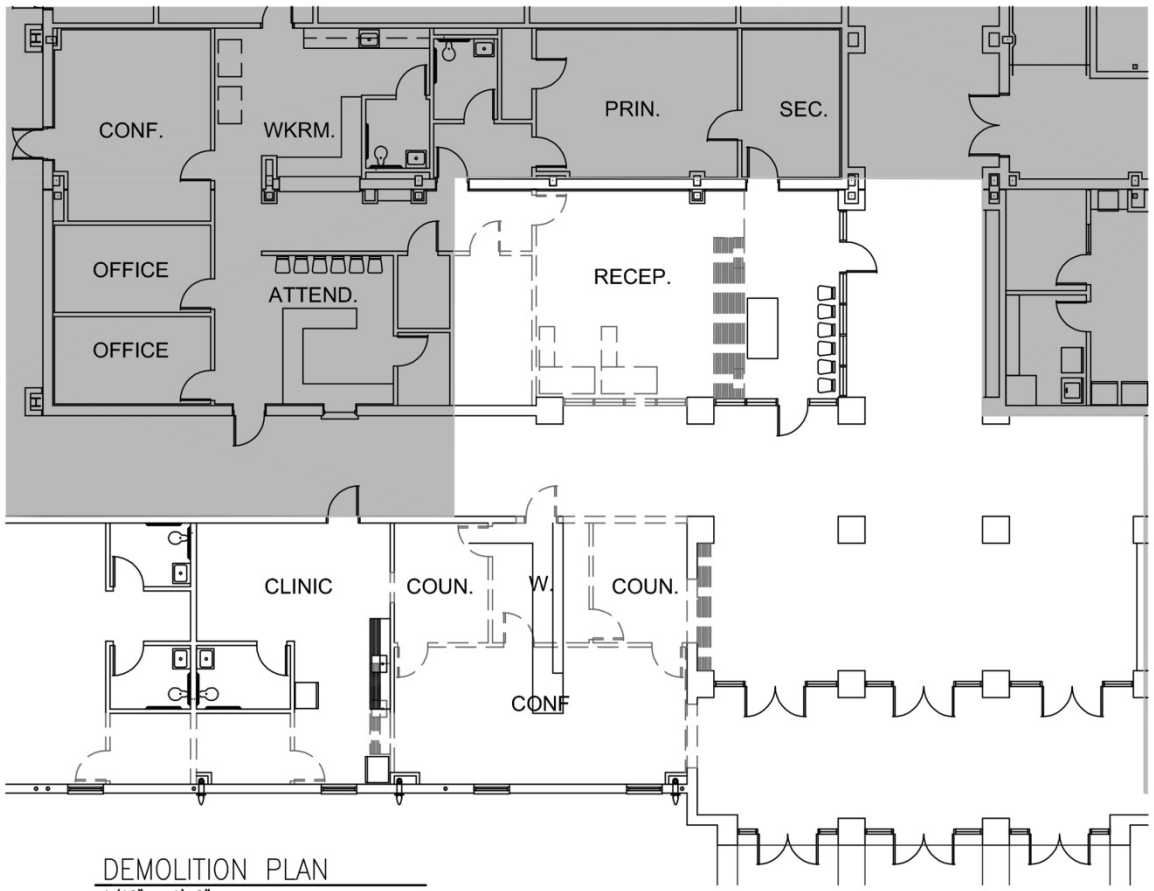
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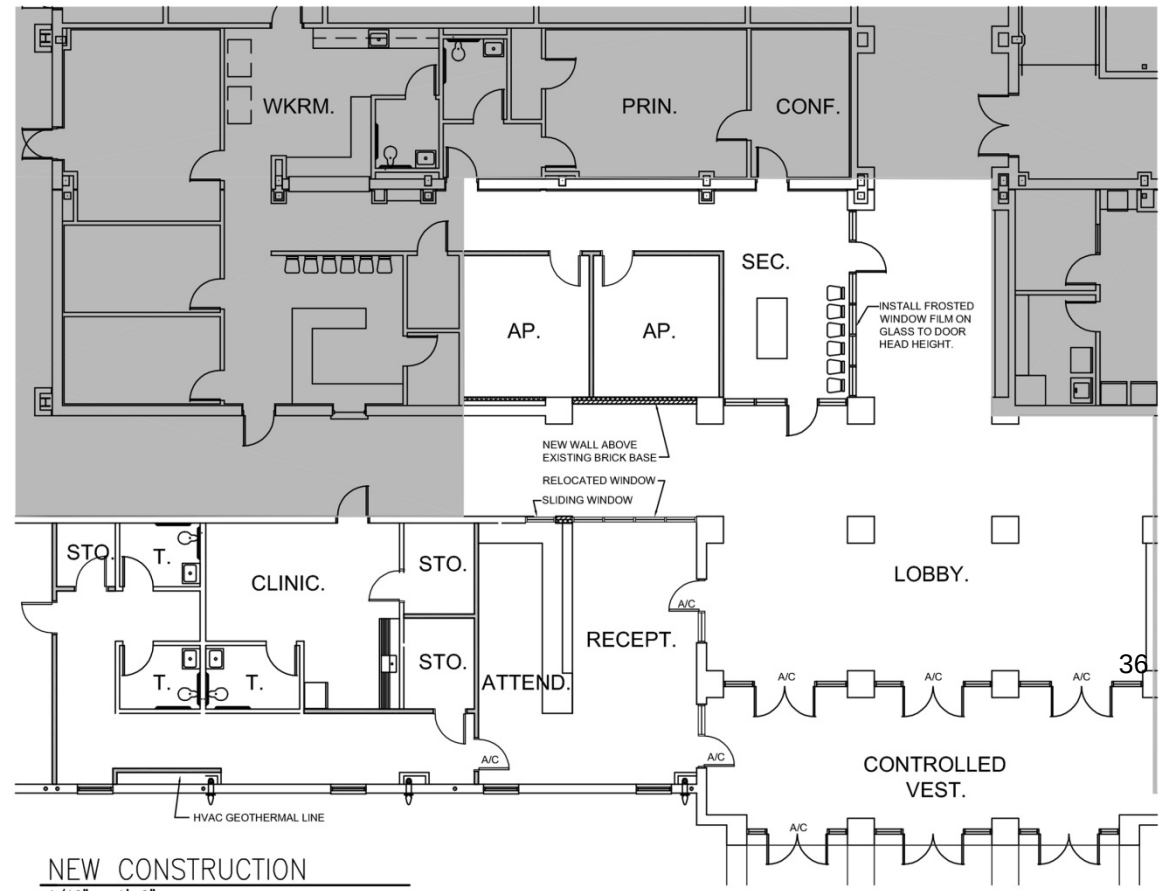
OVERALL BUILDING PLAN

EMMA ROBERSON ELEMENTARY SCHOOL

SECURITY VESTIBULE RENOVATION & GYM ADDITION



DEMOLITION PLAN
1/16" = 1'-0"



NEW CONSTRUCTION
1/16" = 1'-0"

GRANBURY MIDDLE SCHOOL
SECURITY VESTIBULE RENOVATION

GRANBURY ISD BOND

Huckabee



DEMOLITION PLAN
1/16" = 1'-0"



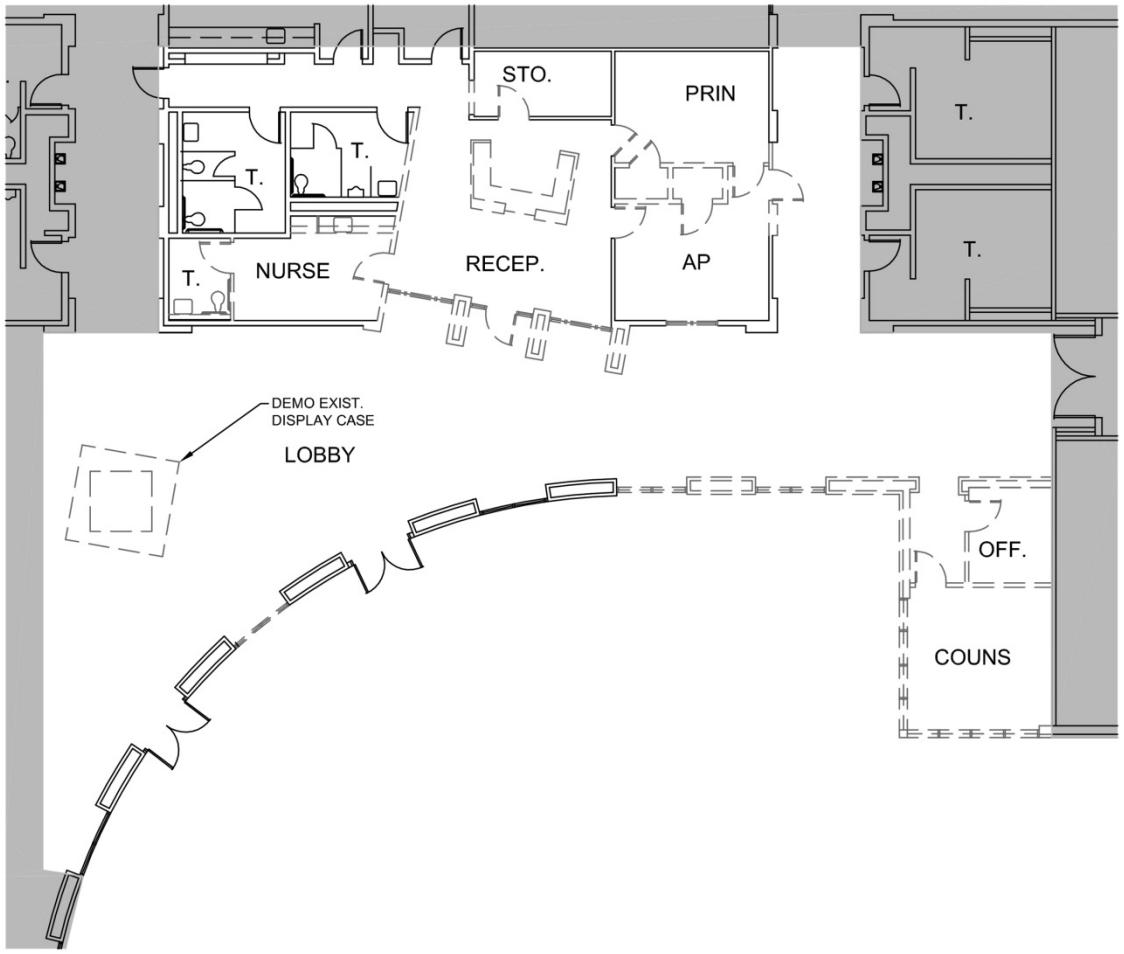
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MAMBRINO ELEMENTARY SCHOOL

SECURITY VESTIBULE RENOVATION

GRANBURY ISD BOND

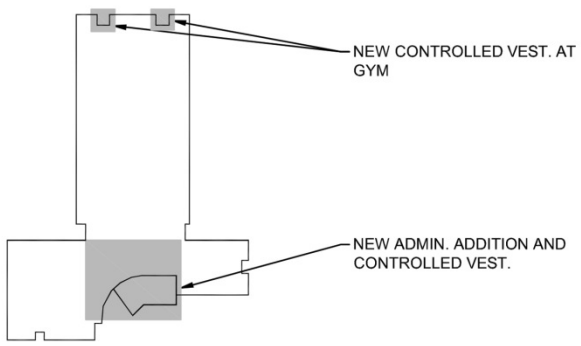
Huckabee



DEMOLITION PLAN
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NEW CONSTRUCTION
1/16" = 1'-0"



OVERALL BUILDING PLAN

OAKWOODS SCHOOL
SECURITY VESTIBULE RENOVATION

Granbury Independent School District

CONSTRUCTION MANAGER PRESENTATION

BTC

Buford ▪ Thompson Company

General Contractor-Construction Manager



BUILDING TOMORROW'S CAMPUSES

35 Years in Business

70 Construction Manager at Risk Contracts

Over 275 School Facility Projects

56 School Districts


Premier K-12
School
Builder

Aledo ISD*
Arlington ISD*
Atlanta ISD
Azle ISD*
Bells ISD
Birdville ISD*
Bowie ISD*
Bridgeport ISD
Brock ISD
Carroll ISD*
Carrollton-Farmers Branch ISD*
Cedar Hill ISD*
Chico ISD
Crowley ISD*
Dallas ISD*
Denton ISD
Eagle Mtn. Saginaw ISD
ESC Region XI
Forsan ISD*
Fort Worth ISD*
Garland ISD
Glen Rose ISD
Godley ISD
Goldthwaite ISD
Graham ISD*
Granbury ISD*
Grand Prairie ISD*
Grapevine-Colleyville ISD*
Hawley ISD
Holliday ISD
Hurst-Euless-Bedford ISD
Ira ISD
Irving ISD
Jacksboro ISD*
Keller ISD*
Longview ISD*
Loraine ISD
Mansfield ISD*
Maypearl ISD
Midlothian ISD*
Mineral Wells ISD
Newcastle ISD
Northwest ISD*
Palestine ISD*
Palo Pinto ISD
Rankin ISD
SA Edgewood ISD
Simms ISD
Socorro ISD*
Stamford ISD*
Tom Bean ISD
Waxahachie ISD*
Weatherford ISD
White Settlement ISD

* Repeat Clients

Granbury ISD





Longview ISD







Crowley ISD





Glenrose ISD



Granbury ISD









Crowley ISD

Longview ISD







Glenrose ISD



our approach



Focus.

Client Oriented
Goal Driven
Communication With All Team Members

Quality.

Quality Control Program
Projects Exceed Expectation
Warranty and Punchlists

Value.

K-12 Exclusive Subcontractors
Continual Cost Savings Analysis
Good Stewards of Granbury ISD's Assets

Focus.

Client Oriented
Goal Driven
Communication With All Team Members

Quality.

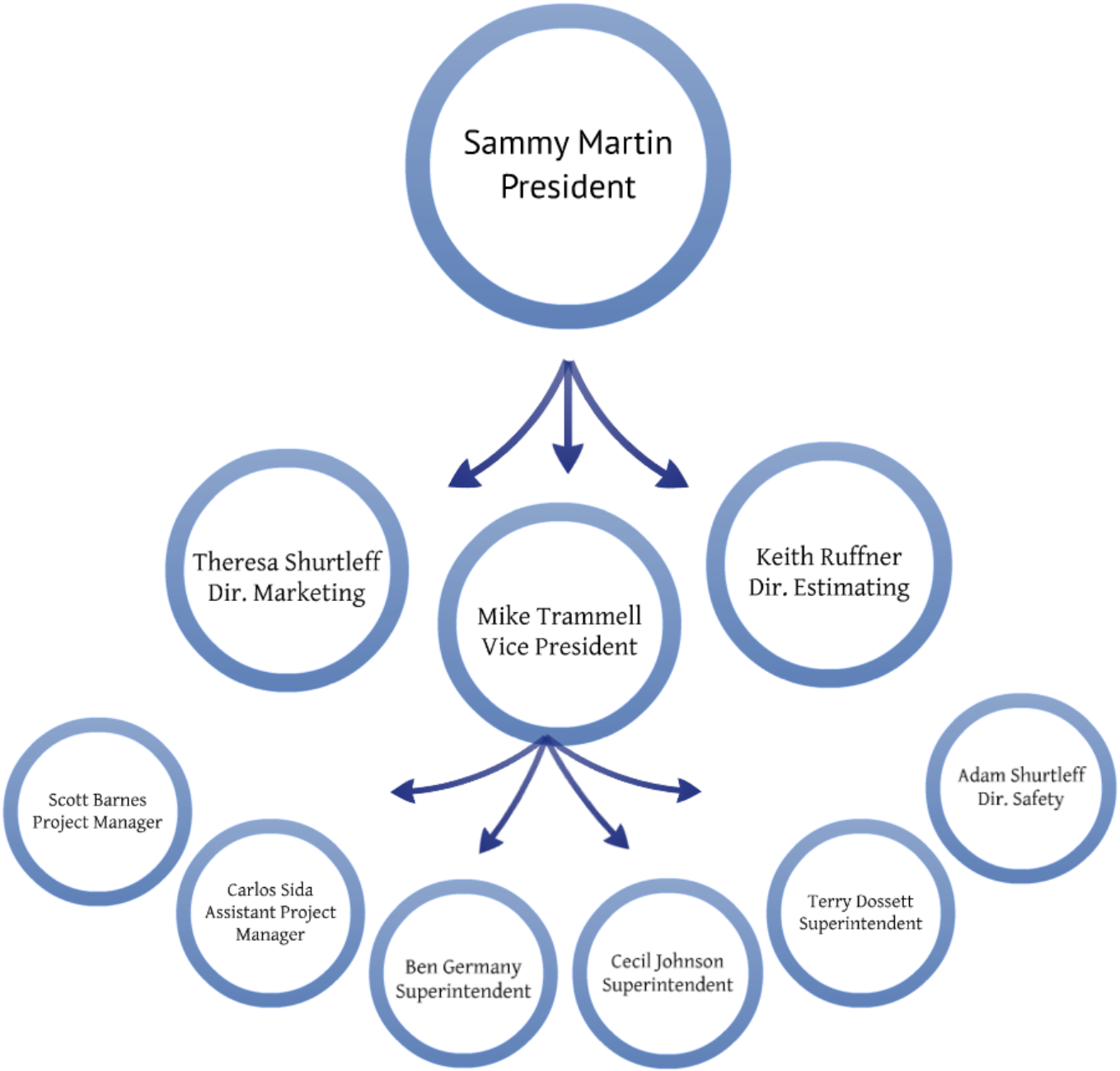
Quality Control Program
Projects Exceed Expectation
Warranty and Punchlists

Value.

K-12 Exclusive Subcontractors
Continual Cost Savings Analysis
Good Stewards of Granbury ISD's Assets



Your Team.


Sammy Martin
President
Theresa Shurtleff
Dir. Marketing
Mike Trammell
Vice President
Keith Ruffner
Dir. Estimating
Scott Barnes
Project Manager
Carlos Sida
Assistant Project
Manager
Ben Germany
Superintendent
Cecil Johnson
Superintendent
Terry Dossett
Superintendent
Adam Shurtleff
Dir. Safety

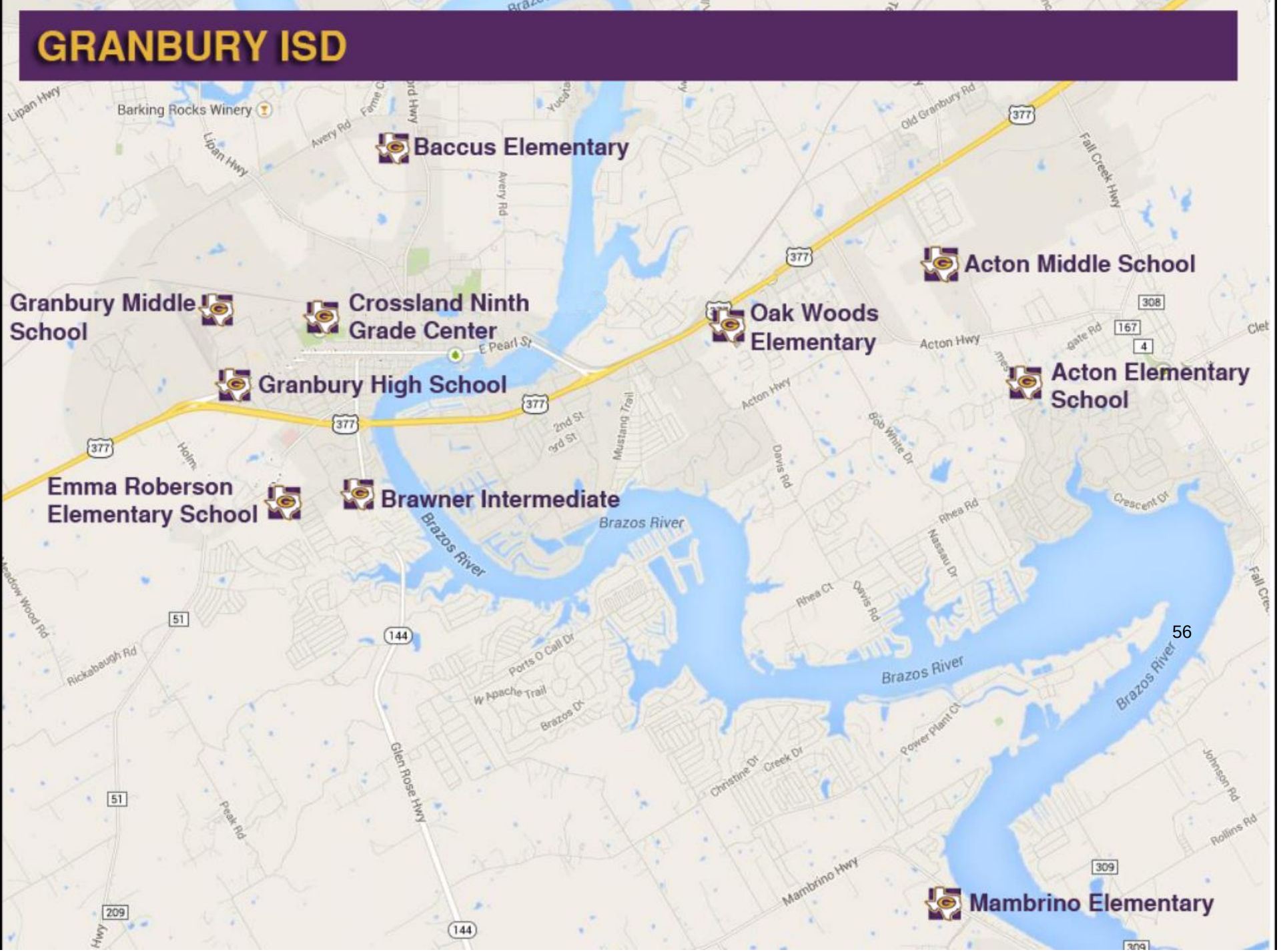
Pre-Construction Services

Cost Analysis

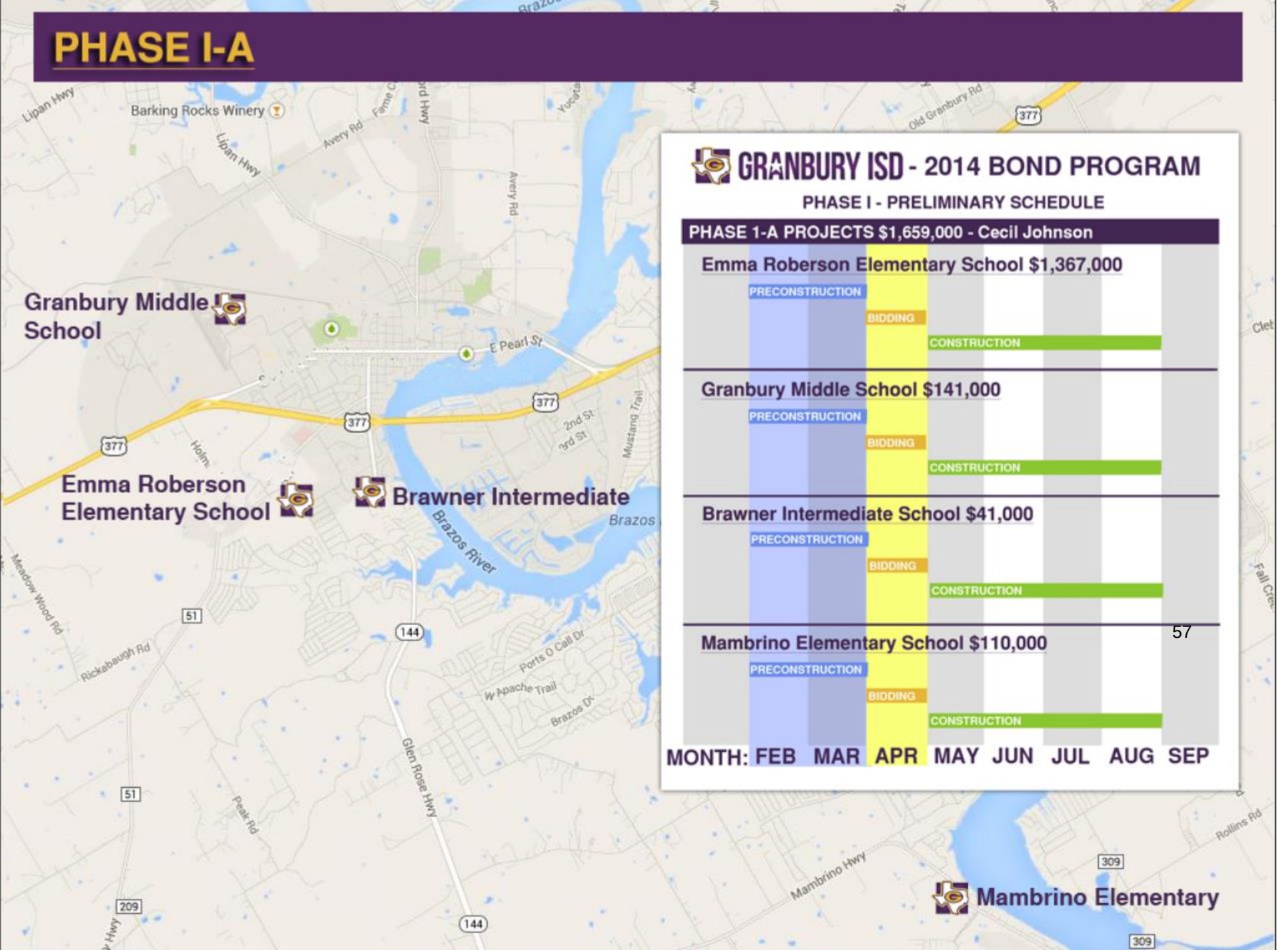
Scheduling and Phasing

Constructability Review

GRANBURY ISD



PHASE I-A



GRANBURY ISD - 2014 BOND PROGRAM

PHASE I - PRELIMINARY SCHEDULE

PHASE 1-A PROJECTS $1,659,000 - Cecil Johnson

Emma Roberson Elementary School $1,367,000

- PRECONSTRUCTION
- BIDDING
- CONSTRUCTION

Granbury Middle School $141,000

- PRECONSTRUCTION
- BIDDING
- CONSTRUCTION

Brawner Intermediate School $41,000

- PRECONSTRUCTION
- BIDDING
- CONSTRUCTION

Mambrino Elementary School $110,000

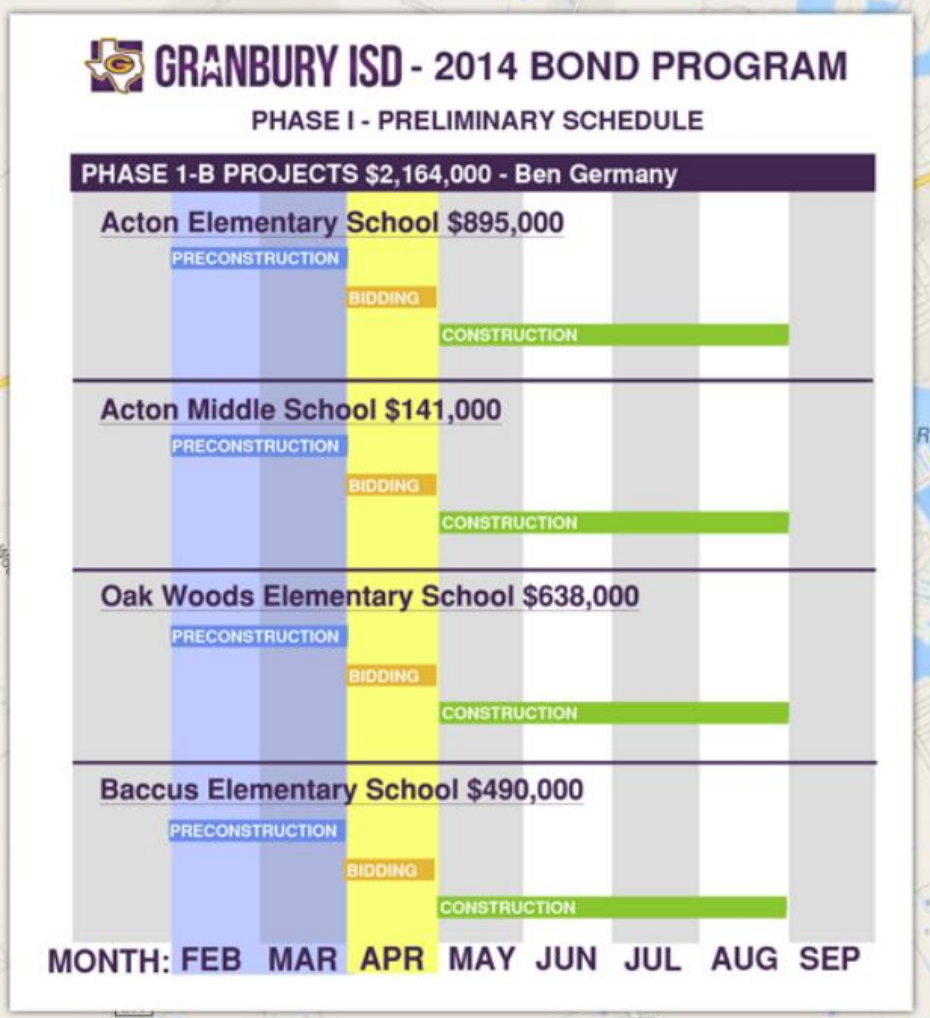
- PRECONSTRUCTION
- BIDDING
- CONSTRUCTION

MONTH: FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP

PHASE I-A


Phase 1A
Emma Roberson Elementary
BTC Secured Compound
- Office Trailer
- Dumpster
Bus Loop
EMMA ROBERSON ELEM
Mambrino Elementary School
Granbury Middle School
Brawner Intermediate School

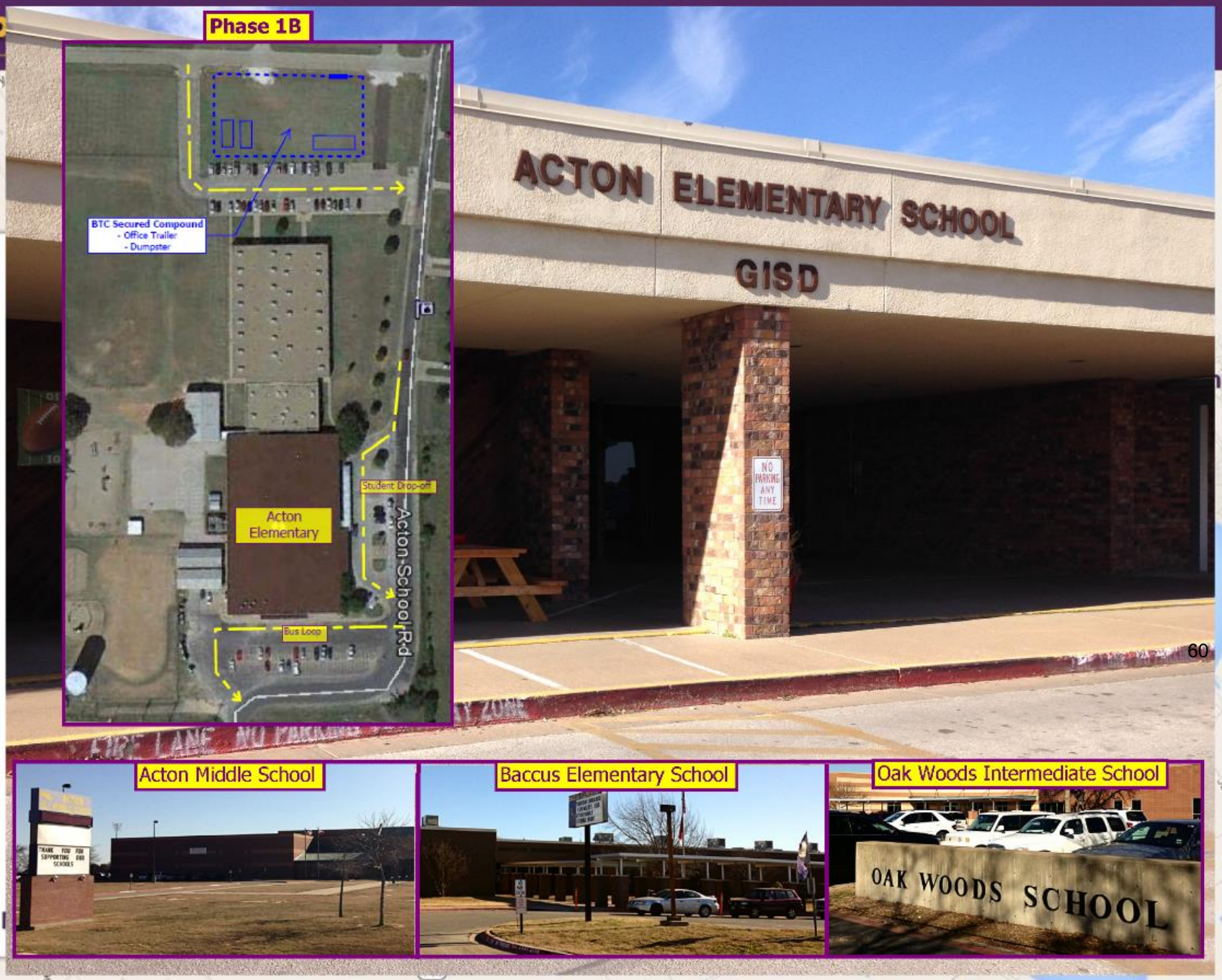
PHASE I-B


GRANBURY ISD - 2014 BOND PROGRAM
PHASE I - PRELIMINARY SCHEDULE
PHASE 1-B PROJECTS $2,164,000 - Ben Germany
Acton Elementary School $895,000
PRECONSTRUCTION
BIDDING
CONSTRUCTION
Acton Middle School $141,000
PRECONSTRUCTION
BIDDING
CONSTRUCTION
Oak Woods Elementary School $638,000
PRECONSTRUCTION
BIDDING
CONSTRUCTION
Baccus Elementary School $490,000
PRECONSTRUCTION
BIDDING
CONSTRUCTION
MONTH: FEB MAR APR MAY JUN JUL AUG SEP

Baccus Elementary
Acton Middle School
Oak Woods Elementary
Acton Elementary School
Barking Rocks Winery
Lipan Hwy
Avery Rd
Old Granbury Rd
Fall Creek Hwy
377
Acton Hwy
308
167
4
Bob White Dr
Davis Rd
Rhea Rd
Rhea Ct
Nassau Dr
Crescent Dr
River
Brazos River
Power Plant Ct
Christine Dr
Creek Dr
Johnson Rd
Rollins Rd
Mambrino Hwy
309
144

Phase 1B

BTC Secured Compound
- Office Trailer
- Dumpster
Student Drop-off
Acton Elementary
Acton School Rd
Bus Loop


ACTON ELEMENTARY SCHOOL
GISD
NO PARKING ANY TIME

Acton Middle School

Baccus Elementary School

Oak Woods Intermediate School
OAK WOODS SCHOOL

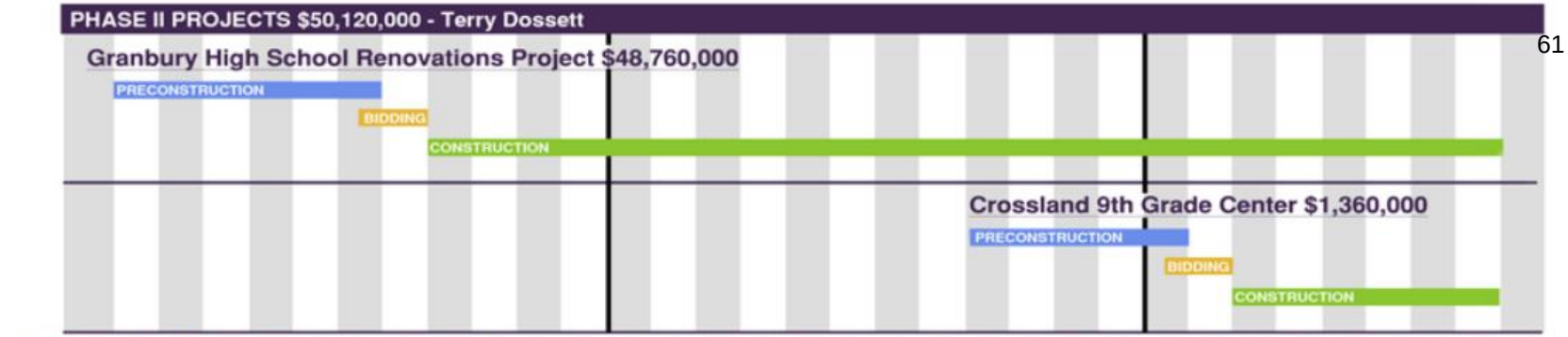
PHASE II

Crossland Ninth Grade Center

Granbury High School

GRANBURY ISD - 2014 BOND PROGRAM

PHASE II - PRELIMINARY SCHEDULE




Phase 2
BTC Secured Compound
- Office Trailer
- Dumpsters
- Laydown Yard
Student Parking
Granbury High School
Bus Loop
Student Drop-off
Staff Parking
GRANBURY HIGH SCHOOL
Safety!
EXIT ONLY
DO NOT ENTER
Crossland Ninth Grade
309


Safety!
Site Safety Manual
Background Check and Badging
Existing Utilities
Jobsite Safety Inspections

BTC

Buford ▪ Thompson Company
General Contractor-Construction Manager









VALUE
Cost Savings to GISD

EXPERIENCE
Premiere K-12 School Construction

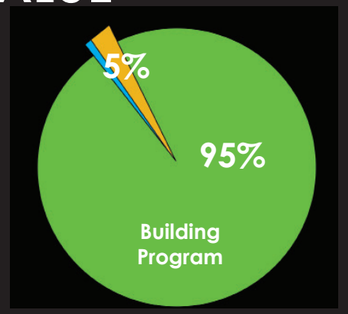
RESOURCES
Pre-Construction Services

TEAM
Relationship - GISD, Huckabee, BTC

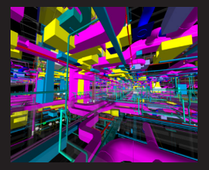
INVOLVEMENT
Personal Involvement by Senior Executives

Granbury Bond Program 2014

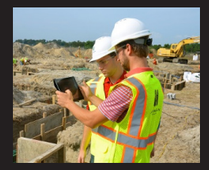
VALUE



Preconstruction
- Best Value
- Current Experience



Technology
- BIM
- iPads

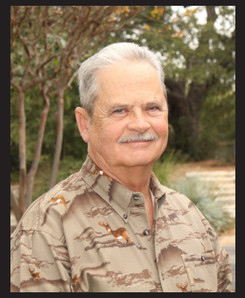


SAFETY

Joeris has had
0 incidents
outside the construction zone



Adolph Fierros
Safety Director
Experience: 20 Years



John Frey
Safety Manager
Experience: 20 Years



Safety barricades

Your Project Team



Stephen Walter
Project Executive
Experience: 30 Years



Scott Lee
Senior Project Manager
Experience: 13 Years



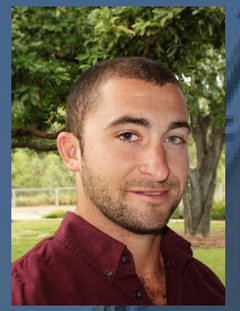
Kyle Green
Project Manager
Experience: 12 Years



Barret Stillings
Asst. Project Manager
Experience: 4 Years



Todd Pappenfus
General Superintendent
Experience: 30 Years



Ben Porath
Asst. Superintendent
Experience: 8 Years



Sal Barba
Asst. Superintendent
Experience: 10 Years



Robert Woys
Asst. Superintendent
Experience: 10 Years



Jeremy Fenton
Chief Estimator
Experience: 25 Years

**additional resources available if necessary*

JOERIS General Contractors

PERSONAL SERVICE

Service... The Joeris Way

- 90% Client Retention
- 95% K-12 Client Retention
- $1 Billion CM@R
- Worked on 200+ K-12 Campuses



Boerne Bond Program $90 Million

- 8 Individual Campuses
- Managing Program Budget
- Managing Campus Budgets
- Most Value for Program Budget



Summer Carpet Replacement

- Fast Track Summer Renovations
- 61 Individual Campuses
- Occupied Campuses
- Planned Phases/On-time Completion





Betty Bueche
Director of Facilities
Bexar County
(210) 335-2405

"Working with Joeris is like working with a small family run contractor that has the ability to deliver like a large contractor. It's the best of both worlds."



David Stelmazewski
Superintendent
Boerne ISD
(830) 357-2012

"During my thirty-four years in the education business, I have never experienced anyone more service oriented than the Joeris team. No request was too big or too small for their full attention."



Gary Sullivan
Ex. Director of Construction Management & Engineering
North East ISD
(210) 643-2682

"In particular, the District has had the unique opportunity to work with Joeris on warranty issues well beyond the typical one year warranty period. They have always been responsive to the needs of the District and go beyond the traditional standard of care with regards to warranty issues to get the job done and done right."

RELEVANT PROJECTS



Highlands High School
Rebuild



South San High School
Additions/Renovations



Robert E. Lee High School
Additions/Renovations



Ronald Reagan High School
Additions/Renovations



Sam Houston High School
Additions/Renovations

JOERIS General Contractors

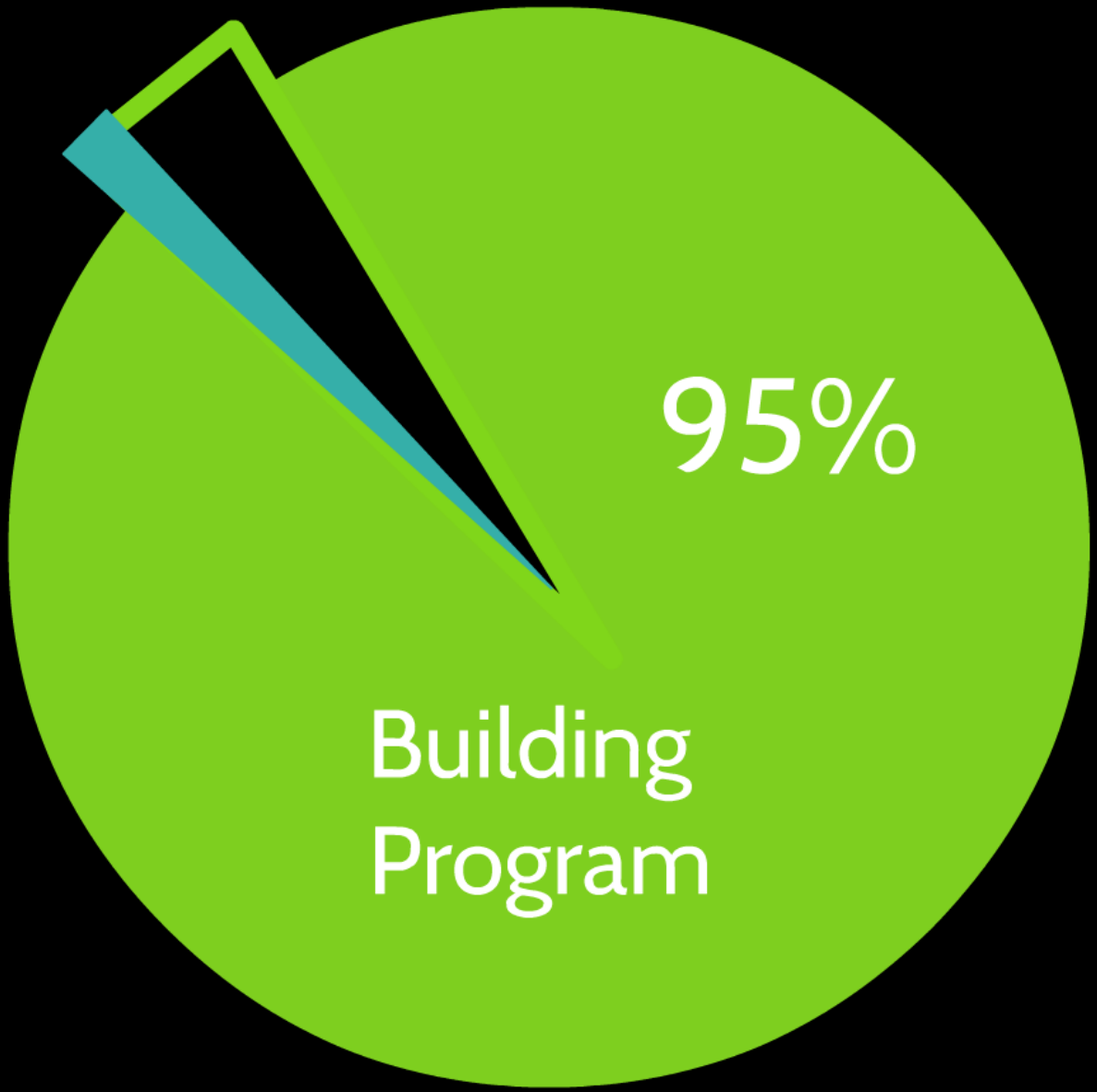


Granbury ISD

- Most Value
- Approach to Your Program
- Personal Service



VALUE



Value

- Preconstruction
- Technology

5 HS

currently under renovation

- Technology Upgrades
- Security
- Right Sizing Classrooms
- Science, Fine Arts, Gymnasium, CTE
- Occupied Campuses

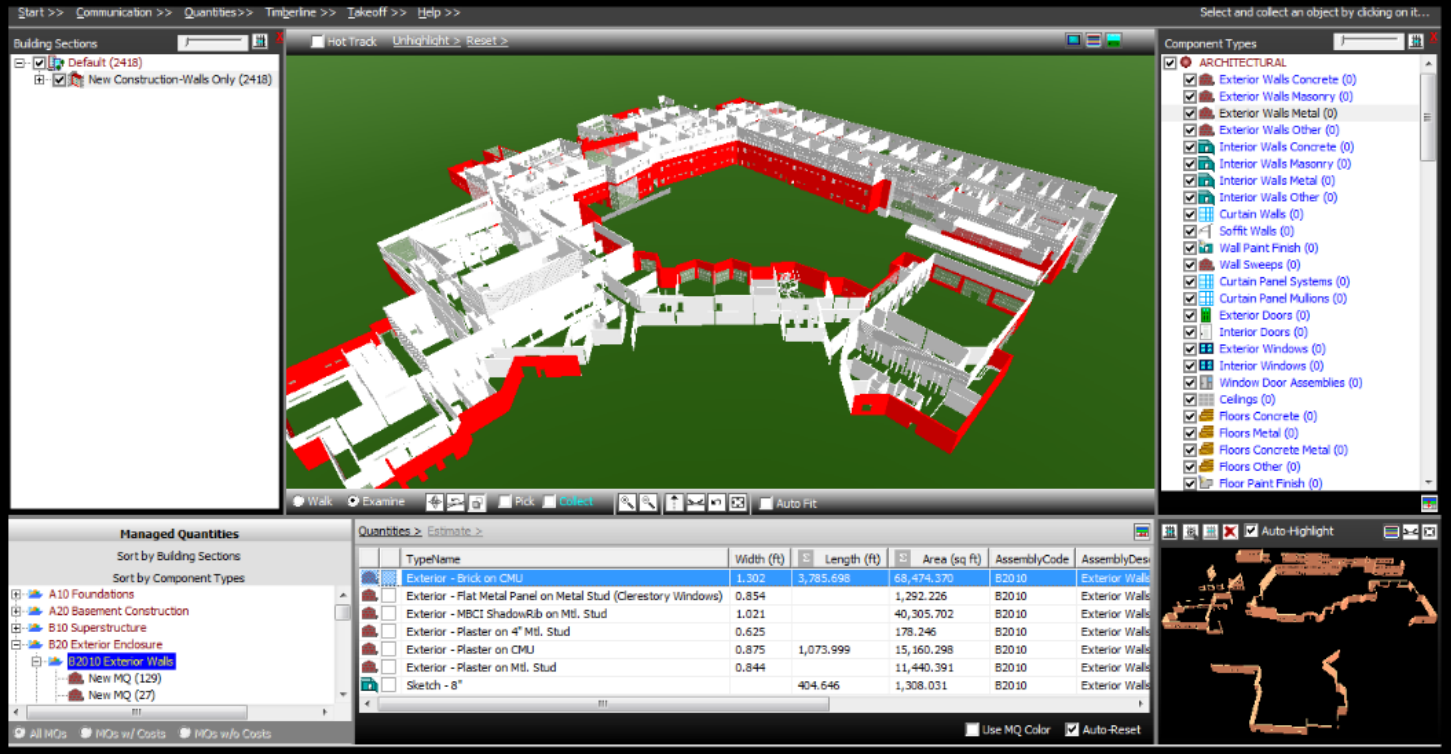
Example:

Highlands High School Upgrades

- Original Budget: $56M
- Original Schedule: 60 months

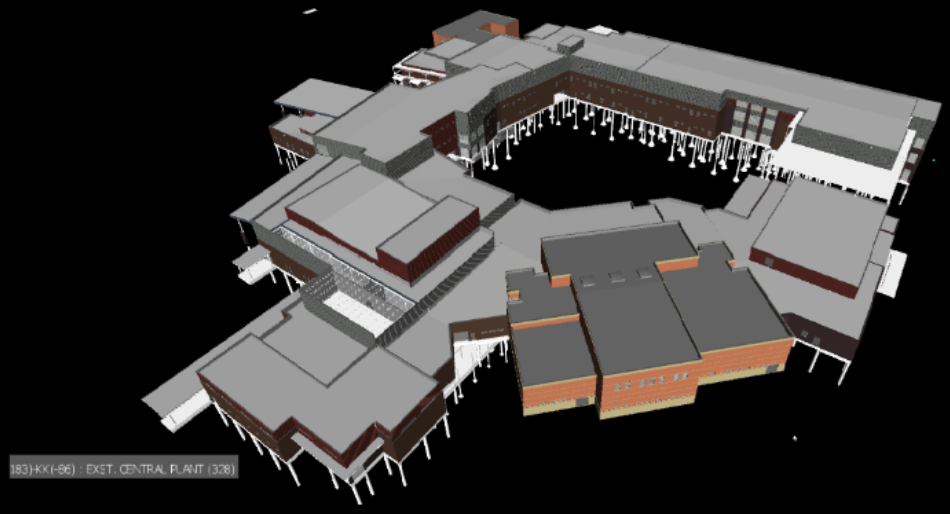
Model-Based Cost Estimation

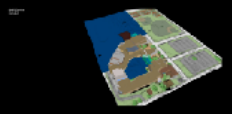
Changed type of wall construction to save $300K



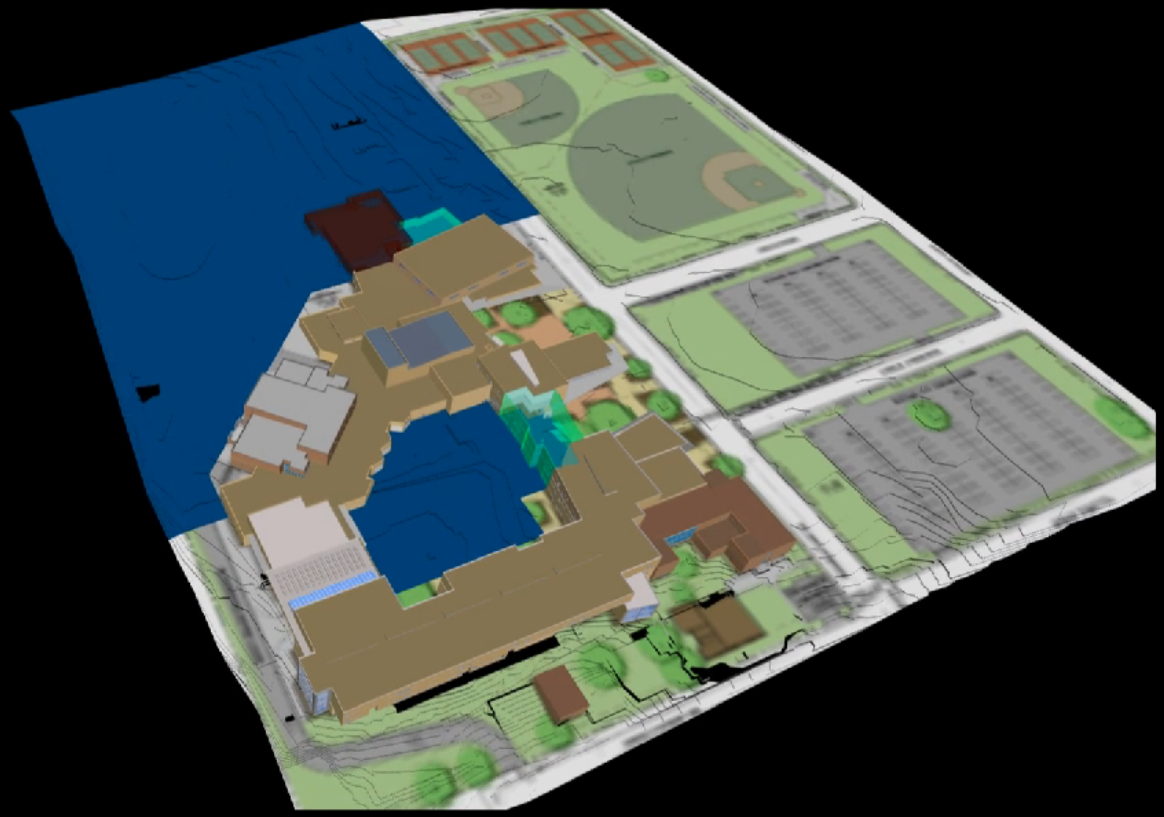
Preconstruction Schedule/Phasing Analysis

Schedule Reduction from 60 months to 42 months





Month=December
Week=244
Year=2017



Occupied Campuses

Benefit to GISD

- Current Pricing
- Lessons Learned
- Experience with Latest Technology
- Zero Incident Safety Record on Occupied Campuses

Budget Impact

Boerne Bond Program

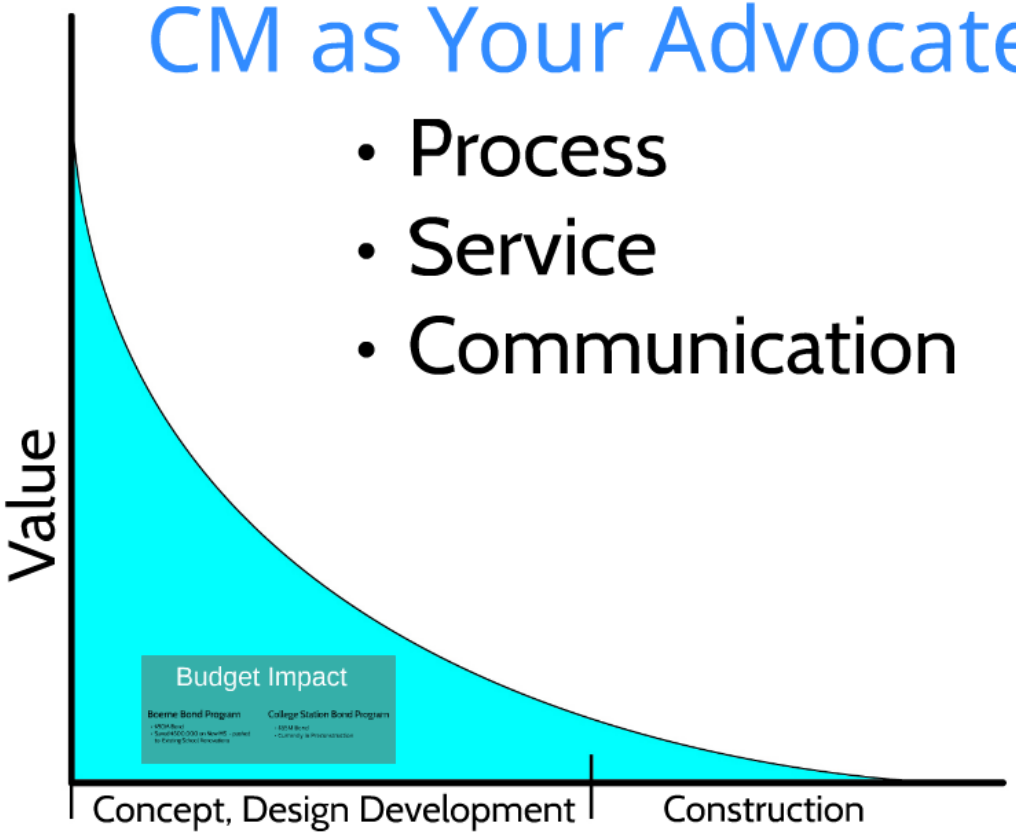
- $90M Bond
- Saved $500,000 on New HS - pushed to Existing School Renovations

College Station Bond Program

- $55M Bond
- Currently in Preconstruction

CM as Your Advocate

- Process
- Service
- Communication



Project Manager Role

- Daily Communication
- Good Steward of GISD Funds
- Material Delivery & Schedule



Robert Woys



Sal Barba



Ben Porath

Summer Renovations

Superintendent Role:

- Stay on Schedule
- Campus Staff Communication/Coordination
- Quality Product
- Safety

Baccus Elementary School

Acton Middle School

Granbury Middle School

Oak Woods

Brawner Intermediate

Acton Elementary School

Emma Roberson Elem

Mambrino School

Oak Trail Shores

Granbury

DeCordova

Brazos River



Superintendent Role:

- Stay on Schedule
- Campus Staff Communication/Coordination
- Quality Product
- Safety


High School Renovations
& Admin Renovations
Crossland 9th Grade
Granbury High
Granbury
Granbury City Beach
DeCordova
Brazos River
419
377
167
51
77
4
303
301
1233A
203
310
144
207
209
306
C
H
J
F
A
D
G
E

Personal Service

“It was a pleasure working with Joeris on our project. They truly understand what it means to work on an existing campus and worked with the District to ensure that school operations were not affected. They take quality seriously and worked with their subcontractors to complete the project on time.”

Keith Starnes

Facilities Director,Stephenville ISD

Q&A

The Joeris Way

"Working with Joeris is like working with a small family run contractor that has the ability to deliver like a large contractor. It's the best of both worlds."

Betty Bueche

Facilities Director, Bexar County

JOERIS General Contractors

High School Renovations

- Phasing
- Occupied Campus
  - Continuous Operation
  - Safety



GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 14, 2014
RE: Annual Financial Report – Year ended 8/31/2013

SUMMARY:

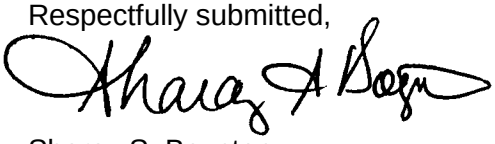
The annual audit has been completed. Ms. Jenny Miller of Snow, Garrett & Company, Certified Public Accountants will be at the board meeting to present the report and letters to the board. The Annual Financial Report for the year ended August 31, 2013 and the management letter are available in PDF format for the Boardbook and a hard copy is available for board members that wish to have a copy.

Should you have questions regarding the report, please feel free to contact me prior to the Board meeting so that I can get with Ms. Miller and she 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, 2013 as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: January 14, 2014

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2013

Introductory Section

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2013

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Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2013

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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, 2013, 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



SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

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

Report on the Financial Statements

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 ("the District") as of and for the year ended August 31, 2013, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

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, 2013, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

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.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Granbury Independent School District's basic financial statements. The introductory section and combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The 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 basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the basic financial statements.

The combining 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 basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2014 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* in considering Granbury Independent School District's internal control over financial reporting and compliance.

Respectfully submitted,

Snow Garrett Williams
January 14, 2014

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, 2013. 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 $16,673,981 (*net position*). Of this amount, $15,580,281 (*unrestricted net position*) 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 $14,805,423. Approximately 81 percent of this total amount, $12,022,254, 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 $12,022,254 or 18 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 position* presents information on all of the District's assets and liabilities, with the difference between the two reported as *net position.* Over time, increases or decreases in net position 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 12-14 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 15-18 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 19-21 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 position that can be found on pages 22-23.

- **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 24-37 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 pages 38-40 of this report.

Government-wide Financial Analysis

As noted earlier, net position 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 $16,564,500 as of August 31, 2013.

The District's Net Position-Governmental Activities

	August 31, 2013	August 31, 2012
Current assets	$ 22,281,246	$ 23,721,186
Capital assets	56,113,982	55,622,513
Total assets	78,395,228	79,343,699
Current liabilities	5,639,911	4,517,097
Long-term liabilities outstanding	56,190,817	55,285,767
total liabilities	61,830,728	59,802,864
Net position:		
Net investment in capital assets	(2,339)	443,226
Restricted	1,096,039	929,063
Unrestricted	15,470,800	18,168,546
Total net position	$ 16,564,500	$ 19,540,835

Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) is $-2,339. 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 position ($1,093,202) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net position* ($15,473,637) 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 Position-Business-Type Activities

	August 31, 2013	August 31, 2012
Current assets	$ 121,189	$ 78,918
Total assets	121,189	78,918
Current liabilities	11,708	10,768
Total liabilities	11,708	10,768
Net position:		
Unrestricted	109,481	68,150
Total net position	$ 109,481	$ 68,150

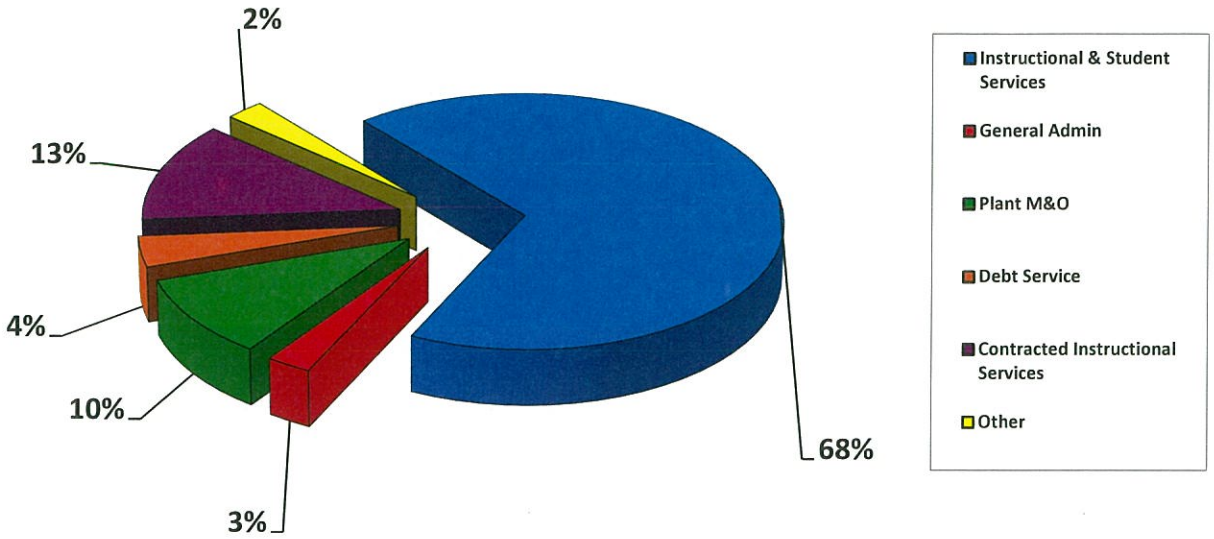
The above surplus is not an indication the District has significant assets that are available to meet financial obligations next year, but rather the result of having currently available resources that exceed *long-term* commitments.

Governmental activities. The District's total governmental activities net position decreased $2,976,335. The total cost of all *governmental activities* this year was $74,652,730. The amount that our taxpayers paid for these activities through property taxes was $54,381,287 or 72%.

Changes in the District's Net Position

	Fiscal Year August 31, 2013	Fiscal Year August 31, 2012
Revenues:		
Program revenues		
Charges for services	$ 1,573,508	$ 1,651,687
Operating grants and contributions	7,888,781	9,104,500
General revenues		
Property taxes	54,381,287	52,960,332
State grants	7,339,116	12,980,872
Other	503,703	391,132
Other Resources - Cleburne ISD Bonds Allocated	-	(341,569)
Total revenues	71,686,395	76,746,954
Expenses:		
Instruction	34,124,867	35,133,149
Instruction resources and media services	843,120	888,608
Curriculum and staff development	979,143	858,927
Instructional leadership	640,613	698,109
School leadership	3,657,206	3,733,914
Guidance, counseling & evaluation services	2,408,943	2,346,835
Social work services	58,054	58,243
Health services	408,188	408,623
Student transportation	2,696,201	2,782,562
Food service	3,289,507	3,388,649
Cocurricular/extracurricular activities	1,814,435	1,749,266
General administration	2,015,740	1,907,436
Plant maintenance and operations	7,518,331	6,154,897
Security and monitoring services	135,998	134,401
Data processing services	953,707	917,934
Community Services	59,674	74,458
Interest on long-term debt	2,821,646	3,209,800
Bond issuance costs and fees	54,697	(255,283)
Capital Outlay	-	1,564
Contracted instructional service arrangements	9,413,649	11,472,385
Other intergovernemental charges	759,011	755,828
Total expenses	74,652,730	76,420,305
Special and extraordinary items		
Special item outflow - contract buy out	(10,000)	-
Increase (decrease) in net position	(2,976,335)	326,649
Beginning net position	19,540,835	19,214,186
Ending net position	$ 16,564,500	$ 19,540,835

Expenditures by Function



Business-type activities. The District's business-type activities position increased $41,331. The total cost of all *business-type activities* this year was $261,625.

Changes in the District's Net Position

	Fiscal Year August 31, 2013	Fiscal Year August 31, 2012
Revenues:		
Program revenues		
Charges for services	$ 295,269	$ 279,055
Grants and Contributions	7,687	6,813
Total revenues	302,956	285,868
Expenses:		
Extended School Day Program	261,625	227,530
Total expenses	261,625	227,530
Increase (decrease) in net position	41,331	58,338
Beginning net position	68,150	9,812
Ending net position	$ 109,481	$ 68,150

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 $14,805,423, a decrease of $2,488,827. Approximately 81 percent of this total amount ($12,022,254) constitutes *unassigned fund balance*. The remainder of fund balance is *restricted or committed* to indicate that it is not available for new spending because it has already been *restricted* to pay (1) debt service ($671,210), (2) for federal/state funds grant restrictions ($277,735), (3) capital acquisitions and contractual obligations ($6,640); *committed* for (1)

construction ($1,200,000), (2) capital expenditures for equipment ($400,000), and (3) for other committed fund balance ($200,000) (1) and assigned for other fund balance ($1,751). Additionally, $25,833 of total fund balance is for inventories and nonspendable.

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 $12,022,254, out of a total fund balance of $13,822,254. 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 18 percent of the total general fund expenditures. Total general fund fund balance represents 20 percent of the total general fund expenditures.

The fund balance of the District's general fund decreased $2,666,909 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 Day Program info. Unrestricted net position for the Enterprise fund at August 31, 2013 amounted to $109,481, an increase of $41,331 over the prior year.

Internal Service Fund info. Total net position for the Internal Service fund at August 31, 2013 amounted to $306,917, an increase of $44,696 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 prior year.
- Amendments made in early and late summer to revise estimates for local and state revenue based on latest information on student attendance numbers and tax collections.
- Amendments throughout the year for transfers to and from other functions.
- Amendments during the year for unexpected occurrences and donated funds for special projects.
- Amendments during the year for major renovation programs utilizing tax notes and fund balance.
- Amendments in the middle of year reallocating anticipated lapse expenditures to special projects needed.

Capital Asset and Debt Administration

Capital Assets. The District's investment in capital assets for its governmental activities as of August 31, 2013, amounts to $56,113,982 (net of accumulated depreciation). This investment in capital assets includes land, buildings and improvements, furniture and equipment and construction in progress.

District's Capital Assets
(net of depreciation)

	August 31, 2013	August 31, 2012
Land	$ 1,892,108	$ 1,892,108
Buildings and improvements	48,135,143	51,221,878
Furniture and equipment	2,181,245	2,242,317
Construction In Progress	3,905,486	266,210
Totals at historical cost	$ 56,113,982	$ 55,622,513

Additional information on the District's capital assets can be found in Note C on page 31 of this report.

Long-term Debt. As of August 31, 2013, the District had total general obligation bonded debt outstanding of $42,695,330, a decrease of $1,629,237 over the prior year. Premium on bonds decreased $73,876 from the prior year resulting in an ending balance of $1,182,026. The District's loss on refunding decreased $76,520 from the prior year resulting in an ending balance of $(1,185,967). Accretion on CAB's decreased $471,357 for fiscal year 2013 resulting in an ending balance of $10,496,428. The District issued a tax note for $3,003,000 in fiscal year 2013 and did not make any payments; and therefore had an ending balance of $3,003,000.

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.

The District's outstanding bonds are rated "Aaa" and "AAA" by Moody's Investors Service and Standard & Poor's Rating Services, respectively, based upon the Permanent School Fund Guarantee. Moody's and Standard & Poor's generally rate all bond issues guaranteed by the Permanent School Fund of the State of Texas "Aaa" and "AAA" respectively. The District's underlying ratings for its outstanding bonds (without consideration of the Permanent School Fund Guarantee or other credit enhancement) are "Aa3" by Moody's and "A+" by Standard and Poor's.

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 $472,433,668, 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 32-33 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.
- The District's enrollment was projected to be similar to that in 2012-13; however, enrollment is trending higher than 2012-13. The District's taxable valuation decreased approximately 3 percent for 2013-14.
- The District's tax rate remained $1.15 ($1.04 for maintenance and operations and $0.11 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 anticipates the tax rate to be increased by $.15 for 2014-15 due to the passage of the $84.9 million bond issue in November 2013. The bond issue will allow safe and secure vestibules to be in place for all campuses, extensive renovation at GHS to include a new CTE facility and wing for the 9th graders as well as increased technology in all classrooms.
- The District has appropriated maintenance and operations revenues and expenditures in the 2013-14 budgets of $60,125,346 and $61,294,391, respectively, in its general fund. A full deficit is not anticipated especially since the District's enrollment is trending higher than anticipated.

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 POSITION
AUGUST 31, 2013

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 1,922,535	$ 135,749	$ 2,058,284
1120	*Current Investments*	17,254,081	--	17,254,081
1225	*Property Taxes Receivable (Net)*	1,454,499	--	1,454,499
1240	*Due from Other Governments*	980,971	--	980,971
1260	*Internal Balances*	16,769	(16,769)	--
1267	*Due from Fiduciary*	19,549	2,209	21,758
1290	*Other Receivables (Net)*	235,596	--	235,596
1300	*Inventories*	33,654	--	33,654
1410	*Unrealized Expenses*	14,406	--	14,406
1420	*Capitalized Bond and Other Debt Issuance Costs*	349,186	--	349,186
	Capital Assets:			
1510	*Land*	1,892,108	--	1,892,108
1520	*Buildings and Improvements, Net*	48,135,143	--	48,135,143
1530	*Furniture and Equipment, Net*	2,181,245	--	2,181,245
1580	*Construction in Progress*	3,905,486	--	3,905,486
1000	Total Assets	78,395,228	121,189	78,516,417
	LIABILITIES:			
2110	*Accounts Payable*	1,825,597	287	1,825,884
2140	*Interest Payable*	274,690	--	274,690
2165	*Accrued Liabilities*	2,212,745	11,421	2,224,166
2177	*Due to Fiduciary*	135,235	--	135,235
2180	*Due to Other Governments*	485,096	--	485,096
2300	*Unearned Revenue*	706,548	--	706,548
	Noncurrent Liabilities:			
2501	*Due Within One Year*	1,704,062	--	1,704,062
2502	*Due in More Than One Year*	54,486,755	--	54,486,755
2000	Total Liabilities	61,830,728	11,708	61,842,436
	NET POSITION			
3200	Net Investment in Capital Assets	(2,339)	--	(2,339)
	Restricted For:			
3820	Federal and State Programs	277,735	--	277,735
3850	Debt Service	811,664	--	811,664
3860	Capital Projects	6,640	--	6,640
3900	Unrestricted	15,470,800	109,481	15,580,281
3000	Total Net Position	$ 16,564,500	$ 109,481	$ 16,673,981

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 34,124,867	$ 102,071	$ 3,904,292
12	*Instructional Resources and Media Services*	843,120	1,002	50,836
13	*Curriculum and Staff Development*	979,143	734	375,054
21	*Instructional Leadership*	640,613	680	98,811
23	*School Leadership*	3,657,206	4,413	172,515
31	*Guidance, Counseling, & Evaluation Services*	2,408,943	2,721	250,962
32	*Social Work Services*	58,054	70	2,682
33	*Health Services*	408,188	493	18,859
34	*Student Transportation*	2,696,201	3,271	126,996
35	*Food Service*	3,289,507	1,296,247	1,876,978
36	*Cocurricular/Extracurricular Activities*	1,814,435	113,076	87,767
41	*General Administration*	2,015,740	2,435	93,291
51	*Facilities Maintenance and Operations*	7,518,331	32,806	304,702
52	*Security and Monitoring Services*	135,998	43	4,375
53	*Data Processing Services*	953,707	1,259	48,166
61	*Community Services*	59,674	7	6,655
72	*Interest on Long-term Debt*	2,821,646	--	--
73	*Bond Issuance Costs and Fees*	54,697	--	--
81	*Capital Outlay*	--	46	1,743
91	*Contracted Instructional Services between Schools*	9,413,649	12,134	464,097
99	*Other Intergovernmental Charges*	759,011	--	--
TG	Total Governmental Activities	74,652,730	1,573,508	7,888,781
	Business-type Activities:			
01	After School Care Program	261,625	295,269	7,687
TP	Total Primary Government	$ 74,914,355	$ 1,868,777	$ 7,896,468
	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*			
	Special and Extraordinary Items:			
S2	*Special Item Outflow- Contract Buy Out*			
TR	Total General Revenues			
CN	Change in Net Position			
NB	Net Position - Beginning			
NE	Net Position - Ending			

The accompanying notes are an integral part of this statement.

6	7	8
Net (Expense) Revenue and Changes in Net Position		
Governmental Activities	Business-type Activities	Total
$ (30,118,504)		$ (30,118,504)
(791,282)		(791,282)
(603,355)		(603,355)
(541,122)		(541,122)
(3,480,278)		(3,480,278)
(2,155,260)		(2,155,260)
(55,302)		(55,302)
(388,836)		(388,836)
(2,565,934)		(2,565,934)
(116,282)		(116,282)
(1,613,592)		(1,613,592)
(1,920,014)		(1,920,014)
(7,180,823)		(7,180,823)
(131,580)		(131,580)
(904,282)		(904,282)
(53,012)		(53,012)
(2,821,646)		(2,821,646)
(54,697)		(54,697)
1,789		1,789
(8,937,418)		(8,937,418)
(759,011)		(759,011)
(65,190,441)		(65,190,441)
--	$ 41,331	41,331
(65,190,441)	41,331	(65,149,110)
49,394,778	--	49,394,778
4,986,509	--	4,986,509
42,297	--	42,297
7,339,116	--	7,339,116
461,406	--	461,406
(10,000)	--	(10,000)
62,214,106	--	62,214,106
(2,975,335)	41,331	(2,935,004)
19,540,835	68,150	19,608,985
$ 16,564,500	$ 109,481	$ 16,673,981

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2013

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 1,290,499	$ 236,815	$ 1,527,314
1120	*Current Investments*	16,056,636	710,000	16,766,636
1225	*Taxes Receivable*	2,043,853	234,868	2,278,721
1230	*Allowance for Uncollectible Taxes (Credit)*	(729,808)	(94,414)	(824,222)
1240	*Due from Other Governments*	445,037	535,934	980,971
1260	*Due from Other Funds*	795,134	166,586	961,720
1290	*Other Receivables*	121,940	7,474	129,414
1300	*Inventories*	--	33,654	33,654
1000	Total Assets	$ 20,023,291	$ 1,830,917	$ 21,854,208
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 1,397,630	$ 62,785	$ 1,460,415
2150	*Payroll Deductions & Withholdings*	--	1,318	1,318
2160	*Accrued Wages Payable*	2,056,066	155,361	2,211,427
2170	*Due to Other Funds*	277,486	465,285	742,771
2180	*Due to Other Governments*	485,096	--	485,096
2300	*Unearned Revenue*	1,984,759	162,999	2,147,758
2000	Total Liabilities	6,201,037	847,748	7,048,785
	FUND BALANCES:			
	Nonspendable Fund Balances:			
3410	*Inventories*	--	25,833	25,833
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	--	277,735	277,735
3470	*Capital Acquisitions & Contractual Obligations*	--	6,640	6,640
3480	*Retirement of Long-Term Debt*	--	671,210	671,210
	Committed Fund Balances:			
3510	*Construction*	1,200,000	--	1,200,000
3530	*Capital Expenditures for Equipment*	400,000	--	400,000
3545	*Other Committed Fund Balance*	200,000	--	200,000
	Assigned Fund Balances:			
3590	*Other Assigned Fund Balance*	--	1,751	1,751
3600	Unassigned	12,022,254	--	12,022,254
3000	Total Fund Balances	13,822,254	983,169	14,805,423
4000	Total Liabilities and Fund Balances	$ 20,023,291	$ 1,830,917	$ 21,854,208

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 POSITION
AUGUST 31, 2013

Total fund balances - governmental funds balance sheet	$	14,805,423
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not reported in the funds.		56,113,982
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.		1,454,499
The assets and liabilities of internal service funds are included in governmental activities in the SNP.		306,917
Payables for bond principal which are not due in the current period are not reported in the funds.		(42,695,330)
Payables for note principal which are not due in the current period are not reported in the funds.		(3,003,000)
Payables for bond interest which are not due in the current period are not reported in the funds.		(274,690)
Bond issuance costs are capitalized in the SNP but not in the funds.		349,186
Deferred loss on refunding bonds is capitalized in the SNP but not in the funds.		1,185,967
Premiums on bonds which are not due and payable in the current period are not reported in the funds.		(1,182,026)
Accumulated accretion on capital appreciation bonds is not reported in the funds.		(10,496,428)
Net position of governmental activities - Statement of Net Position	$	16,564,500

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, 2013

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 50,374,151	$ 6,327,380	$ 56,701,531
5800	*State Program Revenues*	9,466,195	370,319	9,836,514
5900	*Federal Program Revenues*	708,247	4,526,742	5,234,989
5020	Total Revenues	60,548,593	11,224,441	71,773,034
	EXPENDITURES:			
	Current:			
0011	*Instruction*	29,918,584	2,398,617	32,317,201
0012	*Instructional Resources and Media Services*	777,614	12,499	790,113
0013	*Curriculum and Staff Development*	569,214	348,370	917,584
0021	*Instructional Leadership*	527,534	72,803	600,337
0023	*School Leadership*	3,423,542	3,733	3,427,275
0031	*Guidance, Counseling, & Evaluation Services*	2,110,582	146,909	2,257,491
0032	*Social Work Services*	54,404	--	54,404
0033	*Health Services*	382,525	--	382,525
0034	*Student Transportation*	2,537,634	1,890	2,539,524
0035	*Food Service*	1,510	3,081,184	3,082,694
0036	*Cocurricular/Extracurricular Activities*	1,705,387	924	1,706,311
0041	*General Administration*	1,888,839	170	1,889,009
0051	*Facilities Maintenance and Operations*	7,013,260	60,956	7,074,216
0052	*Security and Monitoring Services*	127,448	--	127,448
0053	*Data Processing Services*	976,992	--	976,992
0061	*Community Services*	50,858	5,064	55,922
0071	*Principal on Long-term Debt*	--	1,629,237	1,629,237
0072	*Interest on Long-term Debt*	--	3,283,503	3,283,503
0073	*Bond Issuance Costs and Fees*	29,069	500	29,569
0081	*Capital Outlay*	3,940,846	--	3,940,846
0091	*Contracted Instructional Services*			
0091	*Between Public Schools*	9,413,649	--	9,413,649
0099	*Other Intergovernmental Charges*	759,011	--	759,011
6030	Total Expenditures	66,208,502	11,046,359	77,254,861
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(5,659,909)	178,082	(5,481,827)
	Other Financing Sources and (Uses):			
7914	*Issuance of Non-Current Debt*	3,003,000	--	3,003,000
7080	Total Other Financing Sources and (Uses)	3,003,000	--	3,003,000
	SPECIAL ITEM:			
8912	*Special Item (Use)- Contract Buy Out*	(10,000)	--	(10,000)
1200	Net Change in Fund Balances	(2,666,909)	178,082	(2,488,827)
0100	Fund Balances - Beginning	16,489,163	805,087	17,294,250
3000	Fund Balances - Ending	$ 13,822,254	$ 983,169	$ 14,805,423

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, 2013

Net change in fund balances - total governmental funds	$	(2,488,827)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		4,395,959
The depreciation of capital assets used in governmental activities is not reported in the funds.		(3,904,490)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		(86,639)
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		1,629,237
Bond issuance costs and similar items are amortized in the SOA but not in the funds.		(25,128)
The accretion of interest on capital appreciation bonds is not reported in the funds.		471,357
(Increase) decrease in accrued interest from beginning of period to end of period.		(6,856)
Bond premiums are amortized in the SOA but not in the funds.		73,876
The net revenue (expense) of internal service funds is reported with governmental activities.		44,696
Deferred loss on refunding is amortized in the SOA but not in the funds.		(76,520)
Proceeds of notes do not provide revenue in the SOA, but are reported as current resources in the funds.		(3,003,000)
Change in net position of governmental activities - Statement of Activities	$	(2,976,335)

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
AUGUST 31, 2013

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 135,749	$ 395,221
1120	*Investments*	--	487,445
	Receivables:		
1260	*Due from Other Funds*	2,209	--
1290	*Other Receivables (net)*	--	106,182
1410	*Unrealized Expenses*	--	14,406
	Total Current Assets	137,958	1,003,254
1000	Total Assets	137,958	1,003,254
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	287	365,182
2160	*Accrued Wages Payable*	11,421	--
2170	*Due to Other Funds*	16,769	317,866
2300	*Unearned Revenues*	--	13,289
	Total Current Liabilities	28,477	696,337
2000	Total Liabilities	28,477	696,337
	NET POSITION:		
3900	*Unrestricted*	109,481	306,917
3000	Total Net Position	$ 109,481	$ 306,917

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION - PROPRIETARY FUNDS FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 295,269	$ 375,684
5800	*State Program Revenues*	7,687	--
5020	Total Revenues	302,956	375,684
	OPERATING EXPENSES:		
6100	*Payroll Costs*	237,714	--
6200	*Professional and Contracted Services*	150	--
6300	*Supplies and Materials*	10,220	--
6400	*Other Operating Costs*	8,693	330,988
6600	*Capital Outlay - Land, Buildings & Equipment*	4,848	--
6030	Total Expenses	261,625	330,988
1300	Change in Net Position	41,331	44,696
0100	Total Net Position - Beginning	68,150	262,221
3300	Total Net Position - Ending	$ 109,481	$ 306,917

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, 2013

	Nonmajor Enterprise Fund: Extended Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 293,060	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	358,818
Cash Payments to Employees for Services	(229,376)	--
Cash Payments to Other Suppliers for Goods and Services	(14,927)	(867,263)
Other Operating Cash Receipts (Payments)	(8,693)	
Net Cash Provided (Used) by Operating Activities	40,064	(508,445)
Cash Flows from Investing Activities:		
Decrease in Investments	--	649,140
Net Cash Provided (Used) by Investing Activities	--	649,140
Net Increase (Decrease) in Cash and Cash Equivalents	40,064	140,695
Cash and Cash Equivalents at Beginning of Year	95,685	254,526
Cash and Cash Equivalents at End of Year	$ 135,749	$ 395,221
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 41,331	$ 44,696
Adjustments to Reconcile Operating Income to Net Cash Provided by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Interfund Receivables	(2,209)	36,234
Decrease (Increase) in Receivables	--	(53,101)
Decrease (Increase) in Prepaid Expenses	--	41,851
Increase (Decrease) in Accounts Payable	287	(136,844)
Increase (Decrease) in Accrued Wages Payable	653	--
Increase (Decrease) in Interfund Payables	2	(441,058)
Increase (Decrease) in Unearned Revenue	--	(223)
Total Adjustments	(1,267)	(553,141)
Net Cash Provided (Used) by Operating Activities	$ 40,064	$ (508,445)

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
AUGUST 31, 2013

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 75,629	$ 519,207
1120	*Current Investments*	31,260	--
1260	*Due from Other Funds*	9,033	126,201
1000	Total Assets	115,922	645,408
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	500	6,446
2150	*Payroll Deduction & Withholdings*	--	447,027
2170	*Due to Other Funds*	9,127	12,630
2190	*Due to Student Groups*	--	179,305
2000	Total Liabilities	9,627	645,408
	NET POSITION:		
3800	*Held in Trust*	106,295	--
3000	Total Net Position	$ 106,295	$ --

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

	Private-Purpose Trusts
Additions:	
Investment Income	$ 224
Gifts and Bequests	8,000
Total Additions	8,224
Deductions:	
Scholarship Awards	12,582
Administrative Expenses	2,244
Total Deductions	14,826
Change in Net Position	(6,602)
Net Position-Beginning of the Year	112,897
Net Position-End of the Year	$ 106,295

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 and there are no component units included within the District's reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net position 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 non-major enterprise fund:

Extended Day Program Fund: This 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.

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

Inventories of supplies on the balance sheet are stated at weighted average cost, while inventories of food commodities are recorded at market values supplied by the Texas Department of Human Services. Inventory items are recorded as expenditures when they are consumed. Supplies are used for almost all functions of activity, while food commodities are used only in the food service program. Although commodities are received at no cost, their fair market value is supplied by the Texas Department of Human Services and recorded as inventory and deferred revenue when received. When requisitioned, inventory and deferred revenue are relieved, expenditures are charged, and revenue is recognized for an equal amount. Inventories also include plant maintenance and operation supplies as well as instructional supplies.

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
Building and Improvements	12-30
Land Improvements	12-25
Equipment	5-30

f. 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.

g. 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 positions.

h. Use of Estimates

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

i. 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.

j. 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 Board of Trustees. Committed amounts cannot be used for any other purpose unless the Board of Trustees 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 Board of Trustees. 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 Board of Trustees or by an official or body to which the Board of Trustees 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.

The District established a minimum fund balance policy requiring assigned, committed, and unassigned fund balances in the General Fund to equal or exceed 20% of total annual operating expenditures. The District was in compliance with this policy at August 31, 2013.

k. Net Position Flow Assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

l. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

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, 2013, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $2,653,120 and the bank balance was $4,018,408. The District's cash deposits at August 31, 2013 and during the year ended August 31, 2013, 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, 2013 are shown below.

Investment or Investment Type	Wtd Avg Maturity	Fair Value
Certificates of Deposit	Various	$ 531,770
TexPool LGIP	60 days	3,271,574
Logic LGIP	45 days	10,168,631
Lone Star (First Public) LGIP	46 days	78,571
Texas Term LGIP	<60 days	3,234,795
Total Investments		$ 17,285,341

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, 2013, 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	AAAm

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, 2013, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 1,892,108	$ --	$ --	$ 1,892,108
Construction in progress	266,210	3,905,486	266,210	3,905,486
Total capital assets not being depreciated	2,158,318	3,905,486	266,210	5,797,594
Capital assets being depreciated:				
Buildings and improvements	98,301,234	--	--	98,301,234
Equipment	11,803,492	455,114	--	12,258,606
Land improvements	9,418,729	301,569	--	9,720,298
Total capital assets being depreciated	119,523,455	756,683	--	120,280,138
Less accumulated depreciation for:				
Buildings and improvements	(49,897,386)	(3,010,052)	--	(52,907,438)
Equipment	(9,561,175)	(516,186)	--	(10,077,361)
Land improvements	(6,600,699)	(378,252)	--	(6,978,951)
Total accumulated depreciation	(66,059,260)	(3,904,490)	--	(69,963,750)
Total capital assets being depreciated, net	53,464,195	(3,147,807)	--	50,316,388
Governmental activities capital assets, net	$ 55,622,513	$ 757,679	$ 266,210	$ 56,113,982

Depreciation was charged to functions as follows:

Instruction	$ 2,168,115
Instructional Resources and Media Services	53,007
Curriculum and Staff Development	61,559
Instructional Leadership	40,276
School Leadership	229,931
Guidance, Counseling, & Evaluation Services	151,452
Social Work Services	3,650
Health Services	25,663
Student Transportation	170,373
Food Services	206,813
Extracurricular Activities	114,474
General Administration	126,731
Plant Maintenance and Operations	474,599
Security and Monitoring Services	8,550
Data Processing Services	65,545
Community Services	3,752
	$ 3,904,490

D. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2013, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Internal Service Fund	$ 317,866	Short-term loans
General Fund	Enterprise Fund	16,769	Short-term loans
General Fund	Special Revenue Fund	457,203	For transfer of federal receipts
General Fund	Agency Fund	1,251	Short-term loans
Special Revenue Funds	General Fund	150,334	For transfer of federal receipts
Agency Funds	General Fund	126,201	Short-term loans
Private Purpose Trust Funds	General Fund	951	Short-term loans
Private Purpose Trust Funds	Special Revenue Funds	8,082	For transfer of federal receipts
Enterprise Fund	Agency Funds	2,209	Short-term loans
Special Revenue Funds	Agency Funds	9,170	Short-term loans
Special Revenue Funds	Private Purpose Trust Funds	7,082	Short-term loans
General Fund	Private Purpose Trust Funds	2,045	Short-term loans
	Total	$ 1,099,163	

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, 2013, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
UT Refunding Series 2005	$ 31,050,000	$ --	$ (95,000)	$ 30,955,000	$ 100,000
UT Refuding Series 2010	2,645,000	--	(20,000)	2,625,000	20,000
UT Building and Refunding Series 1999-CAB	9,776,438	--	(1,492,188)	8,284,250	1,404,844
Cleburne ISD Bonds- Allocated	323,129	--	(22,049)	301,080	20,218
UT Refunding Series 2005 CAB	490,000	--	--	490,000	--
UT Refunding Series 2010 CAB	40,000	--	--	40,000	--
Accumulated Accretion:		--	--	--	--
CAB Series 1999	10,023,163	--	(544,044)	9,479,119	--
CAB Series 2005	802,164	64,888	--	867,052	--
CAB Series 2010	142,458	7,799	--	150,257	--
Premium (amortized)	1,255,902		(73,876)	1,182,026	--
Deferred Loss on Refunding	(1,262,487)		76,520	(1,185,967)	--
Tax Notes Payable	--	3,003,000	--	3,003,000	159,000
Total governmental activities	$ 55,285,767	$ 3,075,687	$ (2,170,637)	$ 56,190,817	$ 1,704,062

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2013, are as follows:

	Governmental Activities- Bonds		
Year Ending August 31,	Principal	Interest	Total
2014	$ 1,545,062	$ 3,368,784	$ 4,913,846
2015	1,467,484	3,447,142	4,914,626
2016	1,398,880	3,516,243	4,915,123
2017	1,332,343	3,581,920	4,914,263
2018	1,263,184	3,639,495	4,902,679
2019-2023	10,748,245	13,755,508	24,503,753
2024-2028	20,256,572	4,251,990	24,508,562
2029-2033	4,683,560	240,503	4,924,063
Totals	$ 42,695,330	$ 35,801,585	$ 78,496,915

The interest rates on the Series 1999 Unlimited Tax School Building and Refunding Bonds range from 5.25% to 5.50% and mature on August 1, 2020.

The interest rates on the Series 2005 Unlimited Tax School Refunding Bonds range from 3.75% to 5.00% and mature on August 1, 2029.

The interest rates on the Series 2010 Unlimited Tax School Refunding Bonds range from 2.00% to 4.00% and mature on August 1, 2029.

The interest rate on the Cleburne ISD bond range from 3.10% to 5.25% and matures on August 1, 2031.

	Governmental Activities- Notes		
Year Ending August 31,	Principal	Interest	Total
2014	$ 159,000	$ 80,612	$ 239,612
2015	175,000	65,128	240,128
2016	179,000	61,120	240,120
2017	183,000	57,021	240,021
2018	187,000	52,830	239,830
2019-2023	1,001,000	197,925	1,198,925
2024-2028	1,119,000	77,975	1,196,975
Totals	$ 3,003,000	$ 592,611	$ 3,595,611

The interest rate on the Maintenance Tax Note Series 2013 is 2.29% and matures on August 15, 2028.

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, 2013, as follows:

Year Ending August 31,	
2014	$ 204,121
2015	163,962
2016	115,460
2017	633
Total Minimum Rentals	$ 484,176
Rental Expenditures in 2013	$ 211,824

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 2013, the District participated in the Texas Association of Public School Property and Liability Fund (the Fund) with coverage in Auto Liability, Auto Physical Damage, Crime, Equipment Breakdown, General Liability, Property, Sexual Misconduct Endorsement and School Professional 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 services of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2013, 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 February of the following year. The Fund's audited financial statements as of August 31, 2012 are available on the TAPS Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

Workers' Compensation

The District has established a partially self-funded workers' compensation plan by participating in the Texas Educational Insurance Association. The Association is a public entity risk pool currently operating as a common risk management and insurance program for member colleges and school districts. The main purpose of the Association is to partially self-insure certain workers compensation risks up to an agreed upon retention limit. 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 $188,351 incurred but not reported claims. Costs are allocated to other funds and the retained earnings are fully reserved for self-funded insurance. Estimates of claims payable and of claims incurred, but not reported at August 31, 2013, 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 8/31/2013	Year Ended 8/31/2012
Unpaid claims, beginning of year	$ 486,106	$ 448,519
Incurred claims	23,285	259,253
Claim payments	(164,082)	(221,666)
Unpaid claims, end of fiscal year	$ 345,309	$ 486,106

Unemployment Compensation

During the year ended August 31, 2013, the District provided unemployment compensation coverage to its employees through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund meets its quarterly obligation to the Texas Workforce Commission. Expenses are accrued monthly until the quarterly payment has been made. Expenses can be reasonably estimated; therefore, there is no need for specific or aggregate stop loss coverage for the Unemployment Compensation pool.

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 February of the following year. The Fund's audited financial statements as of August 31, 2012, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

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 2013, 2012 and 2011, and a state contribution rate of 6.4% for fiscal year 2013, 6.0 % for fiscal year 2012, and 6.644% for fiscal year 2011. In certain instances the reporting district is required to make all or a portion of the state's contribution. State contributions to TRS made on behalf of the District's employees for the years ending August 31, 2013, 2012 and 2011 were $2,134,766, $2,257,353 and $2,550,000, respectively. The District paid additional state contributions for the years ending August 31, 2013, 2012 and 2011 in the amount of $569,187, $566,375 and $743,082, respectively, on portion of the employees' salaries that exceeded the statutory minimum.

I. Retiree Health Care Plans

1. TRS-Care

a. 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 Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling the TRS Communications Department at 1-800-223-8778.

b. 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. Funding for free basic coverage is provided by the program based upon public school district payroll. 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. Funding for optional coverage is provided by those participants selecting the optional coverage. The State of Texas and active public school employee contribution rates were 0.5% and 0.65% in 2013 and 1.0% and .65% in 2012 and 2011 of public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2013, 2012 and 2011. For the years ended August 31, 2013, 2012, and 2011, the State's contributions to TRS-Care were $187,916, $382,560, and $419,964, respectively, the active member contributions were $244,291, $248,664, and $272,977, respectively, and the District's contributions were $206,708, $210,407, and $230,980, respectively, which equaled the required contributions each year.

2. Medicare Part D Subsidies

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, 2013, 2012, and 2011, the subsidy payments received by TRS-Care on behalf of the District were $144,635, $98,654, and $96,906, respectively.

J. Employee Health Care Coverage

During the year ended August 31, 2013, employees of the District were covered by a health insurance plan (the Plan). The District paid premiums of $350 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a third party administrator, acting on behalf of the 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 third party administrator is renewable annually, and terms of coverage and premium costs are included in the contractual provisions.

Latest financial statements for the Company 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 31,2013.

L. Shared Services Arrangements

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

Member Districts	
Central Texas SSA	Springtown ISD
Greater Erath County SSA	Stephenville ISD
Hood-Sommervell County Co-Op	Weatherford ISD
Palo Pinto County Co-Op	
Parker County Co-Op	

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, Peaster ISD, 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.

M. Subsequent Events

In November 2013 the District called a bond election with two propositions: (1) proceeds of $81,972,000 to be used for major renovations and additions to Granbury High School, safety and security upgrades, technology upgrades, and other district-wide improvements and investments and (2) proceeds of $3,003,000 to be used for the purpose of refunding the existing Maintenance Tax Note. Taxpayers voted to pass both propositions, and the District issued Unlimited Tax School Refunding Bonds of $3,003,000 in December 2013 and will issue Unlimited Tax School Building Bonds for the remaining $78,969,000 in fiscal year 2014.

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, 2013

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*	$ 48,959,347	$ 50,356,199	$ 50,374,151	$ 17,952
5800	*State Program Revenues*	10,492,023	9,418,029	9,466,195	48,166
5900	*Federal Program Revenues*	475,000	483,600	708,247	224,647
5020	Total Revenues	59,926,370	60,257,828	60,548,593	290,765
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	29,384,836	29,647,181	29,918,584	(271,403)
0012	*Instructional Resources and Media Services*	787,320	776,159	777,614	(1,455)
0013	*Curriculum and Staff Development*	643,082	611,994	569,214	42,780
	Total Instruction & Instr. Related Services	30,815,238	31,035,334	31,265,412	(230,078)
	Instructional and School Leadership:				
0021	*Instructional Leadership*	518,737	523,092	527,534	(4,442)
0023	*School Leadership*	3,465,307	3,462,320	3,423,542	38,778
	Total Instructional & School Leadership	3,984,044	3,985,412	3,951,076	34,336
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	2,084,543	2,131,522	2,110,582	20,940
0032	*Social Work Services*	57,000	57,000	54,404	2,596
0033	*Health Services*	381,623	377,815	382,525	(4,710)
0034	*Student (Pupil) Transportation*	2,690,624	2,675,787	2,537,634	138,153
0035	*Food Services*	--	2,795	1,510	1,285
0036	*Cocurricular/Extracurricular Activities*	1,605,882	1,736,666	1,705,387	31,279
	Total Support Services - Student (Pupil)	6,819,672	6,981,585	6,792,042	189,543
	Administrative Support Services:				
0041	*General Administration*	1,810,796	1,899,003	1,888,839	10,164
	Total Administrative Support Services	1,810,796	1,899,003	1,888,839	10,164
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	5,837,407	7,647,842	7,013,260	634,582
0052	*Security and Monitoring Services*	124,273	124,337	127,448	(3,111)
0053	*Data Processing Services*	904,065	984,109	976,992	7,117
	Total Support Services - Nonstudent Based	6,865,745	8,756,288	8,117,700	638,588
	Ancillary Services:				
0061	*Community Services*	82,444	83,346	50,858	32,488
	Total Ancillary Services	82,444	83,346	50,858	32,488
	Debt Service:				
0073	*Bond Issuance Costs and Fees*	--	31,000	29,069	1,931
	Total Debt Service	--	31,000	29,069	1,931
	Capital Outlay:				
0081	*Capital Outlay*	--	3,957,930	3,940,846	17,084
	Total Capital Outlay	--	3,957,930	3,940,846	17,084
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	8,777,524	9,564,641	9,413,649	150,992
0099	*Other Intergovernmental Charges*	760,720	756,180	759,011	(2,831)

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		1	2	3	Variance with Final Budget Positive (Negative)
		Budgeted Amounts			
		Original	Final	Actual	
	Total Intergovernmental Charges	9,538,244	10,320,821	10,172,660	148,161
6030	Total Expenditures	59,916,183	67,050,719	66,208,502	842,217
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	10,187	(6,792,891)	(5,659,909)	1,132,982
	Other Financing Sources (Uses):				
7914	*Issuance of Non-Current Debt*	--	3,003,000	3,003,000	--
7080	Total Other Financing Sources and (Uses)	--	3,003,000	3,003,000	--
	SPECIAL ITEM:				
8912	*Special Item (Use)*	--	(10,000)	(10,000)	--
1200	Net Change in Fund Balance	10,187	(3,799,891)	(2,666,909)	1,132,982
0100	Fund Balance - Beginning	16,489,163	16,489,163	16,489,163	--
3000	Fund Balance - Ending	$ 16,499,350	$ 12,689,272	$ 13,822,254	$ 1,132,982

Budget

The official budget was prepared for adoption for all Governmental Fund Types. The budget was prepared in accordance with accounting practices generally accepted in the United States of America. The following procedures are followed in establishihng the budgetary data reflected in the basic financial statements:

a. Prior to August 20 of the preceding fiscal year, the District prepares a budget for the next succeeding fiscal year beginning September 1. The operating budget includes proposed expenditures and the means of financing them.

b. A meeting of the Board is then called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given.

c. Prior to September 1, the budget is legally enacted through passage of a resolution by the Board.

Once a budget is approved, it can be amended at function and fund level only by approval of a majority of the members of the Board. Amendments are presented to the Board at its regular meetings.

Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board and are not made after fiscal year end as required by law.

Each amendment is controlled by the budget coordinator at the revenue and expenditure function/object level. Budgeted amounts are as amended by the Board. All budget appropriations lapse at year end.

Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at August 31, and encumbrances outstanding at that time are to be either cancelled or appropriately provided for in the subsequent year's budget. There were no end-of-year outstanding encumbrances that were provided for in the subsequent year's budget.

Combining Statements as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2013

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*	$ 127,202	$ 102,973	$ 6,640	$ 236,815
1120	*Current Investments*	115,360	594,640	--	710,000
1225	*Taxes Receivable*	--	234,868	--	234,868
1230	*Allowance for Uncollectible Taxes (Credit)*	--	(94,414)	--	(94,414)
1240	*Due from Other Governments*	535,934	--	--	535,934
1260	*Due from Other Funds*	166,586	--	--	166,586
1290	*Other Receivables*	333	7,141	--	7,474
1300	*Inventories*	33,654	--	--	33,654
1000	Total Assets	$ 979,069	$ 845,208	$ 6,640	$ 1,830,917
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ 29,241	$ 33,544	$ --	$ 62,785
2150	*Payroll Deductions & Withholdings*	1,318	--	--	1,318
2160	*Accrued Wages Payable*	155,361	--	--	155,361
2170	*Due to Other Funds*	465,285	--	--	465,285
2300	*Unearned Revenue*	22,545	140,454	--	162,999
2000	Total Liabilities	673,750	173,998	--	847,748
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	25,833	--	--	25,833
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	277,735	--	--	277,735
3470	*Capital Acquisitions & Contractual Obligations*	--	--	6,640	6,640
3480	*Retirement of Long-Term Debt*	--	671,210	--	671,210
	Assigned Fund Balances:				
3590	*Other Assigned Fund Balance*	1,751	--	--	1,751
3000	Total Fund Balances	305,319	671,210	6,640	983,169
4000	Total Liabilities and Fund Balances	$ 979,069	$ 845,208	$ 6,640	$ 1,830,917

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

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*	$ 1,323,259	$ 5,004,094	$ 27	$ 6,327,380
5800	*State Program Revenues*	370,319	--	--	370,319
5900	*Federal Program Revenues*	4,526,742	--	--	4,526,742
5020	Total Revenues	6,220,320	5,004,094	27	11,224,441
	EXPENDITURES:				
	Current:				
0011	*Instruction*	2,398,617	--	--	2,398,617
0012	*Instructional Resources and Media Services*	12,499	--	--	12,499
0013	*Curriculum and Staff Development*	348,370	--	--	348,370
0021	*Instructional Leadership*	72,803	--	--	72,803
0023	*School Leadership*	3,733	--	--	3,733
0031	*Guidance, Counseling, & Evaluation Services*	146,909	--	--	146,909
0034	*Student Transportation*	1,890	--	--	1,890
0035	*Food Service*	3,081,184	--	--	3,081,184
0036	*Cocurricular/Extracurricular Activities*	924	--	--	924
0041	*General Administration*	170	--	--	170
0051	*Facilities Maintenance and Operations*	60,956	--	--	60,956
0061	*Community Services*	5,064	--	--	5,064
0071	*Principal on Long-term Debt*	--	1,629,237	--	1,629,237
0072	*Interest on Long-term Debt*	--	3,283,503	--	3,283,503
0073	*Bond Issuance Costs and Fees*	--	500	--	500
6030	Total Expenditures	6,133,119	4,913,240	--	11,046,359
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	87,201	90,854	27	178,082
1200	Net Change in Fund Balances	87,201	90,854	27	178,082
0100	Fund Balances - Beginning	218,118	580,356	6,613	805,087
3000	Fund Balances - Ending	$ 305,319	$ 671,210	$ 6,640	$ 983,169

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2013

Data Control Codes		211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	226 IDEA-B Discretionary
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ (41,345)	$ 136,704	$ (347)	$ 8,442
1120	*Current Investments*	--	--	--	--
1240	*Due from Other Governments*	164,189	229,455	6,335	--
1260	*Due from Other Funds*	125	--	--	(8,442)
1290	*Other Receivables*	332	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 123,301	$ 366,159	$ 5,988	$ --
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ 1,738	$ 16,259	$ --	$ --
2150	*Payroll Deductions & Withholdings*	--	--	(1)	--
2160	*Accrued Wages Payable*	43,063	68,857	1,526	--
2170	*Due to Other Funds*	78,500	281,043	4,463	--
2300	*Unearned Revenue*	--	--	--	--
2000	Total Liabilities	123,301	366,159	5,988	--
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	--	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
	Assigned Fund Balances:				
3590	*Other Assigned Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ 123,301	$ 366,159	$ 5,988	$ --

227 IDEA-B Deaf	228 IDEA-B Preschool Deaf	240 National School Breakfast/Lunch Program	244 Career and Tech Basic Grant	255 ESEA Title II Training & Recruiting
$ 4,054	$ 528	$ 12,765	$ (6,694)	$ 37,554
--	--	115,360	--	--
--	--	55,656	22,215	30,699
(4,054)	(528)	110,985	--	879
--	--	1	--	--
--	--	33,654	--	--
$ --	$ --	$ 328,421	$ 15,521	$ 69,132
$ --	$ --	$ 4,904	$ 5,801	$ --
--	--	1,328	--	(9)
--	--	34,854	--	--
--	--	10,817	9,720	69,141
--	--	7,820	--	--
--	--	59,723	15,521	69,132
--	--	25,833	--	--
--	--	242,865	--	--
--	--	--	--	--
--	--	268,698	--	--
$ --	$ --	$ 328,421	$ 15,521	$ 69,132

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2013

Data Control Codes		263 English Language Acquisition and Enhancement	288 Power Set WIT	289 Summer School LEP	385 Supplemental Visually Impaired
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ 3,156	$ 8,153	$ 274	$ --
1120	*Current Investments*	--	--	--	--
1240	*Due from Other Governments*	8,387	--	--	--
1260	*Due from Other Funds*	30	--	--	--
1290	*Other Receivables*	--	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 11,573	$ 8,153	$ 274	$ --
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ --	$ --	$ --
2150	*Payroll Deductions & Withholdings*	--	--	--	--
2160	*Accrued Wages Payable*	2,077	--	--	--
2170	*Due to Other Funds*	9,496	1,058	274	--
2300	*Unearned Revenue*	--	7,095	--	--
2000	Total Liabilities	11,573	8,153	274	--
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	--	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
	Assigned Fund Balances:				
3590	*Other Assigned Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ 11,573	$ 8,153	$ 274	$ --

386 Regional Day School for the Deaf	397 Advanced Placement Incentives	404 Student Success Initiative	410 State Textbook Fund	411 Technology Allotment
$ (14,440)	$ (6,236)	$ (18,226)	$ 2,836	$ --
--	--	--	--	--
--	--	18,998	--	--
19,425	21,143	--	6,387	20,394
--	--	--	--	--
--	--	--	--	--
$ 4,985	$ 14,907	$ 772	$ 9,223	$ 20,394
$ --	$ 539	$ --	$ --	$ --
--	--	--	--	--
4,984	--	--	--	--
1	--	772	--	--
--	--	--	7,472	--
4,985	539	772	7,472	--
--	--	--	--	--
--	14,368	--	--	20,394
--	--	--	1,751	--
--	14,368	--	1,751	20,394
$ 4,985	$ 14,907	$ 772	$ 9,223	$ 20,394

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2013

Data Control Codes		429 State Funded Special Revenue Fund	Total Nonmajor Special Revenue Funds (See Exhibit H-1)
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 24	$ 127,202
1120	*Current Investments*	--	115,360
1240	*Due from Other Governments*	--	535,934
1260	*Due from Other Funds*	242	166,586
1290	*Other Receivables*	--	333
1300	*Inventories*	--	33,654
1000	Total Assets	$ 266	$ 979,069
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 29,241
2150	*Payroll Deductions & Withholdings*	--	1,318
2160	*Accrued Wages Payable*	--	155,361
2170	*Due to Other Funds*	--	465,285
2300	*Unearned Revenue*	158	22,545
2000	Total Liabilities	158	673,750
	FUND BALANCES:		
	Nonspendable Fund Balances:		
3410	*Inventories*	--	25,833
	Restricted Fund Balances:		
3450	*Federal/State Funds Grant Restrictions*	108	277,735
	Assigned Fund Balances:		
3590	*Other Assigned Fund Balance*	--	1,751
3000	Total Fund Balances	108	305,319
4000	Total Liabilities and Fund Balances	$ 266	$ 979,069

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

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*	1,196,332	1,055,233	27,384	8,442
5020	Total Revenues	1,196,332	1,055,233	27,384	8,442
	EXPENDITURES:				
	Current:				
0011	*Instruction*	919,292	905,079	27,384	8,442
0012	*Instructional Resources and Media Services*	12,499	--	--	--
0013	*Curriculum and Staff Development*	183,923	2,500	--	--
0021	*Instructional Leadership*	70,439	558	--	--
0023	*School Leadership*	3,325	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	146,756	--	--
0034	*Student Transportation*	1,890	--	--	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--	--
0041	*General Administration*	--	--	--	--
0051	*Facilities Maintenance and Operations*	--	340	--	--
0061	*Community Services*	4,964	--	--	--
6030	Total Expenditures	1,196,332	1,055,233	27,384	8,442
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

227 IDEA-B Deaf	228 IDEA-B Preschool Deaf	240 National School Breakfast/Lunch Program	244 Career and Tech Basic Grant	255 ESEA Title II Training & Recruiting
$ --	$ --	$ 1,323,259	$ --	$ --
--	--	16,730	--	--
4,054	528	1,896,046	81,840	209,847
4,054	528	3,236,035	81,840	209,847
4,054	528	465	69,912	59,162
--	--	--	--	--
--	--	--	8,890	150,124
--	--	--	1,806	--
--	--	--	--	408
--	--	--	--	153
--	--	--	--	--
--	--	3,081,184	--	--
--	--	--	924	--
--	--	--	--	--
--	--	60,308	308	--
--	--	--	--	--
4,054	528	3,141,957	81,840	209,847
--	--	94,078	--	--
--	--	94,078	--	--
--	--	174,620	--	--
$ --	$ --	$ 268,698	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		263 English Language Acquisition and Enhancement	288 Power Set WIT	289 Summer School LEP
	REVENUES:			
5700	*Local and Intermediate Sources*	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--
5900	*Federal Program Revenues*	42,350	2,455	2,231
5020	Total Revenues	42,350	2,455	2,231
	EXPENDITURES:			
	Current:			
0011	*Instruction*	40,525	2,455	2,231
0012	*Instructional Resources and Media Services*	--	--	--
0013	*Curriculum and Staff Development*	1,555	--	--
0021	*Instructional Leadership*	--	--	--
0023	*School Leadership*	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	--
0034	*Student Transportation*	--	--	--
0035	*Food Service*	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--
0041	*General Administration*	170	--	--
0051	*Facilities Maintenance and Operations*	--	--	--
0061	*Community Services*	100	--	--
6030	Total Expenditures	42,350	2,455	2,231
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	--	--	--
1200	Net Change in Fund Balances	--	--	--
0100	Fund Balances - Beginning	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --

385 Supplemental Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives	404 Student Success Initiative	410 State Textbook Fund
$ --	$ --	$ --	$ --	$ --
6,128	58,170	--	18,998	270,293
--	--	--	--	--
6,128	58,170	--	18,998	270,293
6,128	58,170	5,499	18,998	270,293
--	--	--	--	--
--	--	1,378	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
6,128	58,170	6,877	18,998	270,293
--	--	(6,877)	--	--
--	--	(6,877)	--	--
--	--	21,245	--	1,751
$ --	$ --	$ 14,368	$ --	$ 1,751

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		411 Technology Allotment	429 State Funded Special Revenue Fund	Total Nonmajor Special Revenue Funds (See Exhibit H-2)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ --	$ --	$ 1,323,259
5800	*State Program Revenues*	--	--	370,319
5900	*Federal Program Revenues*	--	--	4,526,742
5020	Total Revenues	--	--	6,220,320
	EXPENDITURES:			
	Current:			
0011	*Instruction*	--	--	2,398,617
0012	*Instructional Resources and Media Services*	--	--	12,499
0013	*Curriculum and Staff Development*	--	--	348,370
0021	*Instructional Leadership*	--	--	72,803
0023	*School Leadership*	--	--	3,733
0031	*Guidance, Counseling, & Evaluation Services*	--	--	146,909
0034	*Student Transportation*	--	--	1,890
0035	*Food Service*	--	--	3,081,184
0036	*Cocurricular/Extracurricular Activities*	--	--	924
0041	*General Administration*	--	--	170
0051	*Facilities Maintenance and Operations*	--	--	60,956
0061	*Community Services*	--	--	5,064
6030	Total Expenditures	--	--	6,133,119
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	--	--	87,201
1200	Net Change in Fund Balances	--	--	87,201
0100	Fund Balances - Beginning	20,394	108	218,118
3000	Fund Balances - Ending	$ 20,394	$ 108	$ 305,319

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF NET POSITION
INTERNAL SERVICE FUNDS
AUGUST 31, 2013

Data Control Codes		753 Workers' Compensation Insurance Fund	770 Dental Insurance Fund	Total Internal Service Funds (See Exhibit D-1)
	ASSETS:			
	Current Assets:			
1110	*Cash and Cash Equivalents*	$ 354,725	$ 40,496	$ 395,221
1120	*Investments*	436,905	50,540	487,445
	Receivables:			
1290	*Other Receivables (net)*	79,908	26,274	106,182
1410	*Unrealized Expenses*	14,406	--	14,406
	Total Current Assets	885,944	117,310	1,003,254
1000	Total Assets	885,944	117,310	1,003,254
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	345,309	19,873	365,182
2170	*Due to Other Funds*	317,866	--	317,866
2300	*Unearned Revenues*	--	13,289	13,289
	Total Current Liabilities	663,175	33,162	696,337
2000	Total Liabilities	663,175	33,162	696,337
	NET POSITION:			
3900	*Unrestricted*	222,769	84,148	306,917
3000	Total Net Position	$ 222,769	$ 84,148	$ 306,917

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		753 Workers' Compensation Insurance Fund	770 Dental Insurance Fund	Total Internal Service Funds (See Exhibit D-2)
	OPERATING REVENUES:			
5700	*Local and Intermediate Sources*	$ 203,849	$ 171,835	$ 375,684
5020	Total Revenues	203,849	171,835	375,684
	OPERATING EXPENSES:			
6400	*Other Operating Costs*	149,640	181,348	330,988
6030	Total Expenses	149,640	181,348	330,988
1300	Change in Net Position	54,209	(9,513)	44,696
0100	Total Net Position - Beginning	168,560	93,661	262,221
3300	Total Net Position - Ending	$ 222,769	$ 84,148	$ 306,917

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET POSITION
PRIVATE-PURPOSE TRUST FUNDS
AUGUST 31, 2013

Data Control Codes		820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarship
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ (1,198)	$ 1,124	$ 1,908
1120	*Current Investments*	--	--	--
1260	*Due from Other Funds*	8,082	--	--
1000	Total Assets	6,884	1,124	1,908
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	--	--	--
2170	*Due to Other Funds*	1,797	--	--
2000	Total Liabilities	1,797	--	--
	NET POSITION:			
3800	*Held in Trust*	5,087	1,124	1,908
3000	Total Net Position	$ 5,087	$ 1,124	$ 1,908

823 Doyle Holmes Scholarship	824 BRAG Scholarship Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-1)
$ 17,631	$ 7,732	$ 48,432	$ --	$ 75,629
--	--	--	31,260	31,260
--	951	--	--	9,033
17,631	8,683	48,432	31,260	115,922
--	--	500	--	500
--	--	7,330	--	9,127
--	--	7,830	--	9,627
17,631	8,683	40,602	31,260	106,295
$ 17,631	$ 8,683	$ 40,602	$ 31,260	$ 106,295

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
ALL PRIVATE-PURPOSE TRUST FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

	820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarship	823 Doyle Holmes Scholarship
Additions:				
Investment Income	$ 21	$ 3	$ 5	$ 39
Gifts and Bequests	--	--	--	--
Total Additions	21	3	5	39
Deductions:				
Scholarship Awards	--	500	500	2,000
Administrative Expenses	--	--	--	--
Total Deductions	--	500	500	2,000
Change in Net Position	21	(497)	(495)	(1,961)
Net Position-Beginning of the Year	5,066	1,621	2,404	19,592
Net Position-End of the Year	$ 5,087	$ 1,124	$ 1,909	$ 17,631

824 BRAG Scholarship Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-2)
$ 64	$ 29	$ 63	$ 224
--	8,000	--	8,000
64	8,029	63	8,224
--	9,082	500	12,582
--	2,244	--	2,244
--	11,326	500	14,826
64	(3,297)	(437)	(6,602)
8,618	43,899	31,697	112,897
$ 8,682	$ 40,602	$ 31,260	$ 106,295

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, 2013

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2004 and Prior Years	$ Various	$ Various	$ Various
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	1.0400	.1000	4,734,719,912
2012	1.0400	.1100	4,575,984,783
2013 (School Year Under Audit)	1.0400	.1050	4,724,336,681
1000 Totals			
9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code			

Column 20, the current year's levy is the ending levy due provided by Hood County Appraisal District.

Column 30, Assessed/Appraised Value for School Tax Purposes is calculated based on current year total levy divided by current year total tax rate. This amount includes adjustments for frozen values.

10 Beginning Balance 9/1/12	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/13
$ 316,753	$ --	$ 11,070	$ 1,888	$ (18,561)	$ 285,234
87,567	--	3,937	677	(793)	82,160
95,259	--	4,754	721	(1,232)	88,552
109,156	--	13,220	1,583	(1,076)	93,277
111,674	--	16,952	2,780	(1,889)	90,053
193,883	--	61,001	7,625	6,181	131,438
272,119	--	68,464	7,571	6,924	203,008
357,458	--	129,607	12,462	4,389	219,778
789,746	--	397,555	42,049	(17,009)	333,133
--	54,093,655	48,190,892	4,865,429	(285,246)	752,088
$ 2,333,615	$ 54,093,655	$ 48,897,452	$ 4,942,785	$ (308,312)	$ 2,278,721
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST FOR 2014-2015
GENERAL AND SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

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	$ 16,536	$ --	$ 253,918	$ 1,004,800	$ --	$ 93,597	$ 1,368,851
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	53,064	--	81	--	--	--	53,145
6212	Audit Services	--	--	--	33,860	--	--	33,860
6213	Tax Appraisal and Collection	--	878,110	--	--	--	--	878,110
621X	Other Prof. Services	--	--	--	--	--	--	--
6220	Tuition and Transfer Payments	--	--	--	--	--	--	--
6230	Education Service Centers	899	--	35	3,389	--	811	5,134
6240	Contr. Maint. and Repair	--	--	--	--	100,748	--	100,748
6250	Utilities	--	--	--	--	--	--	--
6260	Rentals	--	--	--	21,704	--	--	21,704
6290	Miscellaneous Contr.	--	--	309	82,890	--	4,204	87,403
6310	Operational Supplies, Materials	--	--	--	--	--	--	--
6320	Textbooks and Reading	--	--	--	438	--	--	438
6330	Testing Materials	--	--	--	--	--	--	--
63XX	Other Supplies, Materials	262	--	1,234	33,450	--	621	35,567
6410	Travel, Subsistence, Stipends	8,600	--	9,955	20,117	--	5,557	44,229
6420	Ins. and Bonding Costs	--	--	--	--	--	30,493	30,493
6430	Election Costs	--	--	--	--	--	--	--
6490	Miscellaneous Operating	3,909	--	9,818	57,037	--	14,021	84,785
6500	Debt Service	--	--	--	--	--	--	--
6600	Capital Outlay	--	--	--	--	--	88,829	88,829
	Total	$ 83,270	$ 878,110	$ 275,350	$ 1,257,685	$ 100,748	$ 238,133	$ 2,833,296

Total Expenditures for General and Special Revenue Funds		(9)	$ 72,341,621
LESS: Deductions of Unallowable Costs			
	FISCAL YEAR		
Total Capital Outlay (6600)		(10)	$ 4,395,959
Total Debt & Lease (6500)		(11)	$ 29,069
Plant Maintenance (Function 51, 6100-6400)		(12)	$ 7,023,099
Food (Function 35, 6341 and 6499)		(13)	$ 1,477,780
Stipends (6413)		(14)	$ --
Column 4 (above) - Total Indirect Cost			$ 1,257,685
	Subtotal		14,183,592
Net Allowed Direct Cost			$ 58,158,029
	CUMULATIVE		
Total Cost of Buildings Before Depreciation (1520)		(15)	$ 98,301,234
Historical Cost of Buildings over 50 years old		(16)	$ 880,454
Amount of Federal Money in Building Cost (Net of #16)		(17)	$ --
Total Cost of Furniture & Equipment Before Depreciation (1530 & 1540)		(18)	$ 12,258,606
Historical Cost of Furniture & Equipment over 16 years old		(19)	$ 1,774,377
Amount of Federal Money in Furniture & Equipment (Net of #19)		(20)	$ 388,665

(8) Note A - $92,685 in Function 53 expenditures and $759,011 in Function 99 expenditures are included in this report on administrative costs.

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,474,982	$ 1,323,259	$ (151,723)
5800	*State Program Revenues*	17,000	16,730	(270)
5900	*Federal Program Revenues*	1,852,783	1,896,046	43,263
5020	Total Revenues	3,344,765	3,236,035	(108,730)
	EXPENDITURES:			
	Current:			
	Instruction & Instructional Related Services:			
0011	*Instruction*	596	465	131
	Total Instruction & Instr. Related Services	596	465	131
	Support Services - Student (Pupil):			
0035	*Food Services*	3,227,675	3,081,184	146,491
	Total Support Services - Student (Pupil)	3,227,675	3,081,184	146,491
	Support Services - Nonstudent Based:			
0051	*Plant Maintenance and Operations*	60,000	60,308	(308)
	Total Support Services - Nonstudent Based	60,000	60,308	(308)
6030	Total Expenditures	3,288,271	3,141,957	146,314
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	56,494	94,078	37,584
1200	Net Change in Fund Balance	56,494	94,078	37,584
0100	Fund Balance - Beginning	174,620	174,620	--
3000	Fund Balance - Ending	$ 231,114	$ 268,698	$ 37,584

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 4,904,500	$ 5,004,094	$ 99,594
5020	Total Revenues	4,904,500	5,004,094	99,594
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	1,640,732	1,629,237	11,495
0072	*Interest on Long-Term Debt*	3,272,009	3,283,503	(11,494)
0073	*Bond Issuance Costs and Fees*	6,000	500	5,500
	Total Debt Service	4,918,741	4,913,240	5,501
6030	Total Expenditures	4,918,741	4,913,240	5,501
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(14,241)	90,854	105,095
1200	Net Change in Fund Balance	(14,241)	90,854	105,095
0100	Fund Balance - Beginning	580,356	580,356	--
3000	Fund Balance - Ending	$ 566,115	$ 671,210	$ 105,095



SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's 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, in accordance with the 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, 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, 2013, and the related notes to the financial statements, which collectively comprise Granbury Independent School District's basic financial statements, and have issued our report thereon dated January 14, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Granbury Independent School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Granbury Independent School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Granbury Independent School District's internal control.

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. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Granbury Independent School District's financial statements are free from 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 January 14, 2014.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,

Snow Garrett Williams

Snow Garrett Williams
January 14, 2014

SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by OMB Circular A-133

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

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

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, 2013. 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.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Granbury Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. 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 on compliance for each major federal program. However, our audit does not provide a legal determination of Granbury Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Granbury Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended August 31, 2013.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

Report on Internal Control Over Compliance

Management of Granbury Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Granbury Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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 material weaknesses or significant deficiences. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Respectfully submitted,



Snow Garrett Williams
January 14, 2014

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2013

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unmodified	
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:	Unmodified	
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
84.027/84.173	Special Education Cluster
84.367	ESEA Title II Part A-Teacher & Principal Training & Recruiting

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, 2013

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, 2013

A corrective action plan is not needed.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2013

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF LABOR			
Passed Through Texas A&M Engineering Experiment Station:			
Power Set WIT *	17.207	C13-00131	$ 2,455
Total U. S. Department of Labor			2,455
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Direct Program:			
Medical Assistance Program *	93.778	111-901	11,924
Total U. S. Department of Health and Human Services			11,924
U. S. DEPARTMENT OF EDUCATION			
Passed Through Parker County Co-Op:			
IDEA-B Discretionary *	84.027	111-901	8,442
IDEA-B Deaf *	84.027	111-901	4,054
Total CFDA Number 84.027			12,496
IDEA-B Preschool Deaf *	84.173	111-901	528
Total Passed Through Parker County Co-Op			13,024
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs *	84.010	13610101111901	1,165,819
ESEA Title I Part A - Improving Basic Programs *	84.010	14610101111901	52,111
Total CFDA Number 84.010			1,217,930
IDEA-B Formula *	84.027	136600011119016600	997,190
IDEA-B Formula *	84.027	146600011119016600	77,081
Total CFDA Number 84.027			1,074,271
Career and Technical - Basic Grant	84.048	13420006111901	60,713
Career and Technical - Basic Grant	84.048	14420006111901	22,588
Total CFDA Number 84.048			83,301
IDEA-B Preschool *	84.173	136610011119016610	26,324
IDEA-B Preschool *	84.173	146610011119016610	1,552
Total CFDA Number 84.173			27,876
Title III Part A English Language Acquisition and Language Enhancement	84.365	13671001111901	40,872
Title III Part A English Language Acquisition and Language Enhancement	84.365	14671001111901	2,235
Total CFDA Number 84.365			43,107
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	13694501111901	183,322
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	14694501111901	30,320
Total CFDA Number 84.367			213,642
SUMMER SCHOOL LEP	84.369	69551002	2,231
Total Passed Through State Department of Education			2,662,358
Total U. S. Department of Education			2,675,382

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2013

(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 DEFENSE			
Direct Program:			
JROTC	12.357	Direct	$ 67,325
Total U. S. Department of Defense			67,325
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
School Breakfast Program *	10.553	71401301	449,164
National School Lunch Program *	10.555	71301301	1,298,942
Commodity Supplemental Food Program (Non-cash) *	10.565	11001A	147,940
Total Passed Through State Department of Education			1,896,046
Total U. S. Department of Agriculture			1,896,046
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 4,653,132

* 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, 2013

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, 2013

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 unmodified 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?	$ 10,496,428

Granbury Independent School District

Acton Elementary School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Acton Elementary
Comprehensive Needs Assessment
2013-2014

Vision – EVERY STUDENT IS WORTH MY BEST!
Mission - Acton Elementary in partnership with the community has high expectations and is committed to:
- reaching hearts
- building character
- growing learners
- embracing families

Demographics

Acton Elementary averaged six hundred and fifty students during the 2012-2013 school year. In May 2013, 40.5% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 546 White, 97 Hispanic, 9 Black, 5 American Indian and 3 Asian/Pacific Islander.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was at or above district average. The quantitative data on the 2012-2013 STAAR indicated that 86.6% of students met satisfactory standard in grades 3-5. In math, 79% of students in grades 3-5 met the satisfactory standard. In writing, 83% of fourth graders met standard and in science, 80% of 5th graders met satisfactory standard. Overall in grades 3-5, 26% of students performed at the advanced level in reading, 20% in math, 12% in writing, and 9% in science. Economically disadvantaged, Hispanic and special education students scores in math, reading and writing were below campus average. Math scores reflect the largest gap.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the assistant principal and principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner. Most students on RTI level II and III were offered extra assistance during the school day.

One hundred and twelve students received instruction by certified tutors in reading. Ninety six students received instruction by certified tutors in math. The tutors individualize and group students in third, fourth and fifth grade according to need and objective. Students in kindergarten, first and second grade also received instruction by a certified tutor. Kindergarten, first, second and third grade students receive iStation

assessments with interventions in reading. Each student in grades 1-5 rotated two times a week for forty-five minutes to classes for intensive intervention according to need. Students were grouped by objective Students in fourth and fifth grade also receive iStation interventions in reading. Twenty six fourth grade students received tutoring in writing to help them improve their writing scores. Acton Elementary achieved the highest percentage of students meeting satisfactory standard within our district. The tutors used objectives to build lessons as well as supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and hedgehog learning materials for science.

90% of all students will meet Level II (Satisfactory) on the STAAR reading, math and writing assessment.
25% of all students will meet Level III (Advanced) on the STAAR reading, math and writing assessments.

90% of Hispanic, economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math and writing assessments. 25% will meet Level III (Advanced).

Students who are at-risk will be identified with classroom assignments, common assessments and benchmarks.

At-risk students will be referred to the RTI committee.

Students who are on RTI Level II and III will receive tutoring by certified tutors.

Students who are on RTI Level II and III will be receive additional intervention by classroom teachers.

Students on RTI Level III whose progress has plateaued will be considered for a referral for an educational evaluation.

2012-2013 TELPAS

Beginning	9
Intermediate	5
Advanced	6
Advanced High	7

The school met AYP year in previous years.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the

TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the principals on campus.

STAAR, Benchmarks, iStation Assessments and Common Assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms also have a DLP projector and smart boards are available for the teachers and students.

Staff Quality, Recruitment and Retention

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Acton Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a fifty minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple sites, organizations, colleges and maintaining an active webpage. New teachers are given a mentor in order to retain highly qualified staff members.

Teachers are given assistance in maintaining or attaining certification through alternative programs. GT certification, ESL certification, coursework and TExES testing in order to assure all staff are highly qualified.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line.
A mentoring program will continue to be used to pair parents and community members with at-risk students. The mentors will meet with their assigned student once each week. Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Attend school picnic
Parent teacher conferences

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. The secretary in the front office is fluent in English and Spanish.

This year, we held four family nights for parents, families and community members to get involved. At the beginning of the year, we held a back to school picnic serving food funded by the PTO. We also held a family reading night and family fitness night each producing well over 200 participants at each event. At the end of the year, we celebrated with our family enrichment night. Our families rotated through enrichment activities as our students do each Friday during the year. This was funded through Title I.

School Organization

Staff members are involved in decision making by serving on the Site Based Committee or Title I School Support Team. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal and assistant principal share the responsibility for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal and assistant principal conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus had been rated recognized for several years. An exemplary rating was achieved for the 2008-2009, 2009-2010, and 2010-2011 school year. With the implementation of STAAR, ratings for the last two school years have not been awarded.

School Culture and Climate

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered at to all grades. The Texas Early Math Inventory is administered in kindergarten, first and second grade. These are all quantitative data sources.

Families are invited throughout the year to AES family involvement nights. Communication is mandatory at AES through the use of webpages, email, facebook, schools messenger as well as notes home in folders.

This year, we implemented Rachel's Challenge. This character building program helped us create a positive environment focused on building unity, influence, acceptance and goal-setting. This year, 10,467 acts of kindness and compassion were documented from our students at AES.

We also implemented the Customer Care approach. Our office staff as well as the entire faculty in staff live by the motto "treat others as you would like to be treated if you were in their shoes." This year, we have lived by the words from Barbara Jean. We are committed to customer care.

This year, we also supported our High School Drama Department by attending the play, "Beauty and the Beast." Through title I funds, we were able to take all of our students and provide them with an experience that they will remember and add to their schema.

School Support Team Involvement

The School Support Team (SST) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The SST includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the SST.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week.
AR, STAR, iStation, Study Island, Tumble Books, and Rosetta Stone are all available for the students.
Each teacher has an LCD Projector and almost each classroom has a Smart Board mounted on the wall.
Title I funds allowed us to purchase more SmartBoards for additional classroom instruction.

Special Programs and Services

The gifted and talented teachers will provide lessons for the gifted learners that require higher order thinking skills. Gifted students will participate in the science fair and other specialized projects. Students participating in the Gifted and Talented program will meet once a week with the GT teacher for forty-five minutes where they will participate in activities geared towards higher level thinking. GT students will also have the opportunity to participate in Odyssey of the Mind.

At-Risk learners will be provided small group instruction by certified tutors and the reading specialist. At-Risk students will remain in the Response to Intervention process until they reach grade level or receive a referral for an educational evaluation.

English Language Learners (ELL) will be evaluated to determine their educational needs. Students who need accelerated instruction in reading will receive instruction from the

reading tutor and/or classroom teacher. Students who need accelerated instruction in math will receive instruction by certified tutors and classroom teachers.

Special education students will receive inclusion services in the general education classroom. One special education teacher and one paraprofessional will provide extra support for the students in the general education setting. Special education students in the life skills program will receive academic instruction in the classroom. They will also participate in a functional/community based curriculum. Special education students will participate in general education classes as determined by their Individual Education Plan.

Homeless students will be identified and provided with school supplies, food from a local food pantry, clothing and special instruction as needed.

In addition to our enrichment Fridays which serve to provide our students with creating experiences and making connections, we also serve our students in the Response to Intervention Program through rotations every Monday and Wednesday. Every grade level groups students by objective and builds upon his or her strengths.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: AES school survey will show 90% satisfactory in all areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Rachel's Challenge	Counselor, Principal, AP, Librarian	Kick-off, chain links, Community Event				
	Funding Sources: Local (199) - $100.00					
2) Family Nights and Music Programs	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar				
	Funding Sources: Local (199) - $500.00					
3) Parent Orientation Meetings	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar	✓			
4) Kindergarten Roundup	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication	✓			
5) Customer Care Training	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	Principals, AP, Counselor	Sign-in sheets, agendas	✓			
7) Create school unity through daily morning assembly.	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, MVP student of the day				
8) "Moments of Wow" throughout the school year.	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback				
9) Smiling Dads Program	Principal, AP	Parent and student feedback, observation				
10) 5th Grade overnight trip to Camp Grady Spruce.	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: AES volunteers will log at least 150 hours of service throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Mentor Program	Principal, AP, Mentor Coordinator	raptor sign-in, mentor schedule, end of year celebration				
3) Partner with community organizations and businesses for student recognition and education.	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Showbiz Cinemas Granbury Education Foundation Brookshires HEB Volunteer Fire Department				
4) Author Visit	Librarian	student feedback, observation				
	Funding Sources: Local (199) - $500.00					
5) Career Day	Counselor	Career day rotations, feedback and observation				
	Funding Sources: Local (199) - $300.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of the summer of 2014, 74% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute.	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate	✓			
2) Attend PBL Lead Training from the Buck Institute.	Principal, AP, Librarian	PBL Training Certificate	✓			
3) Each trained staff member will develop and implement one PBL project per semester.	Early Adopter Teachers, Principal, CBP staff	Project Overview, Presentations				
4) Enlist additional teachers to attend Project Based Learning cohort group summer 2014.	Curriculum Director, Principal	PBL Training Certificate				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	Principal, AP	school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 86% to 91% 3-5 Math 79% to 84% 4th Writing 83% to 88% 5th Science 80% to 85%				
2) Provide supplemental intervention to support student success.	Accelerated Instruction Aide, Tutor, AP, Principal, Counselor, Teachers	Intervention Documentation, data for students at-risk, ELL students, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3				
	Funding Sources: Local (199) - $6000.00, State Comp Ed (24) - $1950.00, Local (199) - $971.00, Local (199) - $18000.00, State Comp Ed (24) - $3604.00					
3) Provide enrichment opportunities for identified Gifted and Talented students.	Principal, AP, Gifted and Talented Teachers	Enrichment Rotations, Odyssey of the Mind				
	Funding Sources: Gifted (21) - $8470.00					
4) All instructional staff will participate in vertical teams. Teams will meet twice a semester.	Principal, AP, Vertical Team Leaders	Vertical team notes, student progress				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase Level III performance on state assessments by 3%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 26% to 29% 3-5 Math 20% to 23% 4th Writing - 12% to 15% 5th Science 9% to 12%				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible AES students will participate in coordinated school health activities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	PE Teacher	Fitness Gram Report	✓			
2) Students in 5th grade will have the opportunity to view and discuss the "Growing-Up" video selected by the district Student Health Advisory Committee. (SHAC)	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 4th and 5th Grade Milers Club	P.E. Teachers, Principal	Documented miles, medals, T-shirts	◔			
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				

✗ = Discontinue = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Provide flexible opportunities for students that are at-risk of dropping out or not completing.

Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI & LEP students.	Principal, AP, Teachers, Counselor	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	Principal, AP, Counselor, Office Staff	Attendance records, attendance reward system				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	Principal, AP, Teachers, CTE Director	lesson plans, student surveys, observation				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of AES teachers will meet campus based technology proficiencies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	Campus Technology Vertical Team, Principal	School Calendar, Agendas, Documented Classroom Activities				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.	Principal, GISD Technology Department	Eduphoria, lesson plans, STAR chart, PDAS				
3) Ipad Training for all teachers.	Librarian	sign-in sheet, agenda, Certificate of training completion.				
4) Principal, Librarian and a member of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
	Funding Sources: Local (199) - $900.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of AES students will complete safety training during the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: AES teachers will use technology to enhance instruction at least 80% of the time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras and hand held devices.	Principal, AP, Librarian, GISD Technology Department	STAR Chart, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express to improve student performance.	Principal, AP, Librarian, GISD Technology Department	Software Usage Reports, State Assessment Data				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Implement and maintain campus safety plan.

Summative Evaluation: 100% of AES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Campus monthly facility inspection.	Principal, AP, Custodian	Completed report				
2) Timely submission of campus work orders.	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
3) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	Principal, AP, District Personnel	State and local completion reports.				
4) Create an effective release procedure for pick-up students.	Principal, AP, Teachers	AES family survey, observation				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling.

Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	Principal, AP, Accelerated Instructional Aide, Teachers	Alternate schedule for Rotations, Lesson Plans				
	Funding Sources: Local (199) - $1000.00					
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	Principal, Campus Leadership Team	Agendas, School Calendar, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.

Summative Evaluation: 100% of professional development sessions will reflect needs of the campus.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Principal and Campus Leadership Team will meet on a regular basis to discuss professional development needs.	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain comprehensive list of resources available to Acton students and families.

Summative Evaluation: AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau.

Summative Evaluation: AES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Acton Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	$3,604.00
199 E 11 6125 00 102 0 24 000	6125 Salary Support - Locally Defined	$18,937.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	$275.00
199 E 11 6142 00 102 0 24 000	6142 Group Health and Life Insurance	$4,225.00
199 E 11 6143 00 102 0 24 000	6143 Workers' Compensation	$252.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,477.00
199 E 11 6145 00 102 0 24 000	6145 Unemployment Compensation	$19.00
199 E 11 6146 00 102 0 24 000	6146 Teacher Retirement/TRS Care	$104.00
	6100 Subtotal:	**$28,893.00**
6300 Supplies and Services		
199 E 11 6395 00 102 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,450.00
199 E 11 6395 00 102 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$1,950.00**

Personnel for Acton Elementary School:

Name	Position	Program	FTE
Kristina Endicott	Paraprofessional	State Comp	100%

Granbury Independent School District

Baccus Elementary School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Nettie Baccus Elementary
Comprehensive Needs Assessment
2013-2014

Demographics
Nettie Baccus Elementary averaged 518 students during the 2012-2013 school year. 70% (364) of the students qualified for free or reduced price meals. 24% (124) of the students are hispanic; 17% (88) students American Indian or Alaskan Native; 1.35% (7) are black; 81% (421) students are white; 9.7% (50) students qualify as Limited English Proficient; 40% (203) students were identified as at-risk; 15% (80) students qualify for Special Education; 8.8% (46) of the students qualify as Gifted and Talented.

Student Achievement
Student performance is evaluated, by sub-population, on state assessments, district assessments and timely interventions processes.

The percent of students passing the 2012-2013 STAAR tests are listed below.

3rd Grade Reading - 65
3rd Grade Math - 55
4th Grade Writing - 54
4th Grade Reading - 68
4th Grade Math - 49
5th Grade Reading - 78
5th Grade Math - 78
5th Grade Science – 78

Target areas identified: Math, Reading, Writing and Science are all target areas under the new STAAR assessment program. A focus will continue on our LEP and ECD students.

Quantitative data will continue to be used to identify individual student needs. At-risk assessments are administered at the beginning of the school year for student identification. At-Risk students are monitored through the RtI process. In 2012-2013, 146 students received intervention in reading. 127 students received intervention in math. 13 students received writing intervention. 48 students received behavior interventions. These interventions were given by classroom teachers, math and reading and literacy specialists, and certified tutors. 108 students also received after school tutoring administered by teachers, tutors, curriculum specialists. Kindergarten – 5th grade students received iStation assessments with interventions, as needed, in reading taught by their homeroom teachers. The literacy specialist worked with students needing reading and writing interventions.

In 2013-2014, each teacher will continue to maintain a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated throughout the year. The Response to Intervention (RTI)

process and information on the data sheets will be used to identify student needs in a timely manner.

ELL student achievement will also be monitored through the RtI process with specific language objectives and vocabulary strategies used in all classrooms. ELL students will receive specialized instruction from our district interpreters targeting vocabulary and English language proficiency. GT students will be targeted with specific projects listed in the curriculum documents to address their needs. Goals will be set with teachers for GT student achievement tied to state and local assessments. GT students will be offered after-school projects to advance their knowledge in technology application with the TEKS. They will also be offered additional field experiences to support the projects. Special Education student achievement will be monitored through appropriate qualitative and quantitative data. IEPs will drive their instructional programs and appropriate testing. Homeless students will be provided with free breakfast and lunch, school supplies, counseling services, and tutoring as needed. These students will also be supported with any clothes or shoes they may need as well.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS).

STAAR, TAKS, TEMI, Benchmarks, Voyager Assessments, iStation, DRA and LLI and common district assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI) process.

A variety of curriculum materials are used to teach the TEKS. TEKSing Toward STAAR, Motivation Math, Reading, and Writing, Triumph Learning for Science, Voyager, Heineman Comprehension and Fluency, Journeys in Reading, Envision Math, Investigations in Math, Scott Foresman Science and Social Studies, Novels, and Empowering Writers are some of the materials used teach the TEKS. Project Based Learning will be in the beginning stages of training and implementation. Baccus will have 5 trained teachers for the 2013-2014 year. More teachers will be trained in subsequent years.

All students receive instruction in the computer lab each week. Each classroom has four-five student computers. The classrooms also have a DLP projector and Smart boards. Ipads and Slates are available for the teacher to checkout for students in the library.

Staff Quality, Recruitment and Retention

All teachers and paraprofessionals are highly qualified. The GISD Human Resources department determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills

(TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with at-risk students including Hispanic, ELL, special education and economically disadvantaged students.

All teachers on each grade level have a fifty minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Family and Community Involvement

A parent survey was conducted in May of the 2012-2013 school year. 150 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 30, 2013. A teacher survey was also conducted in May 2013. 26 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 30, 2013. Areas to target for the 2013-2014 school year are as follows:

Bullying continues to be a concern from the parents. The campus will work on continuing to inform parents and students what defines bullying. Rachel's Challenge will continue to be implemented stressing kindness and compassion. More information will be shared with parents and students on ways to report bullying. More education will be provided to students in regards to the importance of not harassing or bullying other people.

A few parents reported not feeling like the campus discusses issues with them before making decisions. The campus will work on communication with parents about upcoming CLT meetings and Parent Teacher Organization meetings. The campus will seek more parent input about decisions.

Student respect is a target area identified in both the parent and teacher surveys. The counselor will use the 6 Pillars of Character; as well as, Rachel's Challenge to provide lessons on respect.

Teachers send progress reports and report cards home to keep parents/guardians informed. Parents can also look at their students grades at anytime online using Skyward Family Access.

The BEAM mentoring program will continue to be used to pair students and community members with at-risk students. The mentors will meet with their assigned student once each week. Title 1 funds will be used to help facilitate this program.

Parent volunteers are utilized throughout the school. Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math/Science volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Attend school picnic
Parent teacher conferences
Fun Run
Health & Safety Fair
School-wide Carnival
Book Fairs / Family Reading Nights
Miler's Club

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

We will continue to have parent education nights throughout the school year. We will specifically target information about bullying, character education, and effective study habits, technology, and nutrition/healthy habits.

Parent information is shared via the GISD website, notes sent home, monthly newsletters, and the School Messenger phone service.

School Context and Organization
District Vision – Quality implementation of the TEKS every day, in every classroom, for every student.
School Mission – The mission of Nettie Baccus Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

Staff members are involved in decision making by serving on the Campus Leadership Team or Title I School Support Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is developed by central office personnel. Teachers give input through a staff survey, grade level meetings, and CLT meetings regarding funding needs.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader, as well as the grade level meetings.

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered to all grades. The Texas Early Math Inventory is administered in kindergarten, first and second grade. Voyager Math assessments are administered in third, fourth and fifth grades. Istation reading assessments and LLI reading assessments are administered throughout Grades K-5. These are all quantitative data sources.

School Culture and Climate

School culture is facilitated through teacher collaboration and parent involvement. TEAM Baccus is the theme to communicate a collaborate effort is required by all campus stakeholders. T is for teamwork. E is for excellence. A is for attitude. M is for manners. Each of these characteristics represents the type of culture that is expected. Teachers and administration work together closely to foster a positive school environment driven by high teacher expectations. Failure is not an option. The staff takes a Whatever it Takes philosophy to help students be successful. Teachers are included in campus decision making and professional learning communities are utilized to support the school mission.

Parent and staff surveys will be administered to evaluate school culture and climate in the 2013-2014 school year.

Campus Leadership Team

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, and the CLT. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Four - five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week. A total of 115 computers, 27 netbooks, 47 portable media center, 105 thin clients, and 32 interactive whiteboards are utilized. Each teacher has an LCD projector and a Smartboard. Most Smartboards have a dedicated computer. Istation, Study Island, AR, STAR, Reading Eggs, Voyager and Starfall are utilized on the campus.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate student achievement on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Istation assessments will be given to all students in grades K-5 for reading.

A staff and parent/community survey will be conducted again in April, 2014. A teacher survey will also be conducted at that time. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Parent & student feedback and participation rates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement Rachel's Challenge Activities through-out the school year	2, 6	Rachel's Challenge Committee, Principal, Vice Principal, Counselor, & Teachers	RC Kick-Off &Community Event; Chain Links				
Funding Sources: Local (199) - $150.00							
2) Provide monthly activities (Family Nights, Safety Fair, Carnival, or Music Programs) for all Baccus students & families	2, 6	Principal, Vice Principal, & Classroom Teachers	Sign-In Sheets, Parent Communication, School Calendar				
Funding Sources: Title I (211) - $1000.00, Local (199) - $800.00							
3) Arrange for Title I parent orientation meeting to provide information about Involvement, Parent Notification, Participation, etc.	6	Principal, Teachers	Parent Communication, Sign-In Sheets, Agenda, Campus Calendar	✓			
Funding Sources: Title I (211) - $200.00							
4) Provide Kindergarten Round Up for guardians to enroll students in Kindergarten	6, 7	Office Staff, GISD Public Information Officer	Public announcements, Kindergarten enrollment				
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback				
6) Provide staff training on bullying awareness,prevention and procedures.	6	Principal, AP, Counselor	Sign-in sheets, Agendas				
7) Create school unity through daily morning assembly with school songs & announcements	1, 2, 6	Principal	Morning Assembly, Student Participation, Observation, Daily Schedule, Announcement of Student Birthdays & Class with Best Weekly Attendance				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteer Hours documented in Raptor

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through a Parent Teacher Organization (PTO)	6, 10	Principal, PTO Staff Members	Agendas, Sing-In Sheets, Raptor Logs				
2) BEAM Mentor Program	6, 10	BEAM Coordinator	Sign-In Logs				
	Funding Sources: Title I (211) - $1500.00						
3) Partner with community organizations and businesses for student education & recognition	2, 10	Principal & Office Staff	Kiwanis Super Citizens & Terrific Kids Rosters/List, Certificates, Parent Notification, Kia Van Griffith Kia (Red Ribbon Week), VFD Fire Safety Week, Granbury Education Foundation, Brookshire (donations for Family Nights), H-E-B donations, Speaker's Bureau				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 25% of teachers will be trained & implementing Project Based Learning

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Certificates				
2) Administrators attend PBL Lead training from the Buck Institute	2, 4, 8	Principal, Vice Principal	Certificates				
3) Each trained staff member will develop and implement one PBL project per semester	2, 4	Early Adopter Teachers, Principal, CBP Staff	Project Overview, presentations				
4) Enlist additional teachers to attend Project Based Learning second cohort group in the summer of 2014	2, 4	Curriculum Director, Principal, & Teachers	PBL Certificate & Sign In Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: Increased STAAR scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				
2) Provide supplemental interventions to support student success	1, 2, 3, 8, 9, 10	Reading and Math Specialists and Tutors	Intervention documentation & Increase STAAR percentage scores at Phase-in 1 Level II or above for students in... All Subjects from 70% to 75% Reading from 79% to 80% Mathematics from 64% to 70% Writing from 57% to 65% Science from 78% to 80%				
	Funding Sources: Title I (211) - $5200.00, Local (199) - $6000.00						
3) Provide enrichment opportunities for identified gifted and talented students	1, 2, 3, 8, 9, 10	Tutors	Schedules &student products; Increase STAAR percentage scores at Level III Advanced for all student in... All Subjects from 10% to 15% Reading from 17% to 25% Mathematics from 6% to 15% Writing from 1% to 5% Science from 13% to 20%				
	Funding Sources: Local (199) - $1500.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: Increase number of project based learning projects

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 21st century skills (creativity, communication, critical thinking, collaboration, & communication) in all classrooms	1, 2, 3, 9	Classroom Teachers & Specialist	Increased percentage of students meeting level 3 on state assessments, Walk through data, lesson plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide flexible opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: Student survey
Increase STAAR passing rate of at-risk students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: Title I (211) - $5200.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards. Award attendance wreath to class with best attendance in school-wide assembly				
3) Provide opportunities for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products	✓			
4) Provide opportunities for students to learn about a variety of careers and importance of education/school for different careers		Counselor	School Career Fair, Schedule/agenda, sign-in sheets or Raptor log of guests				
5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	1, 2, 6, 9	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
	Funding Sources: Title I (211) - $995.00						

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities

Summative Evaluation: 100% Fitness Gram Participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment.(Fitness Gram)		PE Teacher	Fitness Gram Report				
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent Notification, School Calendar, Lesson Plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: Teacher feedback, participation & Eduphoria certificates

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology trainings for Teachers		Principal. Campus, GISD Technology Department	School Calendar, Agendas, Documented Classroom Technology Activities				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.		Principal, GISD Technology Department	Sign-in sheets, lesson plans, STAAR Chart, PDAS				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Training of all students by school counselor

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department	1, 2, 3, 4, 10	Principal, Librarian, and assigned staff	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.	✓			
2) Teachers will monitor students while on computers & in the computer lab.	1, 2, 3, 4, 10	Classroom Teacher	Computer lab schedule, observation, student computer logs/records				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software

Summative Evaluation: Student and teacher feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, projection systems, document stations, interactive whiteboards, flip cameras.)	1, 2, 9	Principal, Librarian, GISD Technology Committee	Classroom walk-throughs, PDAS, 5th grade robots & media creations	✓			
2) Teachers will use a variety of software applications to improve student performance. (Examples: Brain Pop, iStation, Think Through Math, Study Island, Imagine Learning)	1, 2, 9	Principal, Librarian, GISD Technology Department	Usage Reports,Teacher'Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective facilities and safety plan.

Summative Evaluation: Participation in all safety training topics and drills

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct regular campus facility inspections (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				
3) Implement Standard Operating Procedures (SOPs) including release procedures (identification for pick-up students & teachers escorting all students to specific bus each day).	1, 2, 6	Principal, AP, Teachers, Staff	Lesson Plans, daily teacher PM logs, BES Handbook				
4) Timely submission of campus work orders.	1, 2, 6, 10	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide student opportunities for participation in enrichment/intervention classes	1, 2, 3, 9, 10	Principal, AP, RtI Aide, Teachers	Intervention schedule, lesson plans, school calendar (early release days)				
2) Create time for campus planning, teacher collaboration and training with student early release days at the end of each grading period	1, 2, 4, 8	Principal, CLT	Agendas, School Calendar, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team (CLT) to determine and evaluate professional development needs of the campus.

Summative Evaluation: CLT agendas

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and CLT will meet on a regular basis to discuss professional development needs.	1, 2, 3, 4, 6, 8	Principal, CLT Members	Meeting Agendas, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of available resources

Summative Evaluation: Parent feedback & review of list

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Direct families needing assistance to resources within the district and community		Counselor & Vice Principal	Comprehensive list of known resources and services.				
2) Establish procedures and train all staff members on referral process for families in need of assistance	1, 2, 4, 6, 10	Principal, AP Counselor, Nurse	Documentation of SOPs, resource list, agendas, sign-in sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau

Summative Evaluation: Increase speaker from Bureau, evidence in lesson plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.		Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Baccus Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 105 0 24 000	6118 Extra Duty Stipend - Locally Defined	$7,940.00
199 E 11 6141 00 105 0 24 000	6141 Social Security/Medicare	$115.00
199 E 11 6143 00 105 0 24 000	6143 Workers' Compensation	$89.00
199 E 11 6145 00 105 0 24 000	6145 Unemployment Compensation	$16.00
	6100 Subtotal:	**$8,160.00**
6300 Supplies and Services		
199 E 11 6395 00 105 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$500.00**

Title I Personnel

Name	Position	Program	FTE
George Robinson	Math Specialist	Title I	100%
Suzan Watson	Reading Specialist	Title I	100%

Granbury Independent School District

Brawner Intermediate School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Brawner Intermediate School

Comprehensive Needs Assessment
2013-2014

Principal: Stacie Brown

Granbury ISD Vision Statement: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Granbury ISD Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Brawner Motto - The motto of Brawner Intermediate School is: ***Learning For All...Whatever It Takes!***

School Profile

Brawner Intermediate averaged approximately 400-428 students during the 2012-2013 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 15, 2013) it is anticipated that the number will remain close to 400 at the start of school in August (current prediction is 412). The breakdown per grade level is 8 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 8 sections of 5th grade (2 are bilingual).

Brawner Intermediate houses the bilingual program for the district and during the 2012-2013 school year there were 73 bilingual students. At the start of school in 2012, 261 students qualified for free or reduced price meals which resulted in 64% free and reduced percentage. While this percentage fluctuated slightly throughout the year, the year ended with 266 students receiving free/reduced meals. This was approximately 62.2%. The enrollment by ethnic background was 263- White, 132-Hispanic, 0-American Indian, 6-African American, and 5-Asian.

Thirty seven students withdrew during the 2012-2013 school year. Forty-three students entered during the 2012-2013 school year. This year the campus has about a 19% mobility rate.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With the new implementation of the state testing (STAAR), campuses this year received scores for all students at the end of May 2013 (including 2nd round admin for 5th grade reading/math). The campus scores are as follows:

3rd Reading: 90%
3rd Math: 88%
4th Reading: 78%
4th Math: 75%
4th Writing: 76%
5th Reading: 89% (including 2nd admin)
5th Math: ,86% (including 2nd admin.)
5th Science: 69%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2013), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Brawner Intermediate's scores were at or above average district averages. Subpopulation score averages revealed separate initial target areas. In general the white economically disadvantaged students had more repeatedly lower raw scores in comparison to the district average, but our bilingual students also represented a continued target area as well. The expected outcome is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus. A complete review of target areas needed for individual students will be set through campus meetings in August 2013.

Quantitative data from a variety of sources (common assessments, classroom based assessments, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of

the data sheet will be updated and given to the specialist(s), and principal each six weeks. Response to Intervention (RTI) , teacher information, and information on the data sheets will be used to identify student needs in a timely manner. In addition, student data folders will be implemented and students will be trained to track their individual data from a variety of sources. Students will work with their homeroom teacher to set goals and monitor progress. Staff will be trained on the implementation of student data folders in August of 2013.

Teacher identified struggling students will receive instruction by certified Title I tutors. The tutors will tutor the third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, etc. 3rd-5th grade Tier 2 students will receive additional interventions from the reading and math specialists paid for with Title 1 funding. Reports on progress of all Tier 2 students will be reviewed by campus caseworkers monthly and meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

At this time it is unknown if the school made AYP for the 12-13 school year, however, initial reports indicate the campus will make AYP this year. The school did not make AYP last school year in the area of reading.

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the content specialist and principal on campus. Campus "CARA" meetings (Collect, Analyze, Reflect, Act) are held after each district common assessment and benchmark in order to make action plans to address the areas of weakness revealed through the assessments reviewed.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are

tracked by the classroom teachers for all students and identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Pearson Reading, Spelling, Social Studies and Science, enVision Math and Foss/GEMS Kits for Science.

All students receive instruction in the computer lab each week. Each classroom has at least 3-4 student N-station computers with 2 full labs scheduled each week. DLP projectors and smart boards are in most classrooms and in the 4 classrooms where they are not a permanent feature, they are available for the teachers and students to use in the classrooms. Also available for check out (from the campus librarian) are 22 mini-iPads and 20 iPod touches. The Campus Leadership Team has implemented technology proficiencies which allow teachers to become proficient in target areas, thereby earning the equipment through an approved demonstration process. All teachers demonstrated proficiency in document cameras, smartboards and LCD projectors last year.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment.

Teachers and paraprofessionals attend a district wide Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS) and this year the focus will continue to be on the new state test, STAAR. Additional campus training on the STAAR will be implemented throughout the school year. Training is also provided for any new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Campus professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, bilingual, special education and economically disadvantaged students in various content areas. Target areas will be refined based upon up to date

data and trainings attended by the staff will result in presentations to highlight the sessions they attended. Several of the summer technology sessions offered will be brought back to campus and presented as "Appy Hours" where teachers learn how to integrate technology into the classrooms for student use. This year, Brawner Intermediate staff will participate in 2 in depth book studies including, PBL in the Elementary Classroom and Visible Learning for Teachers. Analysis of the books will begin during the fall of 2013. District curriculum coordinators, the District Director of Curriculum and the Director of Technology will also participate in the book studies throughout the fall semester. Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University.

All teachers on each grade level have a fifty minute planning period. The planning period is structured so that all grade level/content teachers meet during the school day to improve collaboration.
Common planning time across grade levels is also scheduled on days the students are not in attendance. Teacher teams meet with campus intervention specialists and principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2 times each year. These conferences are held to determine strengths/weaknesses and to help drive staff needs for professional development.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line.
A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students. The mentors will meet with their assigned student once each week.
Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone

Attend student performances
Attend grade level parent information meetings
Assist with the school carnival
Parent teacher conferences

The PTO and Campus leadership Team all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

Each year students are given the opportunity to participate in enrichment. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 4 sessions of enrichment, each lasting 7 weeks. Some examples of Enrichment Clubs are: Digital Dudes and Divas, Community Helpers, Emerging Engineers, etc.)

Another opportunity provided is through auditioning for the campus Musical. The musical is a spring event in which Student Council provides dinner and a show. Students present the musical on the last day of school for the students who were unable to attend.

Additional opportunities include:
Student Council (class reps and board) -Class reps are elected by class vote and the board is elected through a schoolwide election. Monthly meetings are held and students meet with community organizations in order to understand the needs of the community. Then STUCO members select several organizations to support with donations throughout the year.
Miler's Club-All students are given the opportunity to run miles on the track. Students receive medals and T-shirts for reaching their goals of 50 and 100 miles each year. Grade level totals are charted weekly during morning meeting and the status of travels across the United States (capitals) and around the globe. Lake Granbury Medical Center provides funding to support this campus effort.
Jump Rope Club-4th and 5th grade students are invited to join the campus jump rope club. This club meets 2 times weekly at 7:15 beginning in the 2nd grading period and involves members of the community and Brawner staff.

School and District Organization

Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is reviewed and allocation requests are discussed with the Campus Leadership Team.

The intervention specialists are the liaison with personnel in the curriculum department as well as with grade level teams. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal, assistant principal, counselor and specialists conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction. The results of this information also provide direction for additional professional development.

The local school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Campus Leadership Team.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader through weekly grade level team meetings.

The campus accountability rating for the 2011-2012 school year was Recognized, but with the new state accountability system connected to the implementation of the new state test (STAAR), the formal campus rating at this time is unknown. The rating will be formalized in August of 2013 and discussion surrounding the rating and updated data provided will be discussed at the staff meetings.

Information Gathered from a Variety of Sources
The State of Texas Assessments of Academic Readiness (STAAR), Benchmarks and Common Assessments are administered to all grades. BOY, MOY and EOY Universal Screener scores are also reviewed.

An employee, student, and parent survey are sources of qualitative data. The results of the employee survey identified areas in need of improvement. The purpose of the employee survey was to determine employee attitudes and perceptions. The student survey was specific to activities and preferences of previously implemented student activities. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Intermediate.

School Support Team Involvement
The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan
The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Campus Leadership Team. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation
Title I resources will be used to improve student achievement in reading, writing, math and science which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies

Common assessments, benchmarks Yearly Universal Screener results will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math STAAR test will be given in grades three, four and five. Writing will be given at fourth grade and Science will be given in fifth.

A parent/staff survey will be conducted in November of the coming school year and then again in May. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan as well as to document improvement in comparing the November 2013 data and the May 2014 data.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Parent & student feedback survey showing 80% at or above "satisfied" rating.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge	2, 6	Rachel's Challenge Committee (Principal, Counselor, Grade Level Leaders, Student Council Board)	Campus Wide Kick Off, Campus Linking Ceremonies (each grading period), Community Event.				
Funding Sources: Local (199) - $250.00							
2) Family Nights -(Reading Night-Story Wars: May the Books Be With You) -Math Night- -Science Night- -Hispanic Parent (Bilingual)	2, 6	Teachers, Specialists	Parent Communication Flyers/Sign In Sheets/School Calendar				
Funding Sources: Local (199) - $500.00, Title I (211) - $250.00, ESL/Bilingual (25) - $200.00							
3) Parent/Teacher Conferences	6	Teachers	Conference/Contact Logs				
4) Parent Orientation (Title 1 Campus Overview and Parent Notification)	6, 10	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes	✓			
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback				
6) Provide training for staff on bullying awareness, prevention and procedures, including Jenna's Law.	1, 2, 4, 9, 10	Principal, AP, Counselor	Sign in sheets, agendas				
7) Create school unity through daily morning meeting	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteers will log 75 hours of assistance for the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through parent/teacher organization	6, 10	Principal, PTO Teacher Rep	Volunteers hour logs-Raptor,agendas				
2) Provide Parent Resource Center	6, 9	Principal, Grade Level Team Leaders, Librarian, Reading & Math Specialist	Resource Roster & Check Out logs				
	Funding Sources: Title I (211) - $1888.00						
3) Partner with community organizations & businesses for student recognition. (awards, coupons, certificates)	2, 10	Principal, Teachers, office staff	-Kiwanis-Terrific kids/Super citizens rosters -6 Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF -Chick-Fil-A Parent Nights -Speaker's Bureau -Helping Hands Club				
	Funding Sources: Local (199) - $500.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 65-70% of staff trained and implementing Project Based Learning by Summer 2014.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement staff wide book study and blog of Buck Institute's book "Project Based Learning in the Elementary Grades"	2, 3, 4	All Instructional Staff	Blog, Staff Meeting Agendas/Sign In Sheets	✓			
2) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD CBP Staff	Eduphoria Teacher Training Certificates/Sign In Sheets	✓			
3) Attend PBL Lead training from the Buck Institute	2, 4	Principal, AP, Campus Specialists, GISD CBP Staff	PBL Lead Training Certificate	✓			
4) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, Early Adopter Teacher Cohort.	Documentation of presentations, Project Overviews,				
5) Enlist additional teachers to attend the 2nd cohort group in summer of 2014.	2, 4	Principal, Teachers	Eduphoria Teacher Training Certificates/Sign In Sheets				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: Brawner students will increase percentage passing by 5% in each sub-population.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data	1, 2, 3, 8, 9	Principal, Teachers, Specialists	CARA process meeting notes, action plan, calendar schedule.				
2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Campus Special Programs Coordinator(s), Principal, Teachers, Specialists, Campus certified tutors	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores				
Funding Sources: State Comp Ed (24) - $3000.00, ESL/Bilingual (25) - $250.00, Title I (211) - $8000.00							
System Safeguard Strategy 3) Utilize strategies and materials to increase ELL/LEP Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR				
Funding Sources: ESL/Bilingual (25) - $2000.00, State Comp Ed (24) - $3000.00							
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
Funding Sources: Gifted (21) - $1000.00							
System Safeguard Strategy 5) Provide additional opportunity for staff development in reading and writing strategies (Attend Abydos Literacy Conference)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers	Workshop participation certificates, staff meeting agenda for follow up training of all ELA teachers, walkthrough documentation on use of implemented strategies.				
Funding Sources: Local (199) - $750.00, ESL/Bilingual (25) - $300.00							
6) Provide additional opportunity for staff development in math problem solving strategies (Attend Creative Mathematics workshop)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers	Workshop participation certificates, staff meeting agenda for follow up training of all math teachers, walkthrough documentation on use of implemented strategies.				
Funding Sources: Local (199) - $450.00, ESL/Bilingual (25) - $450.00							

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: Level III performance in each STAAR category will improve by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century Skills in all classrooms. (Creativity, Collaboration, Communication, Critical Thinking)	1, 2, 3, 9	Principal, AP, Teachers	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage in Level 3				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide flexible opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: 70% of Brawner students will meet or exceed state progress measure standard.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategy 1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers	Bilingual Tutor Lesson Plans, Tutor Schedules, Intervention Documentation				
Funding Sources: ESL/Bilingual (25) - $3000.00							
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
Funding Sources: Local (199) - $1000.00							
3) Provide opportunity for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities

Summative Evaluation: 98% of eligible students will participate in school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment (Fitness Gram)	2, 10	P.E. Teacher	Lesson Plans/Fitness Gram Reports				
2) Implement and support Campus Wide Milers Club	2, 10	P.E. Teacher, Classroom Teachers	Documented miles charts/graphs, Number of students earning medals for 50 Miles, T-shirts for students earning 100 Miles.				
	Funding Sources: Local (199) - $250.00						
3) Community Health Fair	2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout/resource sponsors sign in.				
	Funding Sources: Local (199) - $250.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of Brawner classroom teachers will meet campus based technology proficiencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Tip Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Technology Department Staff, Campus Technology Committee	School Calendar, Sign In Sheets, documented classroom technology activities				
2) Teachers will attend GISD Technology Department summer and after school technology sessions.	1, 2, 3, 4	Principal, Technology Department	Sign In Sheets, STAR Chart and PDAS				
3) Teachers will complete campus level proficiencies on current devices and software. Proficiencies are developed by the campus technology committee	1, 2, 3, 4	Principal, Technology Committee, Teachers	Completed proficiencies and PDAS				
	Funding Sources: Local (199) - $6000.00						
4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.	1, 4	Principal, Technology Committee	Conference Training Schedule and follow up training documentation				
	Funding Sources: Local (199) - $1000.00, Title I (211)						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: All students will complete interent safety trainings required by the state.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department	1, 2, 3, 4, 10	Principal, Librarian, and assigned staff	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: Brawner teachers will utilize a variety of digital tools to enhance student learning during 80% of documented walkthroughs and observations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Fair	1, 2, 6, 8	Principal, Librarian, Technology Committee, Technology Department	Parent/Student Survey, Sign In sheets.				
2) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, projection systems, document stations, interactive whiteboards, flip cameras.)	1, 2, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, PDAS				
3) Teachers will use a variety of software applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggspress, Study Island, Rosetta Stone, Imagine Learning)	1, 2, 9	Principal, Librarian, Technology Committee	Usage Reports,Teacher'Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished							

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective facilities and safety plan.

Summative Evaluation: 100% of Brawner staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly campus facility inspection (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				
3) Create an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: Campus will provide weekly alternate schedules. (Monday-Thursday & Friday)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, AP, Instructional Intrerventionist, Teachers	Monday-Thursday Master Schedule, Friday Master Schedule, Enrichment Schedule/spreadsheet,				
	Funding Sources: Local (199) - $500.00, Gifted (21) - $500.00, Title I (211)						
2) Implement team preparation/planning and campus professional development during early release days (at the end of each grading period).	1, 2, 4, 8	Principal, AP, CLT, teachers and staff.	Sign in sheets, Agendas, District calendar				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.

Summative Evaluation: Campus Leadership Team will review professional development survey results and consider additional recommendations for further campus based professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CLT members	Minutes, Sign in Sheets, Agendas				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of resources available to Brawner Intermediate students and families.

Summative Evaluation: Maintain and update a comprehensive list of resources at least 4 times a year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources available within the district.	1, 6, 9, 10	Principal, AP, Counselor,Nurse and Teachers.	Comprehensive list of known resources and services				
2) Establish and implement campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Teachers and staff.	Resource list, agendas, sign in sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau

Summative Evaluation: Brawner will utilize the Speaker's Bureau and additional speaker resources a minimum of 20 times throughout the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speaker's Bureau to bring real world connections and enhance academic learning to students from community members.	1, 2, 3, 6, 8, 9, 10	Pricniapl, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Brawner Intermediate School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	$6,228.00
199 E 11 6141 00 108 0 24 000	6141 Social Security/Medicare	$90.00
199 E 11 6143 00 108 0 24 000	6143 Workers' Compensation	$70.00
199 E 11 6145 00 108 0 24 000	6145 Unemployment Compensation	$12.00
	6100 Subtotal:	**$6,400.00**

Title I Personnel

Name	Position	Program	FTE
Brenda Browning	Math Specialist	Title 1	100%
Lorna Cockerham	Reading Specialist	Title 1	100%

Granbury Independent School District

Mambrino School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mambrino School averages about 538 students in grades PK-5th grade, with a mobility rate of 23.4%. The campus participates in the free and/or reduced meal program at a rate of 53.8%.Of the enrollment, 4.1% of students are English Language Learners.

Demographics Strengths

Mambrino School met 2013 STAAR standards on Student Achievement, Student Progress and in Closing Performance Gaps. The campus received Distinction Designation in Academic Achievement in Reading/ELA and Mathematics. The campus also earned Distinction Designation in Student Progress. These distinctions were earned in comparison to other schools of like demographics.

Demographics Needs

Subject	All Students	Hispanic	White	Econ Disadv	Special Ed.
Reading (% met phase-in 1 Level 2)	82%	74%	85%	72%	86%
Mathematics	80%	72%	82%	71%	63%
Writing	65%	55%	70%	53%	*
Science	80%	46%	85%	69%	79%

As highlighted in red above the Hispanic sub-group needs improvement in Reading, Math, Writing and Science. The Economically Disadvantaged sub-group needs improvement in Reading, Math, Writing and Science. The Special Ed. population needs improvement in Science, Math and Reading. Overall, a strong improvement focus is needed in every sub-group in Writing.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Mambrino School will have 25% participation in family events.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge	2, 6	Principal, AP, Counselor, Campus Leadership Team	Campus-wide kickoff, chain links, community event				
	Funding Sources: Local (199) - $250.00						
2) Family Nights	2, 6	Principal, AP, Campus Leadership Team, Teachers	Sign-in sheet, communication flier and school calendar				
	Funding Sources: Title I (211) - $1663.00						
3) Parent Teacher Conferencing	6	Principal, AP, Teachers	Conference log				
4) Parent Orientation Meetings (Title 1 Campus Overview & Parent Notification)	6, 10	Principal, AP, Campus Leadership Team	Sign-in sheet, communication flier and school calendar				
5) Kindergarten Round-Up	2, 6, 10	Principal, Public Information Officer, Office Staff and Teachers	Flyers, Campus & District calendars, registration, public announcements				
6) Provide training and procedures for staff on bullying awareness and prevention.	2, 4, 7	Principal, AP, Staff	Procedures, sign-in sheets, agendas				
7) Create school unity through daily morning meeting	1, 6, 10	Principal, AP, Teachers, Students	Observation; daily schedule				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide volunteer opportunities for parent and community service

Summative Evaluation: During the 2013-2014 school year, volunteers will log at least 75 hours of assistance for the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, Teacher representative, Teachers	Sign-in sheets				
2) Strengthen home-school connections by offering cooperative school-community events: Coffee with the Principal; Math/Science Night; Reading Night; Grade level Musicals; Meet the Teacher Night and Open House	6, 9	Principal, AP, Counselor, Instructional Specialist, Teachers	Fliers; Sign-in Sheets				
	Funding Sources: Local (199) - $500.00						
3) Partner with community organizations and businesses for student recognition) (awards, coupons, certificates	2, 6, 10	Principal, AP, Teachers	Kiwanis Super Citizens awards; Kiwanis Terrific Kids rosters; Lions Club Perfect Attendance; Six Flags Read to Succeed; Braum's Reading Program; Coupons from local restaurants				
	Funding Sources: Local (199) - $4000.00						
4) Implement Customer Care throughout the campus	1, 2, 4, 5, 6	Principal, AP, Counselor, Teachers	Parent feedback				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 15% of staff were trained and are implementing PBL.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend three day training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort; GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation	✓			
2) Attend PBL Lead from the Buck Institute	2, 4	Principal, AP, Librarian, Instructional Interventionist	Training certificate through Eduphoria	✓			
3) Trained PBL staff will implement one project per semester	2, 3, 4	Principal, PBL Trainers, Early Adopters	Documentation of presentation (project overview)	◔			
4) Enlist additional Mambrino teachers for Cohort 2 PBL training in Summer 2014	2, 4	Curriculum Director, Principal, Teachers	Teacher certificate of training	◔			

✗ = Discontinue ◔ = No Progress ◔ = Some Progress ◔ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: 60% of all of the Mambrino students in grades 3-5 will improve performance by 5% according to state standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the CARA process to identify areas o of needed growth based upon common assessment and benchmark data.	1, 2, 4, 8, 9	Principal, Teachers, Instructional Interventionist and Curriculum Coordinators	Calendar, sign-in sheet, agenda				
2) Provide supplemental interventions to support student success for identified low-performing students in all sub-groups as identified in the Comprehensive Campus Needs Assessment.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Counselor, Teachers, Certified Teacher Tutors	Intervention documentation (special ed.; 504; RtI; etc.)				
	Funding Sources: State Comp Ed (24) - $4000.00, Local (199) - $10000.00, Title I (211) - $30000.00						
3) Implement 21st Century skills in all classrooms. (creativity, critical thinking, collaboration and communication)	1, 2, 3, 9	Principal, AP, Instructional Interventionist, Teachers	Walk-throughs; state assessment data; Increase in Level 3 performance on STAAR; lesson plans				
	Funding Sources: Local (199) - $1000.00						
4) Monitor and promote student growth in all academic areas utilizing small group instruction, I-Station, Study Island, Think Through Math, academic interventions and tutoring. (Combine funding: Title 1; Local & State Comp.Ed.)	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Teachers	Walk-Throughs; Reports; State Assessment data				
5) Monitor the tiers of intervention/progress to assure all students have access to the general curriculum.(Combine funding: Title 1; Local & State Comp.Ed.)	1, 2, 3, 9, 10	Principal, AP, Instructional Interventionist, Teachers, Certified Teacher Tutors	Walk-Throughs; Reports; State Assessment data				

6) Implement Guided Reading and small group Math instruction to enhance academic growth for all students.	1, 2, 3, 9	Principal, AP, Instructional Specialist, Teachers	Walk-Throughs; Lesson Plans; progress reports; report cards				
7) Implement Empowering Writers and Poetry Friday to strengthen writing across all genres.	1, 2, 3, 4, 9	Principal, AP, Instructional Interventionist, Teachers	Walk-Throughs; Lesson Plans; local and state assessments				
	Funding Sources: Local (199) - $50.00						
8) Utilize Instructional Interventionist to work with low performing students. In addition, the Instructional Interventionist will work with classroom teachers to improve instruction.	1, 2, 3, 4, 9	Principal, AP, Instructional Interventionist	Performance on local and state assessments; progress reports; report cards				
	Funding Sources: Title I (211)						
9) Classroom teachers will utilize resources to teach and promote critical thinking.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Teachers	Performance on local and state assessments				
	Funding Sources: Gifted (21) - $5852.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In 2013-14, students in grades 3-5 will increase Level III performance by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 21st Century skills in all classrooms. (creativity, critical thinking, collaboration and communication	1, 2, 3, 9	Principal, AP, Instructional Specialist, teachers	Walk-throughs; state assessment data; Increase in Level 3 performance on STAAR; lesson plans				
2) Promote high levels of academic growth for all students. (Combine funding: Title 1; Local & State Comp.Ed.)	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Counselor, teachers, certified tutors	Intervention documentation (Special Ed.; 504; RtI)				
3) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance and recognition at Honor Roll assemblies. (Combine funding: Title 1; Local & State Comp.Ed.)	2, 6, 10	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: Less than 10 students will be retained.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the CARA process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 4, 8, 9	Principal, AP, Instructional Interventionist, Teachers	Calendar; Teacher participation				
2) 5th Grade Field Trip to Granbury HS to tour Career & Technology opportunities.	1, 2	Principal, AP, Counselor,5th grade teachers, CTE Director	Improvement in attendance				
3) Monitor student progress and interventions to reduce retention.	1, 2, 3, 4, 6, 8, 9, 10	Principal, AP, Instructional Interventionist Teachers, Counselor	RtI documentation; Report Cards; Retention documentation				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible Mambrino students will participate in fitness programs through the Physical Education classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment (Fitness Gram).	2, 10	Principal, AP, PE teacher	Fitness gram report				
2) Students in 5th grade have the opportunity to view and discuss the "growing up" video selected by the district student health advisory committee.(SHAC)	1, 2, 10	Principal, AP, Counselor, Nurse, PE teacher, teachers	Parent notification letter; schedule, lesson plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of Mambrino teachers will participate in technology training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Professional development for Mambrino Staff through the GISD Technology Department, targeting resources for student learning, assessment, test bank, presentation stations, student devices and teacher tools.	2, 3, 4, 9	Principal, AP, Instructional Interventionist, teachers, GISD Technology tech trainers, Librarian	Agendas; sign-in sheets; Walk-Throughs; PDAS				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Instructional Interventionist, Teachers, Curriculum Department	Agendas; sign-in sheets; Walk-Throughs; PDAS				
3) Technology in the Classroom will be promoted and addressed throughout the school year during staff meetings and professional development.	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Instructional Interventionist, Librarian, Teachers	Agendas; Sign-In Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of the Mambrino students will participate in internet safety lessons.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in Internet Safety education training utilizing GISD Technology Department curriculum.	1, 2, 3, 4, 10	Principal, AP, Teachers, Librarian	Principal attestation; Lesson plans; reduction in violation of internet use policy	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: Mambrino teachers will utilize digital tools 75% of the time to enhance student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize a variety of digital tools to enhance student performance: interactive white board; hand-held devices; projection system; classroom computers; computer lab; software and apps	1, 2, 3, 4, 8, 9, 10	Principal, AP, Intervention Specialist, Teachers	Teacher Walk-Throughs PDAS				
2) Language arts teachers will utilize Poetry Friday (Kindle Book) to improve poetry interpretation.	9, 10	Principal, AP, Instructional Interventionist, Teachers	Walk-Throughs, Lesson Plans, Student performance on state & local assessments				
	Funding Sources: Local (199) - $50.00						
3) Students will utilize software: iStation; Rosetta Stone; AR; Study Island; Reading Eggs; Brain Pop	1, 2, 3, 7, 8, 9, 10	Principal, AP, Instructional Interventionist; Teachers	PDAS; STAR Chart; State Assessment; Useage reports				
4) Mambrino School will supplement the "ideal classroom" with technology devices for students and teachers through donation from PTO.		Principal, Technology Director, AP, Instructional Interventionist, Librarian, Teachers	Budget; Purchase Orders				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Mambrino will evaluate, improve and maintain campus safety and security.

Summative Evaluation: 100% of Mambrino teachers will participate in safety training and monthly disaster drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly facility inspection report		Principal, AP, Lead Custodian	Monthly Inspection reports Work Order completion	✓			
2) Monitor work order submission		Principal, AP, Secretary and Lead Custodian	Eduphoria work order report	✓			
3) Campus state and local safety trainings including: 10 GISD Required Trainings, Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) & Science Safety Trainings (2)	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports	✓			
4) Staff development of safe procedures (Behavior Matrix): hallway, restroom, cafeteria, classroom and playground	2, 3, 4	Principal, AP, Teachers	Lesson Plans (evidence of procedures taught) Walk Throughs	✓			
5) Implement the Mambrino safe release procedure for pick-up students and implement procedures for bus students.		Principal, AP, CLT, Teachers	Parent feedback	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate scheduling at least 27 weeks in the 2013-2014 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling. (Combine funding: Title 1; Local &State Comp.Ed.; GT)	1, 2, 3, 9, 10	Principal, AP, Instructional Interventionist, teachers	Intervention schedule Lesson Plans	✓			
2) Early release days at the end of each grading period is utilized for staff development and curriculum planning.	1, 2, 4, 5, 8	Principal, AP, Campus Leadership Team, Instructional Interventionist, Teachers	District Calendar Agendas & Sign-in Sheets	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Summative Evaluation: The Campus Leadership Team (CLT) meets a minimum of four times/year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CLT members	Minutes, sign-in sheets, agendas	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Community resources list will be updated and made available throughout the school year.

Summative Evaluation: Community resources list will be maintained and/or edited at least 3 times per year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	2, 6, 9	Principal, AP, Counselor, Office Staff, Nurse, teachers	Comprehensive list of known resources & services				
2) Establish & implement campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Office Staff, Teachers	Documentation and lists of referrals, agendas & sign-in sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau

Summative Evaluation: Mambrino staff will increase the use of the Speaker's Bureau (and other community speakers and resources) by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speaker's Bureau to bring relevant real world to community members into the classroom to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP,Teachers	Lesson Plans Sign-In documentation				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

State Compensatory

Budget for Mambrino School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 107 0 24 000	6118 Extra Duty Stipend - Locally Defined	$3,892.00
199 E 11 6141 00 107 0 24 000	6141 Social Security/Medicare	$56.00
199 E 11 6143 00 107 0 24 000	6143 Workers' Compensation	$44.00
199 E 11 6145 00 107 0 24 000	6145 Unemployment Compensation	$8.00
	6100 Subtotal:	**$4,000.00**
6300 Supplies and Services		
199 E 11 6395 00 107 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,600.00
199 E 11 6395 00 107 0 34 000	6395 Supplies, DP Operations - Locally Defined	$240.00
	6300 Subtotal:	**$1,840.00**

Title I Personnel

Name	Position	Program	FTE
Suzan Turner	Instructional Interventionist	Title 1	100%

Granbury Independent School District

Oak Woods School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.
We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.
We believe cultivating positive relationships is essential for successful learning.
We believe adaptable students who are life-long learners will be empowered to shape their world.
We believe providing an optimal environment enables each student to discover his or her full learning potential.

Oak Woods' Elementary
Comprehensive Needs Assessment
2013-2014

Vision: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Mission: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

School Profile/Demographics
Oak Woods Elementary averaged 510 students during the 2012-2013 school year. In May 2013 approximately 225 students qualified for free or reduced price meals- 45% FAR. English Language Learners is 2% and the school mobility rate is 17.1%. The enrollment by ethnic background was approximately 82% White, 15% Hispanic, and 3% other.

Student Needs/Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments resulted in an Exemplary rating for the campus. Economically disadvantaged, Hispanic and special education students are being targeted for increased performance levels in reading and math. Gifted and talented students are being targeted to increase percentages of commended. The expected outcome is school resources will improve student performance and increase parent participation.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the instructional principal and assistant principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive instruction by an instructional aide. The Rti coordinator will place first, second, third, fourth and fifth grade students in small group reading and math classes. Students in kindergarten through second grades will use Texas Early Mathematics Inventory. Kindergarten through fifth grade students will receive iStation assessments with interventions in reading.

The school made AYP this year and in previous years and met state standards.

Professional Development/Staff Quality, Recruitment & Retention
All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for technology. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Performance Based Learning will be a focus in the 2013-2014 school year. Early adopter teachers will be training in PBL concepts. Oak Woods' Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a forty-five minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students aren't in attendance.

Curriculum and Instruction
The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical team meetings. Early release dates in the school calendar will be utilized for these meetings.

STAAR, Benchmarks, iStation, Study Island Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms also have a DLP projector and Elmo document cameras. Smart boards are available for the teachers and students.

Family and Community Involvement
Teachers send progress reports and report cards to keep parents informed. Parents can also look at their student's grades at any time since the grade books are online.

Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students- GISD Speaker's Bureau
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Parent teacher conferences

The PTO and Campus Site Based Committee give parents and community members an opportunity to be involved in decision making.

School Context and Organization
Staff members are involved in decision making by serving on the Site Based Committee or the PTO executive board. The school budget is developed with the assistance of the Site Based Committee. All teachers have an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The Principal and Assistant Principal conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. A campus based team develops the plan. Teachers and parents have an opportunity to contribute by collaborating with their representative.

The campus has received recognition from the state for several years. An exemplary rating was achieved for the 2009-2010, 2010-2011 and 2011-2012 school years. The campus met state standards in 2012-2013.

Information Gathered from a Variety of Sources
The State of Texas Assessment of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered to all grades. The Texas Early Math Inventory is administered in kindergarten, first and

second grade. Study Island Math is the data source for 3rd-5th grades. In reading, iStation monthly assessments are recorded for 1st- 5th grade students. These are all quantitative data sources.

An employee and parent survey are sources of qualitative data. The results of the employee survey identified areas in need of improvement. The purpose of the employee survey was to determine employee attitudes and perceptions. Thirty seven responses were identified in a previous parent and community survey.

School Support Team Involvement
The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan
The Campus Improvement Plan is developed by the Principal, Assistant Principal and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation
School resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies
Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: A school wide survey will be administered in May 2014 with a goal of 85% satisfaction in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge	2, 6	Principal, AP, Counselor, Committee	Kick-Off, Chain Links, Monthly Celebrations, Community Event				
	Funding Sources: Local (199) - $200.00						
2) Family Nights		Reading Night Committee, Music Teacher, Principal, AP	School Calendar, Parent Communication, Sign-in Sheets				
	Funding Sources: Local (199) - $300.00						
3) Parent Orientations		Principal, AP; Grade Level Teachers (kindergarten, 1st, 2nd, 3rd grades)		✓			
	Funding Sources: Local (199) - $200.00						
4) Kindergarten Round-Up		Principal, Public Information Officer, Office Staff, Kindergarten Teachers	Copies of publicity announcements, School Calendars, Enrollment	✓			
5) Provide staff training on bullying awareness, prevention and procedures.		Principal, AP, Counselor	Sign-in sheets, Agendas	✓			
6) Create school unity through daily morning assembly		Principal	Student participation, observation, daily schedule, morning announcements.				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: Parents and community members will log 250 hours of service at Oak Woods.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through PTO.		Principal, PTO Volunteer Coordinator, Teachers	Volunteer Form, Sign-in Sheets (Raptor)				
2) Partner with community organizations and businesses for student recognition and education.		Principal, AP, Counselor, Awards Coordinator	Coupons,Certificates, Kiwanis Terrific Kids List, Kiwanis Super Citizens List, Six Flags Read to Succeed Roster, Lions Club Perfect Attendance Roster, Speakers Bureau, GVFD, GEF, HEB.				
3) Implement Customer Care		Principal, Office Staff	Survey				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of summer 2014, 50% of Oak Woods teachers will be trained in Project Based Learning.,

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute.		Principal, Early Adopter Teachers	Certificate	✓			
2) Attend PBL lead training.		Principal, AP	Certificates	✓			
3) Each PBL staff member will develop and implement one PBL project per semester.		Early Adopter Teachers, Principal, CBP Staff	Project Overview, Presentation Documentation	◔			
	Funding Sources: Gifted (21) - $6776.00						
4) Enlist Oak Woods teachers to attend PBL cohort 2 training during the summer of 2014.		Curriculum Director, Principal	Certificates, Sign-in Sheets	◔			

✗ = Discontinue ○ = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: Oak Woods will increase passing rates from 3%-7% on state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.		Principal, AP, Curriculum Specialist, Teachers	DMAC Data Sheets, Agendas, Meeting Notes, Calendar Schedule. Increase STAAR: Reading 92% to 95% Math 85% to 90% Writing 78% to 85% Science 86% to 90%				
	Funding Sources: Local (199)						
2) Provide supplemental interventions to support student success.		Principal, AP, Counselor, Program Coordinators	Intervention Documentation (Rti, sped., 504, ESL, etc.)				
	Funding Sources: State Comp Ed (24) - $4580.00						
3) Provide enrichment opportunities for all students identified as GT.		Principal, AP, Counselor, Teachers	Lesson Plans, Schedules, Student Products.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: Oak Woods will increase Level III performance from 5%-8% on state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century skills in all classrooms.(Creativity, Critical Thinking, Collaboration, Communication)		Principal, AP, Teachers	Snap Shots, Lesson Plans, Increase Level III Performance on State Assessment. Increase STAAR Level III: Reading 23% to 30% Math 25% to 30% Writing 12% to 20% Science 14% to 20%				
	Funding Sources: Gifted (21) - $3000.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of Oak Woods students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment.(Fitness Gram)		PE Teacher	Fitness Gram Report				
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent notification letter, school calendar, lesson plans.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of Oak Woods teachers will attend scheduled technology trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology "Happy Hour" trainings for Teachers.		Principal, Campus Technology Committee	School Calendar, Agendas, Documented Classroom Technology Activities				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.		Principal, GISD Technology Department	Sign-in sheets at summer workshops, lesson plans, STAAR Chart, PDAS.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: By the end of the first six-weeks of school, 100% of Oak Woods students will be trained in cyber safety training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.		Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a technology tools to improve student performance such as classroom computers, LCD projectors, document camera, interactive whiteboards, flip cameras and hand held devices.		Principal, AP, Librarian, GISD Technology Department	STAR Chart, Snap Shot Data, PDAS.				
	Funding Sources: Local (199)						
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, think Through Math, Reading Express, and Rosetta Stone to improve student performance.		Principal, AP, Librarian, GISD Technology Department	Software Usage Reports, State Assessment Data				
	Funding Sources: Local (199)						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders,

Performance Objective 1: Implement and maintain campus safety plan

Summative Evaluation: Oak Woods will complete 100% of required trainings and activities as related to school safety.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.		Principal, AP, Custodian	Completed report.				
2) Timely submission of campus work orders.		Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
3) State, Local and Campus safety trainings including 10 WC video trainings for staff, student drills and other state required trainings.		Principal, AP, District Personnel	State and local completion reports.				
4) Implement Standard Operating Procedures (SOPs).		Principal, AP, Teachers	Lesson Plans (evidence procedures taught), OW Campus Book				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: Oak Woods students and teachers will participate in flexible scheduling activities 25 weeks of the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.		Principal, AP, Rti Aide, Teachers	Intervention Schedule, Lesson Plans, School Calendar (early release days)				
	Funding Sources: State Comp Ed (24) - $1000.00, Gifted (21) - $500.00						
2) Early release days at the end of each grading period will be utilized for campus planning, collaboration and training.		Principal, CLT	Agendas, School Calendar, Sign-in Sheets				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team (CLT) to determine and evaluate professional development needs of the campus.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and CLT will meet on a regular basis to discuss professional development needs.		Principal, CLT Members	Meeting Agendas, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Implement a comprehensive list of district and community/resources available to Oak Woods students and parents.

Summative Evaluation: List will be updated and communicated at least two times a year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.		Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.		Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau

Summative Evaluation: Community speakers will be utilized at lest 10 times a year in Oak Woods classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.		Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Oak Woods School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 106 0 24 000	6118 Extra Duty Stipend - Locally Defined	$4,457.00
199 E 11 6141 00 106 0 24 000	6141 Social Security/Medicare	$65.00
199 E 11 6143 00 106 0 24 000	6143 Workers' Compensation	$50.00
199 E 11 6145 00 106 0 24 000	6145 Unemployment Compensation	$9.00
	6100 Subtotal:	**$4,581.00**
6300 Supplies and Services		
199 E 11 6395 00 106 0 34 000	6395 Supplies, DP Operations - Locally Defined	$100.00
	6300 Subtotal:	**$100.00**

Personnel for Oak Woods School:

Name	Position	Program	FTE
Nikole Hunt	Paraprofessional	State Comp	100%

2013-2014 Campus Planning Committee

Committee Role	Name	Position	Signature
Business Representative	Mike Moore		
Classroom Teacher	Lori Bramlett		
Classroom Teacher	Marcia Hamilton		
Classroom Teacher	Laura Meek		
Classroom Teacher	Kim Rains		
Classroom Teacher	Denise Sillevent		
Classroom Teacher	Suzy Tabor		
Classroom Teacher	Kristen Thigpen		
District-level Professional	Trisha Suitt	Curriculum Coordinator	
Non-classroom Professional	Donnie Cody	Principal	
Parent	Robyn Green		

Campus Funding Summary

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Poster, Videos, Card Stock, Rachel's Challenge Resource Book		$200
1	1	2	Activities Supplies		$300
1	1	3	PowerPoints, Hand-Outs		$200
2	2	1			$0
3	3	1			$0
3	3	2	District Purchased Software		$0
				Sub-Total	$700
State Comp Ed (24)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Instructional Supplies, Mentoring Minds Workbooks		$4,580
5	1	1	Rti Aide		$1,000
				Sub-Total	$5,580
Gifted (21)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Supplies, Travel		$6,776
2	3	1	Fees, Dues, Supplies, Travel		$3,000
5	1	1	Fees, Travel, Materials, Supplies		$500
				Sub-Total	$10,276
				Grand Total	$16,556

Granbury Independent School District

Roberson Elementary School

2013-2014 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Emma Roberson Elementary
Title I Needs Assessment 2013-2014

Vision – Quality implementation of the Texas Essential Knowledge and Skills (TEKS) every day, in every classroom, for every student.
Mission – The mission of Emma Roberson Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

School Profile
Emma Roberson Elementary averaged approximately 525 students during the 2012-2013 school year. In May, 2013, 362 students qualified for free or reduced price meals which resulted in an increase to 65.6% FAR. The enrollment by ethnic background was 344 White, 194 Hispanic, 1 African American, 3 American Indian and 3 Asian. The number of students that withdrew during the 2012-2013 school year was 59 and 101 students entered.

Student Needs
Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was comparable to the district levels of other elementary schools in our district (we are linked with Brawner Indermediate). The attached STAAR documentation is a snapshot of data that illustrates student achievement. The data revealed that Low SES students still need to be targeted. All three grade levels were at or slightly above the district average this year which supports our efforts toward student improvement. All scores increased, especially third grade reading and math. Telpas data revealed adequate student progress in all rated areas. No students were exited from the LEP program this year, however 3 students' parents denied the program. The IPT testing continued with new entering students and all students at the end of the year. All targeted students showed improvements on end of year IPT.

The expected outcome is that Title I resources will continue to improve student performance and increase parent participation until the achievement gap is closed and then continue support to maintain student academic success.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the intervention specialist, math/reading specialists, counselor and principal each six weeks. The principal keeps those data sheets until the students exit Emma Roberson Elementary and then passes them on to Brawner. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive instruction by intervention specialist, math/reading specialists, or certified Title I tutors. Low performing math students in kindergarten

through 2nd grade will receive campus planned interventions. Low performing students in reading will be tutored by intervention specialists with individual education plans. Kindergarten, first and second grade students will receive I-station and DRA assessments with interventions in reading and TEMI assessments with interventions in math. Writing deficits are addressed individually through teacher and RtI committee interventions.

The school made AYP this year and in previous years.

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialists on campus.

STAAR, Benchmarks, I-station Assessments, DRA Assessments, TEMI Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district adopted Harcourt Health and Fitness, Journeys Reading, Spelling, Scott Foresman Social Studies and Science, Envision Math and Foss Kits for Science. Empowering Writing will be added to our curriculum for Pk-2 writing. Teachers are currently being provided that professional development.

All students receive instruction in the computer lab each week. Pre-kindergarten, kindergarten and 1st grade classrooms have 5 student L300 computers, grade 2nd grade has a combination of 5 L300's and 5 mini-laptops in each room. The classrooms also have a DLP projector and a smart board for the teachers and students. Mobile devices available to students was increased to 28 including ipods and various tablets. Increased technology will continue to be added as new hardware is developed. Implementation of Cublets and LEGO systems are planned for student introduction to robotics for the 2013-14 year.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. PBL and Empowering Writing. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Pre-kindergarten, kindergarten, first and second grade teachers will receive on campus technology training in monthly. Training will be provided by Shelley Statler and the campus technology team. Teachers in all grades will receive additional training in iStation, TEMI, DRA, and Empowering Writing as needed. The district is adding Google Docs and teachers will be trained by district and campus trainer-of-trainers during the 2013-14 year.

All staff members received training in Capturing Kids Hearts. New staff members will receive the training as needed. The assistant principal and counselor will attend training on discipline with specific training on bullying.

Emma Roberson Elementary participates in the Effective Schools Project at Tarleton State University which provides targeted professional development throughout the year.

All teachers have split team planning during their conference period and team planning available at the end of the instructional day. The common planning time allows them to meet and collaborate during the school day.
Common planning time across grade levels is scheduled on days the students are not in attendance and after school.

Family and Community Involvement
Teachers send progress reports and report cards to keep parents informed. Parents can also monitor their student's grades at anytime through the online Family Access.
A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students. The mentors will meet with their assigned student once each week.
Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Assist with the school carnival
Parent teacher conferences

The PTO and Site Based Committee all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

A "Parent Center" is maintained for parents to learn skills to assist their child's academic needs at home. Technology assistance through computers, iPads and iTouches along with take home activities are available in this center. Increased awareness is needed to inform parents of opportunities available in the parent center. Parents will be given a tour of the parent center after attendance at their first RtI meeting. Teachers will also be able to refer parents to the IS's for resource assistance.

Research on a mobile device app for the school is currently being researched.

School and District Organization

Staff members are involved in decision making by serving on the Site Based Committee. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by the School Support Team.
The intervention specialist meet with personnel in the curriculum department each week and meet with grade level teams each week. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RtI) is a collaborative process. RtI will be the process that will be used to identify students who are not making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal and assistant principal share responsibilities for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal, assistant principal, counselor and intervention specialist will conduct classroom snapshot visits. The information will be collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus has been rated Recognized for several years. An Exemplary rating was achieved for the 2008-09 school year. Now linked to Brawner Intermediate School, the

last rating was Recognized for 2010-11. New STAAR testing accountability is still unknown at this time.

Information Gathered from a Variety of Sources
Benchmarks and Common Assessments are administered at to all grades. DRA, iStation and the Texas Early Math Inventory is administered in kindergarten, first and second grade. These are all quantitative data sources.

A parent survey served as a source of qualitative data. The results of the survey indicated a need for awareness and education regarding bullying and respect. This issue, along with continued improvements to communication will be addressed by the Campus Improvement Site Based Committee.

Follow-up survey's will be conducted by the campus in the absence of a district wide survey.

Campus Improvement Plan
The Campus Improvement Plan is developed by the principal, assistant principal, intervention specialist and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation
Title I resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies
Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with DRA and iStation assessments.

A staff and parent/community survey will be conducted in October and March. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: EES school survey will show 90% satisfactory in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge	2, 6	Principal, AP, Counselor	Kick-off, chain links, Community Event				
	Funding Sources: Local (199) - $500.00						
2) Family Nights, Hispanic Family Night w/ Brawner	2, 6	Enrichment Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Funding Sources: Local (199) - $1000.00						
3) Parent/Teacher Conferences	6	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification)	6, 10	Principal, Teachers	Parent Communication Flyer, Sign In Sheets				
5) Kindergarten Round-up and pre-school visits	7	Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
6) Provide training for staff on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principal, AP, Counselor	Sign in sheets, agendas				
7) Create school unity through daily morning announcements.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: EES volunteers will log at least 175 hours of service throughout the 2013-14 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, PTO Teacher Representatives	PTO Sign-In, Agendas, Raptor Sign-In				
2) Provide Academic Parent Center	6, 9	Principal, Intervention Specialists	Parent Raptor Log In, Resource Log				
	Funding Sources: Title I (211) - $1663.00						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates)	2, 6, 10	Principal, teachers, office staff	Kawanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Book-It Show Biz Honor Roll/Attendance Chick-Fil-A Honor Roll Roster Spring Creek Parent Nights Fire Dept Speaker's Bureau GEF Kroger				
	Funding Sources: Local (199) - $1000.00, Local (199)						
4) Implement Extensive Customer Care	1, 2, 4, 5, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of summer 2014, 60% of EES teachers will be trained in implementing PBL.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Eduphoria Training Completion Certiaficate	✓			
2) Attend PBL Lead Training from the Buck Institute	2, 4	Principal, PBL Trainers, Early Adoptor Cohort	PBL Lead Training Certificate	✓			
3) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, Early Adopter Teacher Cohort.	Documentation of presentations, Project Overviews	◔			
4) Staff wide book study of PBL in the Elementary Grades	2, 4	Principal, Intervention Specialists	Blogs, Agendas, Sign In Sheets	◔			
	Funding Sources: Title I (211) - $425.00						
5) Enlist additional teachers to attend 2nd Cohort Group in Summer of 2014.	2, 4	Principal, Teachers	Eduphoria Training Completion Certificate, Sign In Sheets	◔			

✗ = Discontinue ◔ = No Progress ◔ = Some Progress ◔ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: In the 2013-14 school year, EES students in grades K-2 will increase state performance by one set. (TELPAS)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 3, 8, 9	Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets				
2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9, 10	Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log				
	Funding Sources: State Comp Ed (24) - $1560.00, State Comp Ed (24) - $8999.00						
3) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
	Funding Sources: Gifted (21)						
4) Utilize strategies and materials to increase ELL/LEP Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Funding Sources: ESL/Bilingual (25) - $3616.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2013-14 school year, EES students in grades K-2 will have a passing rate of 70% or show a 10% improvement on all benchmark assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration).	1, 2, 3, 9	Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks,				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: In the 2013-14 school year, EES students will log tutoring hours depending on RtI level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI and LEP students.	1, 2, 3, 6, 8, 9, 10	AP, Intervention Specialists, ESL Teachers, Bilingual Tutor	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: Title I (211) - $6000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Funding Sources: Local (199) - $1200.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible EES students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Lesson Plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of EES teachers will meet campus based technology proficiencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology "Happy Hour Training" for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee	School Calendar, Agendas, Documented Classroom Technology Activities				
2) Teachers will attend GISD technology department's summerand after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms. .	1, 2, 3, 4, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, STAR Chart and PDAS				
3) Teachers will complete campus level proficiencies developed by the technology committee on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers	Completed Proficiency Documentation and PDAS				
	Funding Sources: Local (199) - $3000.00						
4) Principal and Technology Committee Chairperson will attend the TCEA Conference and train campus on new technology.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
	Funding Sources: Local (199) - $2000.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of EES students in K-2 will complete digital safety training during the 2013-14 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department curriculum	1, 2, 3, 4, 10	Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: EES teachers will use technology during instruction, daily, 100% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	STAAR Chart, Walk Through Data, PDAS				
Funding Sources: Local (199) - $4000.00, Title I (211) - $3000.00							
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express, Rosetta Stone to improve student performance. Imagine Learning added for RtI Supplement.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
Funding Sources: Title I (211) - $1500.00							

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective safety plan.

Summative Evaluation: 100% of the EES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.	1	AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.	1	Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Create an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2013-14 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, Counsenlor, Intervention Specialists, Teachers	Intervention schedule, lesson plans, school calendar				
	Funding Sources: Title I (211) - $11708.00, Title I (211) - $21637.00, Gifted (21) - $3542.00						
2) Early release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 5, 8	Principal, AP, Intervention Specialists,Teachers	Sign in sheets, agendas, district calendar				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Summative Evaluation: 100% of professional development will reflect the needs of the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and campus leadership team will meet regularly to address the needs of the campus.	1, 2, 6, 8	Principal and elected teacher representatives.	Sign in sheets and agendas				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of resources available to Emma Roberson students and families.

Summative Evaluation: EES counselor will maintain and edit a comprehensive list of resources for families at least twice during the 2013-14 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 2, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.	1, 2, 4, 6, 7, 10	Principal, Counselor, Nurse	Sign in sheets, agendas, resource list, referral log				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau.

Summative Evaluation: EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2013-14 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the speaker's bureau to bring real world community members into the classroom to enhance academic learning. (Career Day)	1, 2, 3, 6, 8, 9, 10	Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

State Compensatory

Budget for Roberson Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	$7,784.00
199 E 11 6141 00 104 0 24 000	6141 Social Security/Medicare	$113.00
199 E 11 6143 00 104 0 24 000	6143 Workers' Compensation	$87.00
199 E 11 6145 00 104 0 24 000	6145 Unemployment Compensation	$15.00
	6100 Subtotal:	**$7,999.00**
6300 Supplies and Services		
199 E 11 6395 00 104 0 24 000	6395 Supplies, DP Operations - Locally Defined	$2,060.00
199 E 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$2,560.00**

Title I Personnel

Name	Position	Program	FTE
Melannie Ferguson	Intervention Specialist	Title I	100%
Stacie Voss	Intervention Specialist	Title I	100%
Tara Stephens	Intervention Specialist	Title I	100%

Granbury Independent School District

Acton Middle School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

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

Value Statement

AMS BELIEVES IN.....

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

An increased focus on student attendance
Additional training for intervention methods
Be able to target all student groups to have them College and Career Ready-monitoring

Demographics Strengths

Reflections on Common Assessment
Hispanic Partnership
Parental Support
Academic Growth across sub-pops

Demographics Needs

Additional support ESL students in writing
Additional intervention methods
Improved Attendance
Time for teacher collaboration

Student Achievement

Student Achievement Summary

Focus on Reading for 6th grade
Focus on RTI Intervention Improvement
Partner with familiies to improve attendance.

Focus on ESL writing for 7th grade

Student Achievement Strengths

State Assessment above State Levels
State Assessment Increases Yearly
Special Populations have increased
Professional and Willing teachers

Student Achievement Needs

6th grade for Reading Improvement
More tools for RTI interventions
Attendance for students struggling

7th grade ESL writing

School Culture and Climate

School Culture and Climate Summary

Training for at-risk students and teachers to over-come the non traditional student

All classes be relational and empathetic to all students needs
Bullying training for all staff to support students

Continue to promote and educate the AMS Belief Statement

School Culture and Climate Strengths

Belief Statement - We live it
Capturing Kids Hearts
Teachers supportive of one another
Rachel's Challenge
Cyber Bulling Awareness
Advisory Support for Students
Online Bully Reporting
Outdoor Learning Center Grants Funded

School Culture and Climate Needs

Fitness and Wellness strategies
More opportunities for at-risk students
Interventions to Bullying
New staff trained with Rachel's Challenge

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are in need of additional training for varied instructional strategies
Differentiation training for teachers
Funds provided to support professional development for teachers
All staff trained in PBL
Space out time for collaboration with Professional Development

Staff Quality, Recruitment, and Retention Strengths

Quality Instruction with strong alignment
Proven Assessment results
Students encouraged to advance
Strong alignment with teachers
Excellent support district wide with scope and assessments
Proven Training for staff support

Staff Quality, Recruitment, and Retention Needs

More Professional Development
Opportunities for additional certifications
Training for new state assessments
Clear understanding of new accountability system
Balance with scope and PBL
Continued Technology training and support

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Emphasis on PBL and new tools
Provide intervention times for ELA & Math
Create training session for math teachers to be effective with new approach
Re-Create guidelines for Advisory for time

Curriculum, Instruction, and Assessment Strengths

Effective Curriculum at AMS
GTT is a great experience for kids
high school credits at MS level is a bonus
Molina Training
PBL and Scope are in place

Curriculum, Instruction, and Assessment Needs

support for staff with stuggling students
More teacher collaboration
Knowing the new accountability system
Working in the spirals to utilize as review and new information

Family and Community Involvement

Family and Community Involvement Summary

Support from school community for new outdoor learning center
Provide information sessions for parents to be more informed
consider online videos to send to families for information
Academic Advising for students and parents with more venues
Continue to promote our Hispanic Partnership Dinners

Family and Community Involvement Strengths

PTO Involvement
Parent Support
School Messenger System for info
Online Skyward Grading System

Family and Community Involvement Needs

More family partnerships
improved communication from programs
time for more teacher/parent conferences
More Information sessions for parents

School Context and Organization

School Context and Organization Summary

Possibly move to one calendar for entire staff
hire quality staff to help lead and guide students daily
continually work to enhance communication from school to home in all programs
AMS Leadership Team provide support for all staff in all areas of school programs

School Context and Organization Strengths

AMS Belief Statement
Communication from school to home
Leadership & Decision Making Processes
Strong Teachers

School Context and Organization Needs

Duty Rosters for school safety
specific programs improve communication
streamline calendar and weekly agenda communication

Technology

Technology Summary

Additional inservice days devoted to Technology
Open additional computer labs for classes
Keep a tech equipment replacement schedule plus additional funding needed
Collaboration time for lesson design

Technology Strengths

Technology Department
Equipment upgrades
Available Equipment
Technology Training Opportunities

Technology Needs

Diverse use of technology from teachers
lessons developed for technology
more technology training for teachers
Time to develop and implement

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Summative Evaluation: Survey results will show over 90% satisfaction with their AMS experience.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Hispanic Heritage dinners - promote school and home connection with Hispanic families	Principal, ESL & Spanish Teachers	Hispanic family involvement				
	Funding Sources: ESL/Bilingual (25)					
2) Capturing Kid's Hearts - promote relationship building between students and staff	Principal, Teachers	Student Survey; Discipline Report; Reality Check Survey				
	Funding Sources: Local (199)					
3) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	Teachers	Notice of Parent Meeting; Parent Participation				
	Funding Sources: Local (199)					
4) Develop and implement character education curriculum	Counselors, Principals, Teachers	Lesson Plans; Safe Environment				
	Funding Sources: Local (199)					
5) Behavior Objective posted campus-wide each six weeks	Principals	Agenda Page; Building of Respectful Relations				
	Funding Sources: Local (199)					
6) TEEN Leadership classes offered to all 7th grade students	Teachers, Admin	Lesson Plans; Report Cards, Discipline Data				
	Funding Sources: Local (199)					
7) Crime Stoppers Club	Asst Principal	Crime reports being turned in; Discipline Report				
8) Perfect Attendance Awards	Asst Principals; Attendance Clerk	Six Weeks Attendance Data				
9) Honor Roll Awards	PEIMS Clerk	Student's Grade improvement				
10) Teacher of the Month	Principal, Secretary	Certificate & gift card presented to teacher				
	Funding Sources: Local (199)					

11) Principal Updates sent by School Messenger emails and Reminder 101	Principal, Secretary	School Messenger Reports; Positive Communication				
	Funding Sources: Local (199)					
12) Student/Parent Handbook	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: The staff at AMS will maintain positive home/school relationships.

Summative Evaluation: Survey results will show over 90% satisfaction with school to home relations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Rachel's Challenge-FOR Club; 1 of RC objectives each 6 weeks posted in the hallways & put on announcements.	Principals	Safe Environment; Acts of Kindness; more Pirate Pride Awards; FOR Club meets on a regular basis				
	Funding Sources: Local (199)					
2) Pirate Camp and Open House	All Faculty	Smooth transition, relationships; Sign In Sheets				
	Funding Sources: Local (199)					
3) Parents will serve on CAC	Principal, Secretary	Positive Relations; Sign In Sheets				
	Funding Sources: Local (199)					
4) "Team Dadz" monthly on duty with students	Principals, Secretary	Positive Relations; Attendance of dads				
	Funding Sources: Local (199)					
5) FCA-Fellowship of Christian Anybodies	FCA Sponsors	Student Relations; Sign-In Sheets				
6) Student Council	Student Council Sponsor	Monthly Meetings;Communication; Positive Relations				
7) Acton Middle School will only interview highly qualified applicants.	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
	Funding Sources: Local (199)					
8) Customer Care training of all office staff: Greet visitors with, "It's a great day at AMS, how may I help you?"	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
9) Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	Parent and student survey; observation				
10) Develop and Review servant leadership plan with staff members	Principal and Assistant Principals	Parent and student survey; meeting agenda				

11) Librarian will post announcements on channel 48 during advisory. Occasionally staff & students may record special announcements.	Librarian, Staff & Students	Improved Communication				
	Funding Sources: Local (199)					

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: All student populations will engage in high rigor curriculum and instruction daily.

Summative Evaluation: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Target College Readiness standards for all students	Principals, Counselors, Teachers	College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data				
	Funding Sources: Local (199)					
2) Academic Advising for all students	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
	Funding Sources: Local (199)					
3) Scope & Sequence and Common Assessments focus teachers on TEKS	Curriculum Dept	Scope &Sequence; Guaranted & Viable Curriculum				
	Funding Sources: Local (199)					
4) CARA Meetings - teachers monitor data from CA's to look for areas of weakness	Teachers, Curriculum Department	CA Data &Reflection Forms;Teacher growth & collaberation				
	Funding Sources: Local (199)					
5) SIOP strategies used in classrooms, posting TEK and ELP objectives on board	Teachers, Admin	Benchmarks; Walkthrough Data				
	Funding Sources: Local (199)					
6) Professional Development for Teachers to teach effectively	Principal; Curriculum Department	Discipline Referral data &student academic scores; STAAR Data, Report Cards				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Frequent monitoring of student progress

Summative Evaluation: 90% of students will meet or exceed state minimum standards.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Differentiated instruction in the classroom.	Teachers	Student Achievement; Teacher Growth				
2) AP Spanish	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
	Funding Sources: Gifted (21)					
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Raise standards and student competency in all CTE programs.

Summative Evaluation: CTE Courses will be 90% full capacity each year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Project Lead the Way (Gateway to Technology) implementation	Principal, PLTW Teachers	Teacher Training, Student Participation; Math/Science Growth				
	Funding Sources: State Comp Ed (24) - $7500.00					
2) Participate in Recruiting Events for GHS CTE Courses	Principal, PLTW Teachers	Student Enrollment Data				
	Funding Sources: CTE (22)					
3) Participation in Career Explorations course for 7th grade.	Principal	Student Enrollment Data				
	Funding Sources: CTE (22)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Student time on task will be increased to maximize learning opportunities.

Summative Evaluation: Students will be engaged 90% of classroom learning time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) AMS Theatre Arts department presents annual musical	Theatre Arts Teacher	Musical Performance; Musical Attendance				
2) Provide effective instructional leadership	Principal and Assistant Principal	Faculty Survey; STAAR Results				
3) Summer Conference instruction will be used to improve classroom learning.	Superintendent and Curriculum Director	Sign In Forms				
4) Horizontal and vertical team meetings	Principal	Meeting Agendas; Curriculum Coordination				
5) Project Based Learning training for staff with PBL opportunities	Principal	Final presentation of projects.				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: AMS will continue to develop technology skills for 21st century learners.

Summative Evaluation: AMS Technology Committee will have 90% committee attendance monthly.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Participation in Emerging Principles of Technology course for 7th grade.	Principal	Student Enrollment Data				
	Funding Sources: Local (199)					
2) Technology Committee Meetings monthly	Principal	Meeting notes and action plans				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Teachers will be competent in technology TEKS and the integration of technology into the curriculum.

Summative Evaluation: PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Librarian as media specialist to support classroom technology.	Librarian	Use of technology labs and number of devices checked out for student use.				
	Funding Sources: Local (199)					
2) Technology professional development	Principal	Use of technology in the classroom with students				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: AMS will implement Safety Procedure Training

Summative Evaluation: All AMS Staff will complete the required safety trainings annually. (100%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Fire and Bad Weather Practice Drills	Asst Principals, Teachers	AMS student knowledge of emergency plan				
	Funding Sources: Local (199)					
2) Signs throughout building with teacher's names and room numbers	Office Staff	User Friendly Hallways				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: Acton Middle School facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.

Summative Evaluation: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Requests for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Completion of Requested Repairs				
2) The budget planning process will be used to address facility improvements.	Principal and Secretary	Budget Process				
	Funding Sources: Local (199)					
3) Review facilities improvement plan each semester	Principal and Head Custodian	Request for Maintenance Completed				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Develop and implement an effective plan to improve the academic performance of all students.

Summative Evaluation: STAAR results will reflect 90% or higher in all areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	PEIMS Clerk, Counselors, Principal, Teachers	7 Period Day Schedule; STAAR & Common Assessment Data				
	Funding Sources: Local (199)					
2) Maximize Instructional Days - even when early dismissal schedule	Principal, Teachers	STAAR/CA Data; Instructional Time				
	Funding Sources: Local (199)					
3) Science & History Review days (all 8th grade students involved) right before STAAR	Principal, Sci/Hist Teachers	Schedule of Student Rotations; STAAR Data				
4) Advisory Time 5 days a week for all students	Teacher	Student academic data and RTI Data; STAAR Data				
	Funding Sources: Local (199)					
5) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials				
6) Team Building Breakfast-Monthly	Principal	Faculty well-informed &trained; Communication; Positive Relations				
	Funding Sources: Local (199)					
7) Implement Hallway Meetings	Principal	Staff participation; grade level events				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Provide Instructional help to all students in all content areas.

Summative Evaluation: STAAR results will reflect 90% or higher in each sub-population and program area.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Study Island (computer program) - used to focus on individual objectives per student	Teachers	Weekly Usage Report; Lesson Plans; Report Cards				
	Funding Sources: Local (199)					
2) Brain-Pop (computer program) - used for STAAR-type questions in the classrsoom	Teachers	Lesson Plans; Report Cards				
	Funding Sources: Local (199)					
3) RTI Intervention-struggling students assigned to an intervention teacher/mentor	Counselors, Teachers, Assistant Principal	Numbers of RTI Students; Report Cards; STAAR/CA Data				
	Funding Sources: State Comp Ed (24)					
4) Create an Outdoor Learning Center at Acton Middle School	Principal, Teachers	Usable learning center; teacher use				
5) Strive for and maintain viable library services.	Librarian	Number of classes meeting in library; Library Rating				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: All staff members will maintain open communication and develop relationships to create a safe and orderly environment.

Summative Evaluation: Survey results from students will reflect 90% or higher they feel safe at AMS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Counselor Lunches with Students	Counselors	RTBI Meetings;Discipline Report				
	Funding Sources: Local (199)					
2) School Messenger-daily attendance calls & event information	Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
	Funding Sources: Local (199)					
3) Parent/Teacher Conferences	Teachers	Sign-In Reports Attendance; Positive Relations				
4) PTO	PTO Board; Principal	Sign In Sheets				
5) Boy's & Girl's Athletic Booster Clubs	Athletic Coordinator	Positive Relations				
6) AMS & Teacher Websites/Blogs	Teachers	Periodic Updates				
	Funding Sources: Local (199)					
7) Teacher Emails and phone calls to parents	Teachers	Teacher Documentation; Positive Relations				
	Funding Sources: Local (199)					
8) Skyward Family Access - posting grades weekly for parent and student information	Teachers	CA's &Benchmarks; Parent Involvement				
	Funding Sources: Local (199)					
9) Communicate guidelines to staff members.	Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
10) Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	Decisions will be in compliance with TEA and Other State Policies				
11) Provide information to staff members to help them identify and report children who experience abuse.	Counselors and Teachers	Record of Reports to CPS; Meeting notes				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: The budget for Acton Middle School will provide adequate resources to meet all instructional needs.

Summative Evaluation: AMS Department Heads will collaborate to help allocate funding based on campus and student need.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develop a budget for the 2014 - 2015 school year	Principal, Department Heads, and Site Based Committee	Completed Budget; Adequate Resources for Instructional Program				
	Funding Sources: Local (199)					
2) Monitor and Maintain appropriate and efficient expenditures	Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
	Funding Sources: Local (199)					
3) The majority of the budget will focus on instructional programs.	Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
	Funding Sources: Local (199)					
4) Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	Salary Schedule; Number of Resignations				
	Funding Sources: Local (199)					
5) Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	Parent and student survey; Observation				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 1: Students will be given an opportunity to participate in Fine Arts programs.

Summative Evaluation: Fine Arts programs will maintain 90% capacity student enrollment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.	Theatre Arts Teacher	Student Participation				
	Funding Sources: Local (199)					
2) Choir Students will perform in numerous concerts, as well as, competitions.	Choir Teachers	Choir Schedule; Competition Results				
	Funding Sources: Local (199)					
3) Art students will be given the opportunity to enter their work in the Quad County Art Show.	Art Teacher	Art Schedule; Art Show Results				
	Funding Sources: Local (199)					
4) Band students will perform in numerous concerts, as well as, competitions.	Band Teachers	Band Schedule; Competition Results				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 2: Students will be given the opportunity to participate in academic activities.

Summative Evaluation: Each UIL academic entry will be filled with students and alternates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) A number of scholastic activities are available including: Spelling Bee, Geography Bee, Mathcounts, Academic UIL Competition.	Sponsors/Coaches	Participation; Activity/Project Results				
	Funding Sources: Local (199)					
2) Other events are Science Fair, History Fair (District, Area, Regional, State).	Science & History Teachers	Student Participation and Science/History Fair Results				
	Funding Sources: Gifted (21)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 3: Students will be given the opportunity to participate in various clubs & organizations.

Summative Evaluation: Each club and organization will maintain 90% attendance with students involved.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will be given the opportunity to create the AMS Yearbook.	Yearbook Sponsor	Scheduled Deadlines; Final Product				
	Funding Sources: Local (199)					
2) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc)	Club Sponsors	Club Involvement				
	Funding Sources: Local (199)					
3) Students will be given the chance to perform in the annual Spring Talent Show.	Theatre Arts and Choir Teachers	Participation; Show Performance				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 4: Students will be given the opportunity to participate/try out for various athletic organizations.

Summative Evaluation: Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students are offered the opportunity to participate in organized sports through the athletic department.	Coaches, Athletic Director	Schedule, Participation				
	Funding Sources: Local (199)					
2) Female students are given a chance to try out for cheerleader each year.	Cheer Coach	Schedule, Practice, Final Results				
	Funding Sources: Local (199)					
3) Female students are given the opportunity to participate in 8th Dance Class.	Stowaway Coach	Schedule, Practice, Student Development				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Acton Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$4,865.00
199 E 11 6117 00 042 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$98,868.00
199 E 11 6141 00 042 0 24 000	6141 Social Security/Medicare	$1,434.00
199 E 11 6142 00 042 0 24 000	6142 Group Health and Life Insurance	$5,370.00
199 E 11 6143 00 042 0 24 000	6143 Workers' Compensation	$1,310.00
199 E 11 6144 00 042 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,858.00
199 E 11 6145 00 042 0 24 000	6145 Unemployment Compensation	$97.00
199 E 11 6146 00 042 0 24 000	6146 Teacher Retirement/TRS Care	$2,395.00
	6100 Subtotal:	**$120,197.00**
6300 Supplies and Services		
199 E 11 6395 00 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 E 11 6395 GW 042 0 24 741	6395 Supplies, DP Operations - Locally Defined	$6,000.00
	6300 Subtotal:	**$6,500.00**
6400 Other Operating Costs		
199 E 13 6411 00 042 0 24 000	6411 Employee Travel	$120.00
199 E 13 6411 GW 042 0 24 741	6411 Employee Travel	$1,500.00
	6400 Subtotal:	**$1,620.00**

Personnel for Acton Middle School:

Name	Position	Program	FTE
Courtney Lever	Teacher	State Comp	17%
Dayna Morgan	Teacher	State Comp	17%
Jeri Dewberry	Teacher	State Comp	17%
Jon Allen	Teacher	State Comp	67%
Mary Cutlip	Teacher	State Comp	67%
Michelle Jackson	Teacher	State Comp	17%
Scott Carpenter	Teacher	State Comp	67%

Granbury Independent School District

Granbury Middle School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

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

Vision

The vision for Granbury Middle School is that it will meet the needs of Twenty First Century Learners and equip all of its students with the tools needed to be productive citizens who are able to: think critically, be problem solvers, collaborate with others in a team effort, and be effective communicators.

Value Statement

All Granbury Middle School staff believe that each student on campus is capable of learning and is provided with the opportunities and resources necessary to be successful.

Comprehensive Needs Assessment

Demographics

Demographics Summary

GMS will provide school supplies to those students in need, provide instructional interventions to our at-risk students and students who are not achieving or showing academic progress, and provide before/after school tutoring for students who need the extra support.

Demographics Strengths

GMS has a diverse population of students that include those that are: Hispanic, Limited English Proficient, ESL, and Economically Disadvantaged. This diversity creates a culture of acceptance of all students regardless of their background.

Demographics Needs

A majority of the students lack the finances to provide basic supplies such as backpacks, paper, and pens/pencils. Many have working parents and do not have extra support at home to help them in their academics. The ESL/LEP students also require extra language support at home since English is not spoken at home.

Student Achievement

Student Achievement Summary

GMS will use Title I funds to provide two staff members to be Academic Interventionist during the school year: one for Math and one for English Language Arts. The Interventionists will collaborate with teachers to identify students in need and to create specific plans to address their needs.

GMS will also provide after school tutoring at least once a week for students who are not showing academic progress, are failing, and/or are in need of extra assistance. The Title I funds will be used to pay for tutors and for snacks for students.

Student Achievement Strengths

Students showed some improvement in 7th Reading, 7th Math, 8th Social Studies, and 8th Science. Eighth grade students who took Algebra I had 100% pass rate and those who took English I Reading scored 95% Satisfactory and English Writing was at 80% Satisfactory.

Student Achievement Needs

Academic Data shows students' scores are lower than the district scores and most schools which are comparable to us in reading, writing and math across the three grade levels: sixth, seventh, and eighth. Academic Data also shows the number of Whites in our population are under performing compared tot their peers in the State.

School Culture and Climate

School Culture and Climate Summary

Continue to promote the positive environment and image of GMS using the "Customer Care" approach and continue to allow the Customer Care group to meet once a month. Also find ways to involve the students in "Customer Care" and have them participate.

Continue to plan events that incorporate and target the main theme behind "Rachel's Challenge" and that is to continue the random acts of kindness to others.

Principal will continue the Student of the Month and Teacher of the Month celebrations and give incentives.

PTO will revive the Pirate Awards every six weeks to students who the criteria based on academics, attendance, and discipline.

School Culture and Climate Strengths

Second year to continue "Customer Care" in the district. This helped to create a positive attitude on the campus with staff, students, and parents. Administrators modeled this attitude by serving meals to staff, celebrating their accomplishments, and creating a Discipline Plan that was fair and consistent. Staff reported the campus felt safer and discipline problems were down from the year before.

Second year to continue "Rachel's Challenge" and students were very receptive and participated in various campus events.

School Culture and Climate Needs

GMS needs to continue to create a positive climate and to maintain a safe learning environment for all students, staff, parents, and community.

Administrators need to continue to create opportunities for staff, students, and community to participate

and be a part of the decision making process on the campus.

Teachers and staff expressed that utilizing bulletin boards on campus and in every hallway to promote Rachel's Challenge and positive comments would help the overall climate of the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Principal will work with technology to create a master schedule that has common planning time for the four core content departments: ELA, Math, Social Studies, and Science.

Curriculum will continue to utilize Dr. Molina for Math during the school year.

Principal will continue to meet regularly with staff and students to identify campus needs throughout the school year. The Principal will work with Curriculum Department and the Technology Department to seek out and provide adequate professional development.

Federal and State monies will be used to pay for Staff Development in the areas of math, reading, and writing.

Principal will continue to partner with Tarleton University and send teachers to Professional Development.

Staff Quality, Recruitment, and Retention Strengths

The Principal works with the Human Resource Department to verify that all staff is highly qualified.

The District's Curriculum Department provides Professional Development to address the various needs of the campus: academic and other.

This year the Curriculum Department brought in Dr. Molina to work with Math and Kay Price Hawkins to work with ELA.

Principal participates in the Effective Schools Project through Tarleton University. Tarleton provides Professional Development several times during the school year.

Staff Quality, Recruitment, and Retention Needs

Teachers are asking for more time to meet as a department and want common planning time.

Teachers also want more staff development that addresses their specific content needs especially in Science and Social Studies.

They want Professional Development throughout the school year like the support Math and ELA received and not just once at the beginning of the school year.

Teachers also expressed a need to have training in the areas of engagement and innovative instructional strategies in all content areas to expand student engagement and discourse through a focus in technology.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

GMS will continue to utilize the Curriculum Staff more by providing common planning time for the four core content teachers. This will allow the Curriculum Staff to be able to meet with all department teachers at one time and not have to make multiple trips to the campus. The District is implementing Project Based Learning next year and the Curriculum Department is training 8 teachers on campus during the summer to be the lead PBL teachers for next year. They will also continue to work with teachers throughout the school year as PBL is being implemented.

The Principal will be meeting with the two Interventionists at the beginning of the school to redefine their roles for the 2013-2014 school-year. The two Interventionists will be required to be in classrooms more and implement the Tier I strategies with students in the classroom. The Principal will continue to meet with staff throughout the school year to get feedback and evaluate the process.

Curriculum, Instruction, and Assessment Strengths

The District's Curriculum Department works with teachers to create the Scope and Sequence for each core-content and by grade level.

Teachers also have access to "SharePoint" where they can: upload and download lesson plans, and access a variety of instructional resources.

Teachers utilize a variety of assessments to evaluate student learning, such as: teacher made quizzes and tests, district made Common Assessments, Benchmarks, Screeners, and State Tests like the Texas STAAR Tests and the Texas End of Course Exams.

Teachers and Instructional Staff can utilize DMAC to evaluate student learning by creating student reports based on the assessment data.

Curriculum, Instruction, and Assessment Needs

Teachers would like for Curriculum to write less Common Assessments and work more with teachers.

Teachers would like to see the Curriculum Staff on the campus more than just attending the C.A.R.A meetings. They would like to have them as instructional coaches, modeling strategies with students, helping teachers create project based lessons, and giving teachers feedback on their implementation of those lessons and strategies.

Teachers would like for Summer Conference to be more productive and hands on and less Theory. Teachers would also like to see the two Intervention teachers on campus be in their classrooms more working with students versus pulling them out.

Family and Community Involvement

Family and Community Involvement Summary

The Leadership Committee will create a Calendar of Events prior to the beginning of school. It will be available to students, parents, community, and staff by August 19th when Pirate Camp begins for 6th graders. This Calendar will also be posted on the GMS website.

The Principal will solicit feedback from staff, students, parents, and communities on ways to improve these events and create meaningful parent participation.

The Principal will require that teachers and staff sign up to help coordinate these activities throughout the school year.

The Administrators and or their designees will send out reminders to these events through the School Messenger, School Newsletter, e-mails, website, and other forms of communication.

Family and Community Involvement Strengths

GMS provides a number of school activities throughout the school year before, during, and after school that encourage and promote family and community involvement, such as: Breakfast with the Principal, Band and Choir Concerts, Meet the Teacher Night, Campus Advisory Committee, Theater One-Act Play, Athletic Events, A Day in My Shoes, Project Based learning Presentations, and other such events.

Family and Community Involvement Needs

At the ESP Planning retreat teachers commented:

- Parent Involvement decreased by end of year
- Activities/Events were announced last minute and parents did not have time to make arrangements to attend
- Needed to offer food or meal
- Parent Nights must be meaningful, have a purpose, and target all students

- Increase communication with parents by utilizing the School Messenger more to notify parents and other methods like e-mail, twitter, website, school newsletter, and etc…
- Create an Event Calendar and make if available at beginning of school year so parents can plan ahead and teachers can sign up.

Parents also commented during "A Day in My Shoes" in May that it would be nice if we offered Coffee and food since they were at the school all day.

School Context and Organization

School Context and Organization Summary

The Principal will focus on the three goals developed by the staff during the 2013-2014 School Year.

The Principal will solicit ideas from the staff, students, parents, and communities on how to best accomplish our goals. The Principal will do this by meeting with various campus, student, parent, and community groups, such as: Staff (includes: Faculty, Grade Level, and Department), Student Advisory Committee, Campus Advisory Committee (includes parents and community members), Parent meetings (like: Breakfast w/Principal, etc…) and other needed groups.

The Principal with the help of the Leadership Team and Department Chairs will evaluate the progress made on each goal throughout the school year.

School Context and Organization Strengths

GMS is a Middle School that includes grades sixth, seventh, and eighth grades. Eighth grade students have the opportunity to participate in a variety of credit classes like Algebra 1, English 1, Spanish, Gateway to Technology, Fine Arts, and Athletics.

Seventh graders were able to enroll in a Career and Technology Class this year, Exploring Careers.

Teachers stated the campus felt safer than last year and this was due to administrators being out and visible during the school day.

School Context and Organization Needs

Majority of students, staff, and parents did not like the schedule with two lunch periods. Primarily 7th grade students as they were split between two lunches and couldn't sit with their friends.

Teachers also expressed concerns with advisory classes opposite lunches.

At the ESP Planning Retreat, teachers created three goals for next year:

1. Customer Care: Continue to work on the positive environment and image of GMS by targeting specific areas of training in customer care with the staff at GMS.
2. Parent Communication and Participation: Establish and encourage more parent involvement activities not only for at-risk students, but for all students including GT and high achieving students. Increase communications with parents through a variety of methods.
3. Professional Development: Provide training and expectations in the areas of engagement and innovative instructional strategies in all content areas. Expand student engagement and discourse through a focus on technology.

Technology

Technology Summary

The Principal will continue to work with the District's Technology Department to provide needed trainings and professional staff development.

The Principal will meet regularly with teachers, staff, students, parents, and communities to consider current needs.

Federal and State monies will be used to buy technology devices like IPADS, Smart Slates, Smart Document Cameras, and any other such device that is needed to help students be successful.

Technology Strengths

The District's Technology Department provides technical support and training to the staff continuously throughout the school year. In addition, they maintain our Skyward Program that teachers use to input grades and attendance.

The Librarian also works with the Technology Department to help with the daily technology concerns that arise.

Technology Needs

The school's infrastructure cannot support students utilizing too many devices that require Wi-Fi and internet connections.

GMS bought some IPADs, Smart Slates, and Smart Document Cameras but is in need of more so that a majority of students can utilize them in the classroom.

Teachers need more training on how to effectively utilize technology and devices in the classroom.

Goals

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Students will be able to participate in clubs at least twice per six weeks. The goals is to have clubs available every other week.

Summative Evaluation: Evidence of Club opportunities and student participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Advertise club opportunities	1	Principal and Asst Principals	Newsletter, pictures of posters in hall				
	Funding Sources: Local (199) - $200.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Teachers will participate in Project Based Learning and have community and parents be involved in the student public presentations.

Summative Evaluation: Evidence of Project Based Learning and Community Involvement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) At the end of the year, collect good quality examples of PBL projects and have the community come view them.	6	Teachers and Department Heads	Photos from PBL Night				
	Funding Sources: Title I (211) - $279.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Teachers and Staff will collaborate and create an event for incoming sixth grade students and their parents. This is called Pirate Camp and will be held prior to beginning of school and will involve all teachers and staff on campus. Community will also be able to provide supplies, support, and resources for students and parents.

Summative Evaluation: Pirate Camp Event for incoming 6th grade students and parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create Pirate Camp Binder for Successful Procedures	1, 6	Teachers, staff, and Administrators	Survey staff, students, and parents for pros and cons.				
	Funding Sources: Local (199) - $1511.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: GMS will continue to host a variety of events that allow parents and community to participate throughout the school year. Some of these include but are not limited to: Family Pic-nic Night beginning of 2nd Six Weeks, Veterans Night the first week of November, Hispanic Heritage Night the 2nd week of October, A Day in My Shoes on the Friday before Two-Week Holiday in December, Band and Choir Concerts, Theater One-Act Plays, and etc...

Summative Evaluation: GMS Parent and Community Involvement Events

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a Calendar of Events listing who or what Campus Department is responsible for each event.	1, 6	Department Heads, Counselors, and Administration	Sign-in Sheets for each event				
 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Teachers will utilize the GISD Speakers Bureau to bring in Community Members to speak to students and incorporate them in their instruction to make real world and community connections.

Summative Evaluation: Create Partnership with Community to bring real world perspective to learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize the GISD database/website to access the Speakers Bureau. This is a resource of community members who have volunteered and are willing to speak to our students.	1	Teachers, Department Heads, and Principal	Sign-in sheets on campus as speakers come in the building. Survey of students and teachers on effectiveness of speakers.				
 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Students will be allowed to participate in the Student Advisory Committee. Each grade level will have student representation and they will meet with the Principal to discuss campus and grade level expectations and or concerns from the students' view point. They will work together to create plans to meet their needs and report back to campus staff.

Summative Evaluation: Create an opportunity for students to meet as a group and to have a voice in their school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be nominated by teachers, their peers, and or nominate themselves. The Student Advisory Committee will meet t least once per month.	1	Principal	Sign in Sheets and minutes from meetings. Ideas will be brought to Campus Staff Meetings and the Campus Advisory Committee which includes parents and community members.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 7: Students of the month will be selected by the teachers and staff on campus. Teacher of the month will be selected by the students.

Summative Evaluation: Create an opportunity for Students and Teachers to represent GMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students from each grade level will be nominated by teachers and staff members once per month. They will be nominated based on leadership qualities and academic excellence. Teacher of the month will be selected by the students each month. The teacher with the most student votes will be chosen.	1	Principal	Students of the Month will be announced by the Principal. The students will help with morning and afternoon announcements for that month. Teacher of the Month will be announced by the Principal. The teacher will be able to park in the special parking space labeled "Teacher of the Month" for that month.				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: GMS will continue to use the Engage and Explore surveys to address student interests for sixth and eighth grades.

Summative Evaluation: Students in 6th grade will take the Engage Survey once per year and students in 8th grade will take the Explore Survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students are able to see career opportunities and student interests.	1	Counselors and Administrators	Data Reports with student results				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Seventh grade Career Exploration classes will continue to bring in people from the Speakers Bureau as well as other community and business members to help students understand the various Career Pathways.

Summative Evaluation: Teacher will schedule specific speakers in the classroom according to the Career Cluster they are studying.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Spark career interests for all students and create an opportunity for community involvement.	1	Administrators and teachers	Sign-in Campus Sheet and Survey students				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Students will monitor their own academic progress

Summative Evaluation: Data Folders

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will create and use data folders weekly in advisory classes to document their progress.	1, 9	Teachers, Principal and Assistant Principals	Teachers will check data folders weekly. Administrators will conduct walkthroughs and look for them. Administrators will check the Failure Grade Reports				
	Funding Sources: Title I (211) - $419.40						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Principal will ensure that all staff become trained in Project Based Learning. The goal is that by 2015-16 School Year all Instructional Staff is trained and able to implement the Project Based Learning Strategies to create a more rigorous and engaging curriculum that will equip our students required to meet the demands of a 21st Century Learner.

Summative Evaluation: All Teachers will be trained in Project Based Learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Offer training in PBL at various times throughout the year.	2, 4	Principals and department heads	To have all staff trained by 2015-2016				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Math Teachers will continue to incorporate the strategies learned from Dr. Molina's Work to create lessons that engage students in academic discourse at a level of rigor that produces higher level of understanding and critical thinking.

Summative Evaluation: Teaching and Instruction are at a higher level of rigor and student engagement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to use daily math spirals following protocol.	1	Administrators, Department Heads, and Curriculum Staff	Observation/Evaluation sheets from walk-throughs conducted by Principal, Assistant Principal, Department Head, and Curriculum Staff.				
	Funding Sources: Local (199) - $420.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: GMS Instructional Staff and Principal will work with the Curriculum Department to provide frequent opportunities that meet the needs of teachers and are focused on improving content instruction and student learning, increase and improve technology application, and meet campus goals.

Summative Evaluation: Ongoing staff opportunity for reflection and growth.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct weekly CARA Meetings with the four core content areas (Math, ELA, Science, and Social Studies) to evaluate learning and instruction and to discuss student and campus needs.	1	Teachers, Principal, Assistant Principals, and Curriculum Staff	Information from meetings and data from classroom assessments like: quizzes, tests, exit tickets, mini assessments, etc... will be used to guide weekly instruction. Data from Common Assessments and Benchmarks will be used to target specific instruction for STAAR Testing.				
	Funding Sources: Local (199) - $6364.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: GMS will continue to form a Technology Committee each year that consists of staff, teachers, administrators, and also includes district personnel from technology and curriculum.

Summative Evaluation: Technology Committee

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Sign up at first staff meeting of the new school year	1	Administrators, teachers, technology	Sign-in sheets and minutes				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: GMS Technology Committee will meet regularly throughout the school year to discuss and evaluate current campus needs and their alignment with Technology Goals.

Summative Evaluation: Campus Technology Goals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee Chair will work with the Technology Committee to create an agenda for each meeting based on campus needs.	1	GMS Technology committee chairperson and Principal.	Minutes for meetings and Campus Goals for each school year.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: GMS Technology Committee will work with Librarian and Campus Secretary to take inventory of current technology on campus.

Summative Evaluation: Campus Technology Inventory

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee members will take inventory of current technology in each classroom by October 1st.	1	GMS Technology committee members and Campus Secretary	Inventory List				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: GMS Principal and Counselors will work with the CTE (Career and Technology Education) Director and the Technology Director to provide classes that encourage students to follow those pathways in high school and beyond.

Summative Evaluation: CTE and Technology Classes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide classes that encourage students to follow CTE and Technology Pathways.	1	Principal, Counselors, CTE Director, and Technology Director	CTE and TEchnology Courses offered in Course Catalogue for Middle School.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: GMS ESL Department will provide updated technology to help students with language acquisition.

Summative Evaluation: Purchase new technology.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Purchase new IPADS for English Language Learners	1	ESL Teacher and Principal	Purchase six IPADS and Covers.				
	Funding Sources: Local (199) - $270.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: GMS Principal will work with Superintendent and Architects to create a safe and secure entrance area for visitors and parents for the 2014-2015 School Year.

Summative Evaluation: Architects will meet with Principal in early December 2013 and begin work when school year ends in June 2014.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Redesign enterance to school		Principal, Architects, Superintendent	New Enterance				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular monthly basis throughout the school year.

Summative Evaluation: Campus Safety Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Safety drills, staff training, procedures training	1	Principal, Assistant Principals,l and Staff	Monthly Drills and Staff Safety Training Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 3: GMS Principal will continue to budget to provide mounted projectors in all classrooms by end of 2015-2016 school year.

Summative Evaluation: Mounted Projectors

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Mount Projectors	1	Principal and Secretary	Mounted projectors in classrooms				
	Funding Sources: Local (199) - $1016.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 4: GMS will work with the CTE Director and the Technology Director to continue to offer Career and Tech classes in seventh and eighth grades as needed.

Summative Evaluation: CTE and Technology Classes offered to 7th and 8th grade students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to collaborate with the CTE and Technology Departments 1	1	CTE Personnel and Principal	New classes offered, updated curriculum, and state of the art technology equipment in classrooms				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 5: GMS Principal will collaborate with campus staff, technology committee, and Campus Advisory Committee to evaluate what equipment and or technology is needed for current and future programs for students.

Summative Evaluation: Current Survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Committee research and recommendations	1	Technology Committee and Principals	New technology				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 6: GMS Principal will continue to meet with Fine Arts staff to determine currents needs for students.

Summative Evaluation: Fine Arts Program Needs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular meetings with Fine Arts to determine needs	1	Fine Arts and Principals	Improvements to fine arts equipment and facilities				
	Funding Sources: Local (199) - $14460.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 7: GMS will provide various Parent/Community training throughout the school year as needed in safety, technology, and other issues as they arise.

Summative Evaluation: Parent/Community Trainings

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular parent communication about safety procedures and technology	1, 6	Administration, Office Staff, and Campus Advisory Committee.	Regular parent phone calls and emails and Sign-in sheets for trainings.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: GMS Principal will continue to survey staff and students at the end of each school year to determine current needs to support rigorous academic curriculum.

Summative Evaluation: Rigorous Academic Curriculum

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal will send out survey.		Principal and Curriculum Department	Results of survey				
 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: GMS will continue to utilize the Advisory Class time to provide Club Time for students throughout the school year.

Summative Evaluation: Utilize Clubs to make real world connections for student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have students participate in clubs every other Friday.	1	Teachers	Club newsletters, club time, and club attendance sheets.				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 3: GMS Principal will collaborate with other Middle School Principals to research and investigate other school day schedules.

Summative Evaluation: School Day Bell Schedules

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Middle School Principal meetings		Middle School Principals and Staff	Similar schedules for both middle schools				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 4: GMS Principal will collaborate with Department Heads and Counselors to determine the most effective Master Schedule possible.

Summative Evaluation: Master Schedule

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Meetings in regard to schedules		Principal, Dept Heads, Counselors	Development an implement of an effective master schedule				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: GMS will continue to work with the Curriculum Department in training teachers for Project Based Learning.

Summative Evaluation: All Teachers on campus should be trained by end of 2015-2016 School Year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Members from each department trained in 2013		Principal, Curriculum Department	Training to continue in 2014 through Curriculum Department				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: GMS Principal and Curriculum Department will provide support to teachers through the Project Based Learning Implementation.

Summative Evaluation: PBL Support

Strategy Description	TITLE 1	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Ongoing debriefings and mini-trainings. Offer sustained support		Principal and Curriculum Department	PDAS Evaluation and Sign-in Sheets				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: GMS will continue to partner with Dr. Molina and the Curriculum Department to improve student engagement, level of rigor in classroom instruction, and increase student learning in Math classes in all three grade levels.

Summative Evaluation: Math Staff Development

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will implement strategies suggested by Dr. Molina in all math classes	1, 3, 4, 9	Administrators, Math Department Head, and Curriculum Staff	Walk-through Forms PDAS Evaluations Assessment DATA				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 4: GMS staff and teachers will continue to utilize the GISD Educational Foundation and write grants to provide learning opportunities for students through things like field trips, innovative technology devices, and other such related things and or events.

Summative Evaluation: Educational Foundation Grants Awarded to Math Department.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Received Grant for smart slates to be used with students by the Math Department.		Math Department and Principal	Mini iPads provided for each math teacher with Grant				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 5: GMS will provide a variety of opportunities for parents and community to support students in their learning during school hours and through after school events.

Summative Evaluation: Opportunities for Parents and Community to support student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School will host the following events: Family Pic-Nic Night, Breakfast with the Principal, Teen Read Week, Veteran's Day Program, Book Fair Week, A Day in My Shoes, Band and Choir Concerts, One-Act Play Productions, Project Based Learning Presentations, Various Athletic Games and Events, and other related school activities.	6	Administrators, teachers, and staff.	Posters, Flyers, Programs, and sign-in sheets.				
	Funding Sources: Title I (211) - $1000.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 6: GMS Staff and Teachers will provide tutoring outside of the normal school hours.

Summative Evaluation: Tutoring

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide tutoring for students after school hours from 4:05-5:45. Offer activity bus.	1, 9	Administrators, teachers	Attendance/Tutoring Sign-in Sheets				
	Funding Sources: Title I (211) - $2800.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 7: GMS Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical needs of students.

Summative Evaluation: Community Partnerships and Resources

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a list of student needs for campus.	1, 10	Counselors and Assistant Principal	Provide coats, backpacks, snacks, school supplies and other needed materials, Mentor lunches and Friday snack packs.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Granbury Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6117 00 041 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$88,207.00
199 E 11 6141 00 041 0 24 000	6141 Social Security/Medicare	$1,279.00
199 E 11 6142 00 041 0 24 000	6142 Group Health and Life Insurance	$7,597.00
199 E 11 6143 00 041 0 24 000	6143 Workers' Compensation	$1,158.00
199 E 11 6144 00 041 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,073.00
199 E 11 6145 00 041 0 24 000	6145 Unemployment Compensation	$79.00
199 E 11 6146 00 041 0 24 000	6146 Teacher Retirement/TRS Care	$2,292.00
	6100 Subtotal:	**$105,685.00**
6300 Supplies and Services		
199 E 11 6395 GW 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,390.00
199 E 11 6395 GW 041 0 24 741	6395 Supplies, DP Operations - Locally Defined	$4,610.00
199 E 11 6395 00 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 E 11 6397 00 041 0 24 000	6397 Other Equipment - Locally Defined	$5,600.00
	6300 Subtotal:	**$16,600.00**

Personnel for Granbury Middle School:

Name	Position	Program	FTE
Donna Dumas	Teacher	State Comp	17%
Jeff Berryman	Teacher	State Comp	33%
Rebecca Weeks	Teacher	State Comp	17%
Sara Tipton	Teacher	State Comp	50%
Sarah Mabery	Teacher	State Comp	15%
Todd Gibson	Teacher	State Comp	57%

Title I Personnel

Name	Position	Program	FTE
Brenda Linn Doran	Math Specialist	Title I	100%
Jackie Broadus	Reading Specialist	Title I	100%

Granbury Independent School District

Crossland Ninth Grade Center

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

District: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Campus: 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

Vision

Campus: Crossland Ninth Grade Center will develop passionate students who are self-motivated and responsible 21st-century learners. We will support our students as they strive to be college-bound or career-ready graduates who will grow to be gainfully-employed and self-reliant members of a global society.

Value Statement

We, the staff of Crossland Ninth Grade Center, commit to giving our best effort to communicate honestly, maintain an open-door atmosphere, and to continue to create a conducive environment to learning for staff and students.

We will:

- Value each other professionally.
- Trust and support consistently.
- Communicate openly and honestly with each other.
- Create and encourage a collaborative environment where we all work together.
- Respect each individual's role in the workplace.

In accordance to these policies, we will immediately address any personal disagreements directly, maturely, and discreetly, and shall apologize if necessary. We will strive to make sure we are solution focused on the relevant issues, making every effort to respect differences, find common ground, and listen to the other side until a mutually agreeable solution is produced.

We pledge our support for this social contract, and commit to our personal efforts to uphold it in our daily interactions.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crossland Ninth Grade Center (CNGC) has 503 students enrolled. Of that, 19.9% are Hispanic, 76.6% are White, 1% American Indian, .8% Asian, and 1.8% are two or more races. Socio Economically, CNGC has 43.1% of students are economically disadvantaged and 29% are considered At-Risk for graduating. Our LEP percentage is 4.5% and the mobility rate for 2010-2011 is 14%. Attendance rates for CNGC were 94.8% in 2010-2011. Ten percent of students qualified for special education services, 72% are enrolled in CTE classes, 8.3% are GT students and 4.3% are in ESL classes. The number of students per teacher are 12.3. CNGC staff is 89.5% white, 3.3% American Indian, and 7.2% Hispanic.

Demographics Strengths

CNGC strengths include the opportunity to qualify and receive Title 1 funds, which are used for all students.

Demographics Needs

CNGC needs to reduce the gap of performance on local and state assessments for our economically disadvantaged students (scored between 3-5% lower on STAAR) and our at-risk students (scored 14-24% lower on STAAR). In addition, our attendance rates need to improve to 96% for the school year.

Student Achievement

Student Achievement Summary

CNGC all students met phase-in 1 level II or above for 84% for all subjects tested. For all subjects Hispanics scored 83%, American Indian 67%, Asian 100%, Pacific Islander 60%, two or more races 62%, Special education 70%, Economically disadvanted 78%, ELL 76%, and wite 85%.

Student Achievement Strengths

CNGC strengths include 88% of students passed the Algebra 1 STAAR assessment, 89% passed the World Geography STAAR assessment, and 91% of all students passed the Biology STAAR assessment. Earned Distinction for Reading/ELA, Mathematics, and student progress.

Student Achievement Needs

The needs for CNGC include 83% of students passing the Reading portion of the STAAR assessment, and 71% passing the writing portion of the STAAR. In addition, 62% of economically disadvantaged students passed the writing portion. For level III advanced scores, 18% of all students scored at the advanced level of measurement for all subjects. By subject, Reading was 21%, Algebra 22%, Writing 2%, Science 20%, and World Geography 24%.

School Culture and Climate

School Culture and Climate Summary

A faculty start/stop/continue activity was conducted at the beginning of the school year. This survey identified areas for which teachers wanted to see us start doing on campus, stop doing on campus, and contiue to do on campus. Faculty members then hot dotted the areas in which were the most important to them.

School Culture and Climate Strengths

The strengths included the positive climate/culture of the campus with each other and with students. Spirit days, pirate time, and the sunshine fund were also included. In addition, greeting students at the door of the school upon entry, popcorn for the faculty, and potluck lunches were also strengths.

School Culture and Climate Needs

The biggest needs included a revamping of pirate time, consistent discipline, and late work being accepted.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNGC currently has 49.3 total staff members of which 41.4 are teachers, 3.9 are professional support, and 3 are administrative. By ethnicity CNGC has 3 Hispanic, 37.1 White, and 1.3 American Indians. Years experience, CNGC as 9.8 in the 1-5 years, 8.8 in 6-10 years, 15 in 11-20 years, and 7.9 over 20 years of experience. The average number of years of experience is 13.4 years and 6.6 years with the GISD.

Staff Quality, Recruitment, and Retention Strengths

Only 3 teachers left the campus this past year for other opportunities, thus we have a low turnover rate. 100% of our faculty is highly qualified to teach their content level.

Staff Quality, Recruitment, and Retention Needs

More staff is needed for our special education department as this portion of our student population has increased to 14.2% of our total student enrollment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently 4 faculty members have been trained to conduct PBL lessons. This number will increase to 100% of faculty in the next two years. Our faculty members have a built in planning period each day to collaborate with the other teachers within their department. In addition, our teachers meet with district curriculum specialists to analyze data and devleop lessons which are appropriate to our student's needs.

Curriculum, Instruction, and Assessment Strengths

Ability for departments to meet weekly to plan lessons. Communication between district curriculum specialists and teachers. Planning and communication between mulitple contents. Bi-weekly department chair meetings with administration to communicate and plan

Curriculum, Instruction, and Assessment Needs

More assistance within our special education department to serve our students and teachers.

Family and Community Involvement

Family and Community Involvement Summary

Students and parents were invited to attend schedule pick up date before the start of school at CNGC. In addition, CNGC hosted an open house for students and parents to visit with teachers during the third week of school. CNGC collected a list of names for volunteers to assist in the morning or during lunch time. We also have five parents who are actively involved in our campus advisory committee.

Family and Community Involvement Strengths

Over 75% of students arrived before school started to collect their schedules, tour the campus, and meet with teachers. Over 40% of parents and students attended open house and visited with their teachers. We have 5 parents who are actively engaged in our campus advisory committee with suggestions for school improvement.

Family and Community Involvement Needs

Only 3 parents responded to two requests for volunteer assistance. Currently we have 1 parent a week who volunteers for lunch duty.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, the campus faculty created and developed a vision statement and a social contract for which we will operate by this school year. In addition, the theme of "All Aboard" was incorporated for this year and is included in all of our communication with staff members.

School Context and Organization Strengths

Our vision statement was created through a process of feedback from the staff along with our social contract. These are included in all faculty meetings and on our weekly newsletter. A safe and orderly team was developed with a committee of teachers to determine what is most equitable while providing a safe learning environment.

School Context and Organization Needs

Transportation of students to the high school and home can be a hindrance as 70% of our students take a class at the high school and must ride a bus on a daily basis. This is an issue for those students who need tutorials in their class before/after school.

Technology

Technology Summary

CNGC currently has three COWs (Computers on Wheels) with approximately 20 computers on each for students and teachers to utilize technology. In addition, students and teachers are able to access three computer labs to complete assignments. CNGC has wireless routers throughout the building for students and faculty to use with their own devices.

Technology Strengths

CNGC strengths include the availability of wireless internet throughout the building and the access to computer labs and COWs.

Technology Needs

CNGC needs include the lack of availability for teachers to have computers in their classes for students to utilize throughout the day. In addition, the COWs do not have enough computers on them for each student to used during lesssons, as many classes have more than 20 students.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Provide a community outreach avenue which includes schedule distribution for students and parents to meet their teachers and faculty before school, an open house for parents to attend, volunteer opportunities for parents, and field trips to local community businesses

Summative Evaluation: Provide opportunities for parents to volunteer through email blasts and through a volunteer sign up sheet at open house and schedule distribution. Have 10% parent volunteerism.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) This is an opportunity for students and parents to develop a communication avenue with the faculty and staff	1, 2, 6	Teachers, Counselors, Administration	Strong turnout of students and parents who attend this event.	✓			
	Funding Sources: Local (199)						
2) Open house for students and parents to attend	6	Administration and teachers	Turnout of parents and students	✓			
	Funding Sources: Local (199)						
3) Student/Parent Handbook		Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook	✓			
4) Arrange for Title 1 parent orientation meeting to provide information about involvement, parent notification, participation, etc.	6	Administration and teachers	Parent communication, sign in sheets, agenda, campus calendar	✓			
	Funding Sources: Title I (211)						
5) 8th grade parent/student night for future ninth grade students and parents		Administration and teachers	Students and parents will attend the campus function to view the electives and courses in which they will be able to register for				
6) CAC and leadership team will meet regularly to develop improvement ideas	1, 2, 6	Principal	Agendas, evaluation tools, progress on measurable goals	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Annual review of campus and district initiatives

Summative Evaluation: Annually measure through STAAR, CA, and benchmark data that CNGC is complying with district initiatives.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) To maintain a continual focus on campus and district initiatives	1, 2, 3, 4, 5, 6, 8, 9, 10	Teachers and administration	Campus and district initiatives are included in faculty meetings and are addressed in departmental meetings.	✓			
2) Faculty meetings these will be presented		Principal	These will be included in faculty meeting agendas	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Develop a parent volunteer list and regularly schedule volunteers to assist teachers and staff.

Summative Evaluation: Using campus personnel to contact parents and develop a volunteer list to assist teachers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use the sign in sheet from open house and from schedule pick up to contact parents.	1, 2, 6	Administration and principal's secretary	Parents regularly volunteer on campus				
2) Email/phone prospective volunteers	6	Principal and Principal's secretary	Parent involvement in volunteer opportunities				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Research forms of social media and utilize these communication tools to reach our students and parents

Summative Evaluation: Using tools such as Remind 101, blogs, twitter, school messenger, email to communicate regularly on an on-going basis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize social media in an effective and safe manner to communicate with parents and students	1, 2, 6, 9	Teachers and administration	Teachers are able to communicate with parents and students to inform them of important information				
2) Have teachers report on useful tools to communicate with parents and students	6	Principal and teachers	Teachers use technology to communicate with parents and students				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Provide campus and district-wide professional development through-out school year to foster relationships between faculty, parents, and the community

Summative Evaluation: Develop a campus needs assessment to guide professional development through the use of the data collected.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize the days before school and the half days built into the school year for professional development.	1, 2, 4	Principal	Teachers are growing professionally and believe that the professional development was helpful to them	✓			
	Funding Sources: Local (199)						
2) Have teachers complete a needs assessment so that the professional development can be focused upon their individual needs.	1, 3, 4	Principal	Needs assessment completed				
3) Have teachers lead the professional developments	4	Principal	Teachers leading the sessions	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Create clubs for students to attend and led by teachers during the school day with assistance from community members

Summative Evaluation: Complete a survey with teachers and students that allows 100% of students to participate in a club.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use a survey for students to determine what type of club they would enjoy being a part of. Have teachers choose a club to host.	1, 2	Administration	100% of students will participate in a club of their choosing	✓			
2) Students will choose new clubs in the spring semester		Administration	New survey and shuffle of students will occur				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 7: Publicly recognize teachers and students for making a difference on campus

Summative Evaluation: Daily recognize students and weekly teachers through the newsletter. Students are given a pizza party and teachers a "super teacher" cape.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) To increase morale for teachers by having a "super teacher of the week" and recognize them in their classroom and then publish their picture in our weekly newsletter.		Administration	Teachers and students have a higher self worth from being recognized for making a difference	✓			
2) Recognize students daily on the announcements for making a difference. Once a six weeks have a student difference maker luncheon.		Administration	Students are publicly recognized	✓			
	Funding Sources: Local (199)						

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning Campus Plan which outlines the number of teachers who are expected to be trained over the next three years and the number of projects each teacher will complete during the school year.

Summative Evaluation: Teachers implement 2 PBL lessons throughout the year. The goal is to have 12 teachers sign up for training this summer.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a PBL campus plan and implement the plan with our staff.	1, 2, 3, 4, 8, 9	Administration and teachers	Four teachers implement PBL this year and a minimum of eight new teachers will implement PBL next year				
2) Recruit teachers for next year to attend trainings during the summer	3, 4	Principal	8-14 teachers sign up for the training and participate in PBL next year				
3) Meet with current PBL teachers to discuss the pros/cons of implementation of PBL		Principal and teachers	Regular meetings to discuss PBL				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas. Point of emphasis will be the improvement of scores for our economically disadvantaged and our at-risk students on the STAAR assessments.

Summative Evaluation: Students identified and targeted. Data from CA, Benchmarks, tests, and STAAR are analyzed. The gap will decrease by 5 points for At-Risk and 3 points for eco-dis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify students who are at risk or economically disadvantaged. Use this data to assist in early intervention and focus on differentiated instruction for students	1, 2, 3, 4, 8, 9, 10	Administration and teachers	Student scores on the STAAR test will increase for our at risk and economically disadvantaged students.	✓			
2) Contact Parents whose children fall within these parameters	6, 8, 9	Teachers and administration	Regular contact is made beginning at the start of the school year	✓			
3) Meet with students who are borderline or below passing a class	8, 9	Administration	Student's grades will improve	✓			
4) CARA meetings-teachers monitor data from CA's to look for areas of weakness		Teachers, curriculum, administration	CA data and reflection forms; teacher growth and collaboration	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance (Level III) on the STAAR assessment for all students in all subjects.

Summative Evaluation: Embed higher level questioning through spirals at the start of each math class.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Target our students who are within three questions of reaching level III on the STAAR exams	1, 2, 3, 4, 8, 9, 10	Administration and teachers	Student scores will increase on Level III for the STAAR exams	✓			
2) Target college readiness standards for all students		Administration and teachers	College readiness presentations to parents and course enrollments; STAAR data/course enrollment data	✓			
3) Differentiated instruction in the classroom		Teachers	Student achievement; teacher growth	✓			
4) Students enrolled in Pre-AP or advanced classes		Administration and teachers	Higher enrollment of students in advanced courses	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students and teachers complete student success forms, which are then delivered to administrators who work collaboratively with students, teachers, and parents to determine success plans for the students in their classes, which may include credit recovery, tutorials, and/or continuous improvement opportunities.

Summative Evaluation: Teachers and students complete the forms, thus a higher level of accountability between students, parents, and teachers and a decrease in student failure by 5% points.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students and faculty complete students success forms for the class in which a student did not pass for the six weeks	2, 3, 6, 8, 9, 10	Teachers, students, and administration	Students will be more successful in their classes	✓			
2) Parent contact is made using these forms as a resourse		Administration and teachers	Student achievement increases	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Increase daily attendance by 1% through daily personal phone calls by attendance clerk and/or administrators. Administration will educate students and parents on the importance of attending school and the 90% law in regards to attendance and credit. In addition, CNGC will partner with Officer Hatfield to get students to school or take them through the court process.

Summative Evaluation: Daily tracking of student attendance to determine improvement to 96%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Increase daily attendance by 1% by making daily phone calls and following up with students and parents.		Attendance clerk and assistant principal	Daily attendance will increase by 1%				
2) Recognize students for perfect attendance each six weeks		Administration and teachers	Student attendance increases				
3) Utilize court system for students who are not in compliance		Assistant principals and attendance clerk	Student attendance increases				
4) Collaborate with other campuses to determine what does and does not work		Administration	Student attendance increases				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Implement AIP/IPI tutorials for students two days a week during Pirate Time until student achieves on level achievement.

Summative Evaluation: Identifying students who are in need and developing lessons for academic improvement every Tuesday and Thursday.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify students who need tutorials and place them in a math pirate time class	3, 4, 8, 9	Counselors and teachers	Students will improve their academic success and will be on grade level	✓			
2) Students are tutored twice a week in a small group setting		Teachers	Students will improve their academic success	◔			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: Conduct academic tutoring before and after school. In addition, we will utilize tutors during lunch time for students to achieve academic assistance.

Summative Evaluation: Tutoring is available every day for each content.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will be available before and after school for students to attend tutorials.	2, 3, 8, 9	Teachers	Students success in classes will increase				
2) Use of tutors for core classes	9	Administration and teachers	Students academic success improves				
	Funding Sources: Title I (211)						
3) Utilize oddyseyware for students who did not receive credit in the fall semester		Teachers and administration	Students will regain credit during the spring semester				
	Funding Sources: Local (199)						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure

Summative Evaluation: Test the bandwidth to handle devices.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct district and campus needs assessments	1	Administration	Use the data to determine the effectiveness of our tech infrastructure				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Identify model classroom equipped with technology

Summative Evaluation: Using strategies which are successful on other campuses to guide our classroom setups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify model technology classrooms		Administration	Develop classes which allow for an integrated use of technology				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Implement 1:1 wireless access across the district

Summative Evaluation: District initiative.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 1:1 wireless access		District administration	All rooms will have 1:1 wireless access				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Provide technology professional development to support instruction

Summative Evaluation: Identify needs and invite technology to instruct teachers and staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct a needs assessment to determine the technology needs for our faculty	1, 4	Administration	Teachers receive professional development which addresses their needs				
2) Utilize curriculum support for technology lessons		Teachers, curriculum, and administration	Teachers and curriculum are able to work collaboratively to develop lessons and problem solve situations				
3) Incorporate technology professional development into our agendas	4	Principal, curriculum, teachers	Regular professional developments which include relevant technology lessons				
4) Utilize teachers on staff to assist in their department's trainings	4	Principal	Teachers teach each other and are resources for one another				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Use Pirate Time to discuss student's responsibility and determine effectiveness through discipline reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Address student appropriate use of technology		Administration and faculty	Students are educated of the proper use of technology by the end of the first six weeks.	✓			
2) Teachers and staff monitor appropriate use of technology		Administration and teachers	Students are educated of the proper use of technology	◔			

✗ = Discontinue = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 6: Expose students to a variety of digitals tools and software

Summative Evaluation: Encourage teachers to discover tools/software which can be used to drive instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use new software and technology to increase instruction	4, 8, 9	Administration and teachers	Teachers utilize technology to increase instruction				
2) Incorporate computers in the classroom		Teachers	Use of technology in instructional lessons				
3) Utilize technology resources in PBL activities		Teacher and administration	Students are able to appropriately use technology in the presentations				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 7: Work with tech consultants on a timeline if bond is passed

Summative Evaluation: Is in the process at the district level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Communicate with technology department		Administration	Implementation of a technology plan				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Implement plans to move forward with a bond

Summative Evaluation: Completed at the district level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Pass the bond election		District administration	The bond election was successful	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: Work with county and local officials to determine safe and secure evacuation/lockdown procedures. Practice these scenarios monthly to ensure that our students and faculty are well trained and safe.

Summative Evaluation: Discuss and provide monthly drills to prepare students and staff for emergencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have timely and appropriate safety drills		Administration and teachers	Safety drills are conducted monthly	✓			
2) Create a safety manual for CNGC		Principal	New safety manual developed	✓			
3) Meet with facilities director to discuss scenarios		Principal and facilities director	Development of safety protocol	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling allowing for departments to share common planning periods each day.

Summative Evaluation: Use of master schedule and teacher scheduling to allow 90% of faculty to have common planning periods.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Master schedule allows for a common planning period for faculty	1, 4	Administration	Teachers are able to plan within their departments on a weekly basis	✓			
2) Teachers meet once a week to plan and analyze student data		Teachers and administration	Teachers meet as a department at a minimum of one time a week	✓			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Establish a professional development committee on campus that develops needs assessments to provide teacher's professional growth opportunities

Summative Evaluation: Committee will be created in April to guide next year's professional development through the development of a needs assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a team of teachers who develop a needs assessment and plan a professional development for our campus	1, 2, 4	Principal	Committee is developed and plan for an effective professional development				
2) Use the upcoming school calendar to plan trainings		Principal	Effective and relevant professional development sessions				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 3: Utilize Pirate Time (25 minutes) each day for students to access grades, receive tutoring, and use the time to complete assignments

Summative Evaluation: On going process to improve student academic and social success measured through six weeks grades and counselor reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use pirate time efficiently for student academic achievement		Administration and teachers	Students success in class will improve				
2) Develop a pirate time committee to look at feedback		Administration and teachers	Efficient use of time				
3) Organize clubs which meet one time a week		Administration	Students are actively engaged in a club of interest to them				
4) Students receive training for skyward access		Administration and teachers	100% of students have access to their grades				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 4: Utilize Pirate Time for counselors and administrators to communicate with students in preparing their four year plans in addition to campus, district,and state information.

Summative Evaluation: Counselors plan and develop lessons for students, which is to be presented during pirate time throughout the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use this 25 minute period to convey campus, district, state information to students. In addition, use this time for tutorials and for clubs		Administration and teachers	Time is efficiently and effectively used for students, teachers, and administrators				
2) Regularly scheduled days for counselors/administration to communicate information to students		Counselors and administration	Teachers are given lessons and communicated in a timely manner				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Implement a comprehensive list of resources to the district

Summative Evaluation: Identify needs from assessment and provide them to district personnel.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Determine what support and assistance is needed to facilitate instruction	1, 3, 4, 8, 9	Teachers, administration, and district personnel	Teacher's needs are met to facilitate instruction				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Consider district liaison

Summative Evaluation: Determine if the need exists through the completion of a needs assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Determine if a district liaison is needed	1, 6	District personnel	Student achievement and success on STAAR exams increases				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Maintain and improve the Speaker's Bureau

Summative Evaluation: Use this platform for Career day in January.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Speakers from the community are invited to attend campus funtions	1, 6	Administration	Greater involvement between community and campus				
2) Career fair in January		Curriculum and administration	Students are able to listen to speakers from the community discuss their careers				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Crossland Ninth Grade Center:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6116 00 005 0 24 820	6116 Extra Duty Stipend - Locally Defined	$395.00
199 E 11 6118 00 005 0 24 000	6118 Extra Duty Stipend - Locally Defined	$6,811.00
199 E 11 6117 00 005 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$32,317.00
199 E 11 6141 00 005 0 24 000	6141 Social Security/Medicare	$469.00
199 E 11 6141 00 005 0 24 820	6141 Social Security/Medicare	$6.00
199 E 11 6142 00 005 0 24 000	6142 Group Health and Life Insurance	$2,446.00
199 E 11 6143 00 005 0 24 000	6143 Workers' Compensation	$430.00
199 E 11 6143 00 005 0 24 820	6143 Workers' Compensation	$2.00
199 E 11 6144 00 005 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$2,205.00
199 E 11 6145 00 005 0 24 000	6145 Unemployment Compensation	$33.00
199 E 11 6146 00 005 0 24 000	6146 Teacher Retirement/TRS Care	$494.00
	6100 Subtotal:	**$45,608.00**
6300 Supplies and Services		
199 E 11 6395 00 005 0 24 000	6395 Supplies, DP Operations - Locally Defined	$2,160.00
	6300 Subtotal:	**$2,160.00**
6400 Other Operating Costs		
199 E 11 6411 00 005 0 24 820	6411 Employee Travel	$500.00
	6400 Subtotal:	**$500.00**

Personnel for Crossland Ninth Grade Center:

Name	Position	Program	FTE
Jo Reddell	Teacher	State Comp	43%
Steven Weeks	Teacher	State Comp	17%

Granbury Independent School District

Granbury High School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard

Granbury High School

Every Student Every Day

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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

According to the Texas Education Agency's 2013 Accountability Summary, Granbury High School has met the state standards. In the four calculated indices, GHS scored 85 over a target score of 50 in Index 1 (Student Achievement), 26 over a target score of 17 in Index 2 (Student Progress), 78 over a target score of 55 in Index 3 (Closing Performance Gaps), and 89 over a target score of 75 in Index 4 (Postsecondary Readiness).

Student Achievement Strengths

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Math, Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation).

Student Achievement Needs

Granbury High School has two Systems Safeguards: Performance Rate for Hispanic Writing and Performance Rate for ELL Writing. For the Hispanic Demographic in Performance Rate, only 46% of our students met the criteria when the targets were 50%. For the ELL Demographic, only 23% of our students met the criteria when the targets were 50%. (The criteria is based on how many students achieved Level II and above.)

School Culture and Climate

School Culture and Climate Summary

Granbury High School remains focused on daily improving our ability to be user-friendly and providing the best service possible to our "customers." Additionally, our campus is growing more accustomed to a climate of success in terms of academics, extracurricular activities, fine arts, and career-technical programming.

School Culture and Climate Strengths

Constant focus on customer service and user-friendliness. Twenty of our twenty-two sports saw post-season action in the playoffs in the past year. All of our fine arts groups: band, choir, theatre, art, have experienced success at the highest levels. Our CTE programming is providing successful access to certification opportunities in high-need occupational areas.

School Culture and Climate Needs

We still have the need to focus on providing superior customer service.

As a campus, we have chosen to indicate that we recognize our extracurricular activities and our CTE programs as our most important and effective at-risk programs. Students who are involved with these are most likely to have academic success and finish high school.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Granbury High School is in a transition stage from TAKS to STAAR/EOC, and now to an even further reduces STAAR/EOC based on the previous year's legislative decisions. Our focus will be English 2, United States History, and any state requirement that was missed from grade 9 (English 1, Algebra 1, and Biology). Additionally, our concentration will shift from state-mandated tests to college entrance requirements (ACT, SAT, PSAT, PLAN).

Regarding instruction, GHS is learning to address the needs of the 21st Century Learner. Our teachers have been working on different ways to engage learners of all level and provide them access to the general curriculum. Project-Based learning was implemented at GHS this year. Thirteen teachers were trained by the Buck Institute and provided the time and opportunity to give students a non-traditional learning system.

Curriculum, Instruction, and Assessment Strengths

Our students continue to perform at a high level in mathematics. Additionally, we also perform well with the low socio-economic demographic in multiple content areas. Achievement gaps are closing.

Curriculum, Instruction, and Assessment Needs

Collectively, the staff still has learning to do regarding student expectations, high rigor tasks, formative assessment and accommodating nontraditional learners. Specifically, the teachers need more training on project-based Learning. Teachers are also in need on more specificity on how to accommodate for special ed, LEP, and ELL students. Student engagement remains a goal and one that is addressed regularly in meetings and staff development sessions.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Utilize multiple forms of social media, technology, and other means to keep parents and students updated on important information regarding Granbury High School.

Summative Evaluation: By May 1, Granbury High School has active social media outlets for multiple organizations; staff meetings have included customer care dialogue; and parents and community receive regular communication from School Messenger.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Campus utilizes Twitter for information blasts (including clubs, organizations, parent boosters, and classrooms).	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Twitter, Number of organizations and classes using Twitter				
2) Campus utilizes Facebook to connect specifically with parents regarding information about GHS (its organizations and classes).	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Facebook, Number of organizations and classes using this form of social media.				
3) Use of School Messenger to share information about school meetings in English and Spanish	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger	✓			
	Funding Sources: Local (199)					
4) Teacher and office staff meetings focus (at least in part) on exemplary applications of "Customer Care"	All Staff, Office staff	Staff meeting agendas where customer care (and "Good Things") are brought to the whole group				
5) Campus Security Station has a message board displaying pertinent announcement information for parents and students as they enter the parking lot.	Security Personnel, Assistant Principal over Security	Board and stand are purchased and utilized on a regular basis.				
	Funding Sources: Local (199) - $60.00					
6) Campus Marquee is updated regularly with messages and information for all stakeholders (announcements, recognitions, gratitude, etc.).	Campus Principal, Campus Secretary	GHS Marquee is updated regularly with new events and information	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to foster relationships

Summative Evaluation: Granbury High School will send at least three representatives to the DAC and an appropriate number of delegates to any other district-level planning committee regarding professional development.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Model PBL tenets with giving teachers some "voice and choice" regarding professional development opportunities	Campus Principal, Director of Curriculum, Department Chairs	Staff Development agenda with choices of areas for improvement (teachers may choose their "class)				
	Funding Sources: Local (199)					
2) Campus staff participate in district level meetings and district-level personnel included in campus level opportunities	Campus Principal, Assistant Principals, Asst Superintendent, Director of Curriculum	District Level staff present and participating at GHS planning (while GHS staff attends district-level events) Campus Leadership Team membership District-Level Advisory Committee membership	✓			
3) Teachers and Administrative staff attend/participate in district-level staff development for PBL support.	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
	Funding Sources: Title II (255)					
4) Implement Google Docs and Google Drive systems on campus.	Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	50% of the GHS Staff will be using Google Docs/Google Drive on a regular basis.				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Utilize Student Advisory Committees along with the Superintendent and Crossland Ninth Grade Center to improve school environment.

Summative Evaluation: GHS will select at least 20 students to participate on the SSAC based on campus demographics as well as initiate a new "council of officers" group solely for GHS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Establish the SSAC that is representative of the GHS demographics	Campus Principal, Counseling Staff, Teachers (nominations)	Committee is established and meeting regularly (4x yearly)				
2) GHS establishes a Council of Officers to meet and streamline community service opportunities and public assistance.	Campus Principal, Lead Counselor, Student Government Sponsor, Club/Organization sponsors.	Council has been created and is meeting regularly.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Assist students (and their families) with the transition process (from Crossland to GHS, from other campuses to GHS, and from GHS to the post-secondary opportunity of choice).

Summative Evaluation: GHS will offer at least five transition focused events during the 2013-2014 School Year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Individual scheduling meetings--counselors meet with each and every students and their parents individually to develop their personal graduation plan	Counselors	Meetings are held in early spring semester				
2) Sophomore Orientation	Administrators, Student Leaders, Teachers	Sophomore Orientation is scheduled and held	✓			
	Funding Sources: Local (199) - $500.00					
3) Class Meetings for students during the school day to clarify student expectations and information.	Administrators and Counselors	First Week of School--meetings have been held.	✓			
4) Parent (and student) Meetings to go over graduation requirements, updates, and post-secondary options.	Counselors	Sophomores-September Seniors-October Juniors-January		✓		
5) Meet-the Teacher Night at GHS (open house).	Asst Principal	Event is conducted and parent sign-in pages are collected. Goal: At least 500 participants.	✓			
6) Bridge elementary campuses with GHS campus by hosting them with Career and Technical Classroom Expos.	CTE Director and CTE Teachers	Each GISD elementary campus has visited GHS and students have toured their chosen paths.	✓			
	Funding Sources: CTE (22) - $1000.00					
7) All students are invited to participate in a College and Career Fair to examine their post-secondary options.	Counselors	Event is hosted and we have at least 200 students attend. (January)				
	Funding Sources: Local (199) - $100.00					
8) All students are invited to participate in a Financial Aid Workshop for college/technical school.	Counselors	Event is hosted and we have at least 100 students attend. (February)				
9) GHS will establish a newcomer/mentor staff who will serve as ambassadors to students new to Granbury High School.	Assistant Principals. AP Secretary, Librarian, Counselors	Students are paired with mentors and given campus tours/lunch buddies.				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Improve the attendance rate of Granbury High School for 2013-2014.

Summative Evaluation: GHS will have at least a 1% increase in attendance over the 93.7% registered for last year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Final exam exemption incentive for good attendance.	Teachers, Office staff, Administrators and Counselors	Students complete Exemption Applications and are allowed to miss a test.				
2) Students in danger or truancy are counseled, given a warning letter, home visits, and, if needed, charges filed.	Assistant Principals, Truancy Officer	Number of truancy cases reduced.				
	Funding Sources: State Comp Ed (24) - $6000.00					
3) Offer incentives for six weeks attendance (prizes)	Campus Principal, Assistant Principals	Students are recognizes at the end of the six weeks for perfect attendance.				
	Funding Sources: Local (199) - $2000.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: GHS will Implement Project Based Learning into the curriculum plan for the campus.

Summative Evaluation: Thirteen teachers will be trained and will implement 2 PBL activities by the end of the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	Curriculum Department, Admin, Teachers (13)	Teachers attend training and continuing support meetings	✓			
	Funding Sources: Local (199), State Comp Ed (24)					
2) Teachers implement two project-based learning units during the school year.	Administration, Teachers	Project Launches, Lesson Plans,	◔			
3) Share PBL activities with the community in a public forum (district level) to encourage buy-in form parents and community members.	PBL Early Adopting Teachers, Administrative Support	Event is scheduled and held.				

✗ = Discontinue ○ = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: GHS will improve student performance according to state standards, including subgroups in all academic areas.

Summative Evaluation: All calculated areas will improve by at least 2% in all areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Under-performing Students are scheduled into a special EOC Prep course where they work with a mentor teacher	Campus Principal, Counselors, Intervention Specialists	EOC Prep Classes on the schedule and students are experiencing				
2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with last-minute testing strategies.	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests (and hopefully passing scores).				
	Funding Sources: State Comp Ed (24) - $2000.00					
System Safeguard Strategy 3) Math Teachers will work in Spiral Activities for the first ten minutes each day to highlight thinking and test-taking skills	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration)				
	Funding Sources: State Comp Ed (24) - $2500.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: GHS will improve college readiness performance.

Summative Evaluation: SAT and ACT participants will score above the state average, increase in number of students in AP and DC courses, and increase in the number of students scoring Level III on STAAR in Reading and Math.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) SAT/ACT Boot Camp provided by the Test-Prep Seminars	Campus Principal, Assistant Principals, Counselors	Seminars are held and student evaluations are reviewed.	✓			
	Funding Sources: Local (199)					
2) Advanced Placement teachers are trained and administrators review courses and curriculum.	Campus Principals, Assistant Principals (specifically the Advanced Placement Coordinator), AP Teachers	AP Teachers attend AP Conferences, Review meetings with each teacher to go over AP Data	✓			
	Funding Sources: Gifted (21)					
3) Math Teachers that are not in a State Tested area will continue the Spiraling Activities (Molina) to prepare students for SAT/ACT test items.	Teachers, Curriculum Coordinators, Assistant Principals, Principal	Walk-through data shows spiraling activities at least 3 out of every 5 visits at the beginning of the class period. (Math)	◔			

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

Summative Evaluation: GHS will have a 95% or better completion rate in all calculated sub-groups.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students-in-Crisis group closely monitored by Counseling team--this year the focus is grade 10.	Counselors, Campus Principal	Students are successful in their classes.				
2) Utilization of Odysseyware in the SOAR classroom to accelerate or recover credits.	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
	Funding Sources: Local (199)					
3) Leaver processes will be reviewed and improved as necessary.	Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Transition and train staff, students, and parents about the new graduation plans.

Summative Evaluation: Training is completed for teachers, students, and community members.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Educate students and parents about new graduation plans and earning endorsements when concrete information becomes available from the state.	Counselors, Administration, Teachers	Class Meetings				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	ARD committees, all teachers, SPEd Department Chair, Administrators	SPED students in regular classes.	✓			
2) Support SPED students and general classroom teachers by restructuring our Inclusion Support teachers to a case-manager system.	SPEd Department Chair, Inclusion Support Teachers, Administration, SPEd Director	Inclusion Support teachers have a caseload of students rather than specific classes they attend.	✓			
3) Provide teachers with special and targeted professional development activities regarding students with disabilities.	Jeremy Ross, SPED Director, Director of Curriculum	Professional Development Activities are held.	◔			
	Funding Sources: Special Education (23)					

✗ = Discontinue ◔ = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: Improve writing achievement for ESL students.

Summative Evaluation: Improve writing performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Intervention Specialist Teacher who specifically monitors progress for Hispanic, LEP, and ESL demographic	Campus Principal, Intervention Specialist	Position created and filled	✓			
	Funding Sources: State Comp Ed (24) - $25000.00					
System Safeguard Strategy 2) Concentrated instruction for ESL students in ESOL/EOC Prep class time.	Campus Principal, Intervention Specialist	Student success in writing as demonstrated on assignments				
	Funding Sources: State Comp Ed (24)					
System Safeguard Strategy 3) Tutorial opportunities for LEP/ESL students specifically on Tuesdays and Thursdays	Intervention Specialist	Student sign-in logs indicating participation in TNT sessions.				
	Funding Sources: State Comp Ed (24)					

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 8: Improve reading achievement for Bilingual students.

Summative Evaluation: Improve reading performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Intervention Specialist Teacher who specifically monitors progress for Hispanic, LEP, and ESL demographic	Campus Principal, Intervention Specialist, Director of Curriculum, Asst Superintendent	Position created and filled	✓			
	Funding Sources: State Comp Ed (24) - $25000.00					
System Safeguard Strategy 2) Concentrated instruction for ESL students in ESOL/EOC Prep class time.	ESL/ELA Teachers, Intervention Specialists	Student success in writing as demonstrated on assignments	◔			
System Safeguard Strategy 3) Tutorial opportunities for LEP/ESL students specifically on Tuesdays and Thursdays.	Intervention Specialists, Teachers	Student sign-in logs indicating participation in TNT sessions.	◔			
	Funding Sources: State Comp Ed (24) - $2000.00					

✗ = Discontinue = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure and make recommendations for improvements.

Summative Evaluation: A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Convene the GHS Technology committee to continue making tech recommendations and campus tech goals.	Librarian, Assistant Principals, Teacher members	Technology Committee agendas and Tech Plan for GHS.				
2) Research the technological tools that will optimize each content area as the building is updated via bond funds.	Principal, Department Chairs, Teachers	Recommendations are presented for new technology purchases (when prepared)				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Provide technology professional development to support instruction.

Summative Evaluation: Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide technology offerings during Summer Conference.	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer conference agenda	✓			
2) Provide technology mini-sessions to assist teachers in day-to-day operations specifically targeting: Google Chrome Google Docs Skyward Smart Technologies (Whiteboards) Active Votes and Slates	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).	◔			
✗ = Discontinue	= No Progress	◔ = Some Progress	◕ = Considerable	✓ = Accomplished		

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: Every 2nd Period teacher will document completion of the Student Lessons on digital citizenship before October 1.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide digital lessons to each class before the end of September.	Campus Principal, Instructional Tech Coordinator, All Staff Members.	Documentation/signature pages confirming completion.	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Implement plans to move forward with a bond by having multiple stakeholders participate in facilities meetings.

Summative Evaluation: Meetings were conducted, campus tours were completed, and a school bond election was held in November.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Specific content teachers will visit other campuses to get ideas about instructional space relative to their program and goals.	Principal, Teachers, CTE Director	Site visits are scheduled and completed.				
2) Each department will conduct a program evaluation and survey for future needs.	Program Lead Teachers, (Band, Choir, CTE Areas, Theatre, Department Chairs, JROTC)	Surveys are conducted and results reported to Principal and Architect Firm.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling based on the needs of the students.

Summative Evaluation: School calendar, master schedule, and individual schedules will reflect differentiation based on needs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Individual students are scheduled according to their needs to accelerate, remediate, or have time flexibility.	Counselors, Administrators, Intervention Specialists.	Student schedules reflect individual needs.				
2) GHS Master Schedule allows for core academic departments to each have a common conference period for the purpose of common planning and teaming.	Campus Principal, Counselors, Tech Director	GHS Course Master				
3) Based on outside needs, and on a case-by-case basis, student requests for early release will be considered.	Counselors, Principal	Student requests signed by parents and either approved or not approved by the Principal.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Provide students with multiple opportunities to explore interests in order to prepare for post-secondary success.

Summative Evaluation: Campus has conducted elective fair, CTE planning and College and Career Fair to explore post-secondary options.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Encourage participation in extracurricular activities: Sports Band Choir Theater Ag JROTC	Teachers, Administrators, Coaches, Counselors (and parents).	Number of students involved in an extracurricular activity.				
2) Support Career and Technical programming though the elective fair and scheduling.	CTE Director, Administrators, Teachers.	Number of students enrolled in a CTE program.				
3) Provide opportunities for learning extensions and accelerations through opportunities for GT students (AP/DC/Science Fair/History Fair)	Teachers, Administrators	Enrollment in advanced classes (AP, Pre-AP, DC) and Participation in Science/History Fair				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Provide support and professional development for teachers in small, like groups throughout the school year on specific subgroups and their unique needs.

Summative Evaluation: Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Common Conference Periods-teachers in like-content groups are scheduled to have their conference period.	Campus Principal, Counselor, Tech Director, Skyward Coordinator	Core academic teachers have a master-scheduled, common conference period.	✓			
2) Campus-wide professional development opportunities, when possible, are planned in small groups so that more meaningful discussion and interaction might take place.	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.	◔			

✗ = Discontinue = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

State Compensatory

Budget for Granbury High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6115 00 001 0 24 000	6115 Career Ladder - Locally Defined	$7,784.00
199 E 11 6116 00 001 0 24 820	6116 Extra Duty Stipend - Locally Defined	$987.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$127,240.00
199 E 11 6117 00 003 0 28 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$173,117.00
199 E 23 6117 00 003 0 28 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$40,048.00
199 E 31 6117 00 003 0 28 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$26,488.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	$18,937.00
199 E 23 6125 00 003 0 28 000	6125 Salary Support - Locally Defined	$15,040.00
199 E 23 6135 00 003 0 28 000	6139 Employee Allowances	$210.00
199 E 11 6141 00 003 0 28 000	6141 Social Security/Medicare	$2,511.00
199 E 23 6141 00 003 0 28 000	6141 Social Security/Medicare	$802.00
199 E 31 6141 00 003 0 28 000	6141 Social Security/Medicare	$384.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	$2,121.00
199 E 11 6141 00 001 0 24 820	6141 Social Security/Medicare	$14.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	$14,679.00
199 E 11 6142 00 003 0 28 000	6142 Group Health and Life Insurance	$8,528.00
199 E 23 6142 00 003 0 28 000	6142 Group Health and Life Insurance	$2,126.00
199 E 31 6142 00 003 0 28 000	6142 Group Health and Life Insurance	$2,113.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	$1,885.00
199 E 11 6143 00 001 0 24 820	6143 Workers' Compensation	$5.00
199 E 11 6143 00 003 0 28 000	6143 Workers' Compensation	$2,303.00
199 E 23 6143 00 003 0 28 000	6143 Workers' Compensation	$736.00

199 E 31 6143 00 003 0 28 000	6143 Workers' Compensation	$353.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$9,792.00
199 E 11 6144 00 003 0 28 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$7,657.00
199 E 23 6144 00 003 0 28 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$3,378.00
199 E 31 6144 00 003 0 28 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,802.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	$203.00
199 E 11 6145 00 001 0 24 820	6145 Unemployment Compensation	$1.00
199 E 11 6145 00 003 0 28 000	6145 Unemployment Compensation	$176.00
199 E 23 6145 00 003 0 28 000	6145 Unemployment Compensation	$56.00
199 E 31 6145 00 003 0 28 000	6145 Unemployment Compensation	$27.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	$2,409.00
199 E 11 6146 00 003 0 28 000	6146 Teacher Retirement/TRS Care	$1,709.00
199 E 23 6146 00 003 0 28 000	6146 Teacher Retirement/TRS Care	$1,238.00
199 E 31 6146 00 003 0 28 000	6146 Teacher Retirement/TRS Care	$410.00
	6100 Subtotal:	**$477,269.00**
6200 Professional and Contracted Services		
199 E 11 6219 00 003 0 28 990	6219 Professional Services	$3,049.00
199 E 11 6239 99 003 0 28 601	6239 ESC Services	$381.00
199 E 11 6268 00 003 0 28 000	6268 Rentals - Other/Graduation Costs - Locally Defined	$5,200.00
199 E 13 6299 00 001 0 24 000	6299 Miscellaneous Contracted Services	$1,000.00
	6200 Subtotal:	**$9,630.00**
6300 Supplies and Services		
199 E 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,960.00
199 E 11 6395 00 003 0 28 000	6395 Supplies, DP Operations - Locally Defined	$3,196.00
199 E 23 6395 00 003 0 28 000	6395 Supplies, DP Operations - Locally Defined	$100.00
199 E 31 6395 00 003 0 28 000	6395 Supplies, DP Operations - Locally Defined	$7.00

199 E 33 6395 00 003 0 28 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 E 11 6397 00 003 0 28 000	6396 Technology Equipment > $100	$50.00
199 E 31 6397 00 003 0 28 000	6397 Other Equipment - Locally Defined	$25.00
	6300 Subtotal:	**$9,838.00**
6400 Other Operating Costs		
199 E 11 6411 00 001 0 24 820	6411 Employee Travel	$500.00
199 E 11 6411 00 003 0 28 000	6411 Employee Travel	$100.00
199 E 23 6411 00 003 0 28 000	6411 Employee Travel	$600.00
199 E 31 6411 00 003 0 28 000	6411 Employee Travel	$575.00
199 E 11 6495 00 003 0 28 000	6495 Membership Fees	$90.00
199 E 23 6495 00 003 0 28 000	6495 Membership Fees	$200.00
199 E 31 6495 00 003 0 28 000	6495 Membership Fees	$155.00
199 E 11 6498 00 003 0 28 000	6498 Athletic/PE Supplies - Locally Defined	$800.00
199 E 31 6498 00 003 0 28 000	6498 Athletic/PE Supplies - Locally Defined	$150.00
199 E 11 6499 00 003 0 28 000	6499 Miscellaneous Operating Costs	$850.00
199 E 13 6499 00 003 0 28 000	6499 Miscellaneous Operating Costs	$1,000.00
	6400 Subtotal:	**$5,020.00**
6600 Capital Outlay Accounts		
199 E 11 6649 00 003 0 28 000	6649 Capital Assets - Locally Defined	$700.00
	6600 Subtotal:	**$700.00**

Personnel for Granbury High School:

Name	Position	Program	FTE
Beth Richardson	Teacher	State Comp	100%
Christy Pieren	Teacher	State Comp	33%
Jose Ochoa	Teacher	State Comp	16%
Liliana Torres	Paraprofessional	State Comp	100%
Melissa Knowles	Teacher	State Comp	17%
Sherry Swaim	Teacher	State Comp	50%
Steve Ward	Teacher	State Comp	17%
Tammy Roe	Teacher	State Comp	17%

Granbury Independent School District

Stars Accelerated High School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Mission Statement

The Mission of STARS Academy is to provide students in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global societ

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 studnets enrolled. Of, that 13.4 % are Hispanic, 82.7 % are White/ Non Hispanic, 1.9 % are Aferican American, and 1.9% are American Indian. Socio Ecomomically - STARS has 46.15% of it's students reported to be Ecomomic Disadvantaged and 92.31 % are considered At-Risk. 9.62 % of STARS students recieve Special Education services. Enrolled in Career and Technology Courses there are 15.3 % of the students.23% of it's students are considered Homeless. STARS student Population consist of 40% classifed as 12th graders, 25% -11th graders, 27% 10th graders and 8% -9th graders..

Demographics Strengths

STARS Accelerated High School main focus s on assisting At-Risk students to graduate and become successful members of our community.

Demographics Needs

STARS needs are to reduce the number of drop out in the district and to improve the attendance rate to above 90%

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Student Achievement Needs

School Culture and Climate

School Culture and Climate Summary

STARS culture and climate is laid back, self-paced, and more individualized, and with high expectations. It is free of excessive drama that may occur and a traditional high school. It allows for more one on one time. The school climate and culture allows us to meet the needs of all students groups.

School Culture and Climate Strengths

We are able to faciliate close relationships with our students. Since we have a smaller number of students, we have the opportunity to be more supportive and caring on an individual basis.

School Culture and Climate Needs

Because of the many adversities our students deal with it effects their attendance rates and attitudes about achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at Stars are highly qualified. Our staff retention rates are 100% except when a teacher retires.

We have 7 staff members which includes 4 teachers, 2 counselors (between BTC and STARS), 1 secretary, and principal.

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains 100%.

Staff Quality, Recruitment, and Retention Needs

-We need more help with our special education and 504 students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Students are delivered instruction through developed courses using the TEKS. Computer-based programs such as Odysseyware, Comptons, and Study Island are used to

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Needs

Family and Community Involvement

Family and Community Involvement Summary

STARS Accelerated High School. Because students come and go throughout the school year, we meet with the parents for about an hour and half. At which time, we communicate to the parents the culture of our school, expectations, and progress reports. The students are given a copy of the reports as well as a copy of it is mail home. We use the school messenger to communicate to parents important dates such as holidays and testing dates.

Family and Community Involvement Strengths

We make calls when students are absent or late, send out 3 weeek progress reports, communicate through school messenger.

Family and Community Involvement Needs

Many of our students live independently and working to sustain a livelihood.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, using "Capturing Kid's Hearts" training the campus facuility guide students through the use of a "Social Contract" which will be used and revisited thrughout the year.

School Context and Organization Strengths

Out sstrength is in the staffs ability to work one on one with the students in developing individual educational plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

School Context and Organization Needs

Our vision is to continue helping At-Risk students to become successful in their education.

Technology

Technology Summary

Each classroom has 8-10 computers per classroom. We have computers for each student to work on Odysseyware. All staff have their own computer

The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

Stars strengths include access to wireless internet throughout each classroom.

Technology Needs

Students are not able to complete their work when the internet goes down.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: The Staff at STARS Accelerated High School will create a positive school climate

Summative Evaluation: Increase the attendance rate to 90% or better, to reduce the dropout rate

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students and parents will attend an interview before the student is enrolled	Principal	student enrollment				
2) Students will be involved in creating a Student Contract	Teachers & Staff	Student Contract posted in buildine				
3) Improve students attendance through a positive reward system. a. Casual Friday b. Homework passes c. Perfect attendance for month	Principal, attendance clerk	Improvement in student attendance				
4) Parent involvement in student attendance through a. 3 week progress report b. parent hone calls c. parent conference	Principal, teachers counselors	Increase in attendance and completion rate.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Develop and implement an effective plan to improve academic performance of all students

Summative Evaluation: All students will maintain 80% or better in all subject areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor all computer based courses for alignment to the TEKS	Campus principals, teachers	Audit of course against the TEKS, benchmark tests				
2) Design courses that use high level thinking skills	Campus Principal, teachers	Audit of courses against Bloom's and 21st century skills				
3) Use computer software program to enhance individualized needs	campus principal, teachers	Odysseyware, lesson plans				
	Funding Sources: State Comp Ed (24) - $10000.00					
4) Provide individualized instruction to meet student needs	campus principal, teachers	lesson plans, personal graduation plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Implement Project Based Learning

Summative Evaluation: 2 teachers will be trained and implementing for 2014-15

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers will attend the three day training during the summer	Campus principal, teachers	sign in sheets, lesson plans				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Students will participate in all state assessments that are applicable to their graduation plan

Summative Evaluation: 100% of students will participate in STAAR and other state assessments as applicable

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Continual update of student s contacts information- AGR Card (currentcell phone number, addresses, and emergency contact information)	Principal, counselor	improved attendance, Phone log,				
System Safeguard Strategy 2) Test date reminders a. Verbal reminders by staff of testing dates, subject being tested and the importance of doing well on test b. Visual reminders of subject testing dates and subjects being tested	Principal, Counselor & teachers	Testing date signs posted through out the school				
System Safeguard Strategy 3) Identify students with transportation needs and arrange district transportation for students who need transportation.	Principal and secretary	Transportation log				
System Safeguard Strategy 4) Send home written notice with the students detailing testing including subjest being tested , date and time of test.	Counselor	copy of note				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided opportunity to utilize technology in the classroom

Summative Evaluation: Technology will be used in the classroom 75% of the time

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will utilize computer based courses	campus principal, teachers	Completion of courses, lesson plans				
	Funding Sources: State Comp Ed (24) - $10000.00					
2) Students usage of technology in classroom	Teachers	Increased number of courses offered, credits awarded				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: STARS Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs. The administration and teachers will develop and implement an effective facilities improvement plan to address instructional needs .

Summative Evaluation: Compare maintenance requests to facilities plan

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Request for maintenance services will address facilities maintenance and repairs	Principal and Secretary	Completed Work orders				
2) The Budget planning process will be used to address facility improvement.	Principal and staff	Budget Process				
3) Review Facilities Improvement Plan	Principal and staff	Request for Facilities / Maintenance				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: STARS Accelerated High School will allow individualized opportunities for students to enroll in CTE courses and Other language courses

Summative Evaluation: Students enrollment in GHS or Crossland CTE course or Other language courses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will be allowed to remain in CTE courses or enroll in CTE course at the beginning of semester	Counselor, principal	Students enrolled and credits earned				
2) Students who are on the Recommended High School Diploma will be allowed to go the GHS or Crossland to continue with Others Languages required for Diploma Plan.	Counselor, Principal	Courses completed, Student enrollment				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: STARS Accelerated High School teachers will be give opportunities to participate and collaboration in professional development.

Summative Evaluation: Teacher certificates of courses completed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide effective instructional leadership.	Principal	State testing, Faculty Survey.				
	Funding Sources: Local (199)					
2) Teacher Inservice and Summer Conference	Superintendent and Curriculum Department	Signed In form, Certificates				
3) Teachers will be competent in technology and in the integation of technology into their curriculum	Principal & Staff	STARR Chart				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: The fiscal plan for STARS will focus on instruction and viable fund balances will be maintained. The STARS budget will provide adequate resources to meet all instructional needs of the students

Summative Evaluation: Skyward Reports & Budget

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develope Budget for school year	Principal & Site Based Team.	Completed Budget				
2) Maintain appropriate and effective expenditures	Principal & Secretary	Budget Allociation				
3) Involve STARS staff in Budget Decisions	Principal & Staff	Skyward Budget report				
4) Monitor all expenditures	Principal & Secretary	Balanced Budget				
5) The majority of the budget will be focused on instructional programs	Principal & Staff	Budget Expenditures				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for Stars Accelerated High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6112 00 002 0 26 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,448.00
199 E 11 6115 00 002 0 26 000	6115 Career Ladder - Locally Defined	$1,000.00
199 E 11 6116 00 002 0 26 820	6116 Extra Duty Stipend - Locally Defined	$2,960.00
199 E 11 6117 00 002 0 26 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$234,570.00
199 E 23 6117 00 002 0 26 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$40,048.00
199 E 31 6117 00 002 0 26 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$27,268.00
199 E 23 6125 00 002 0 26 000	6125 Salary Support - Locally Defined	$15,040.00
199 E 23 6135 00 002 0 26 000	6139 Employee Allowances	$210.00
199 E 31 6141 00 002 0 26 000	6141 Social Security/Medicare	$395.00
199 E 11 6141 00 002 0 26 000	6141 Social Security/Medicare	$3,400.00
199 E 11 6141 00 002 0 26 820	6141 Social Security/Medicare	$43.00
199 E 23 6141 00 002 0 26 000	6141 Social Security/Medicare	$802.00
199 E 11 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$13,053.00
199 E 23 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$2,126.00
199 E 31 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$2,113.00
199 E 11 6143 00 002 0 26 000	6143 Workers' Compensation	$3,123.00
199 E 11 6143 00 002 0 26 820	6143 Workers' Compensation	$16.00
199 E 23 6143 00 002 0 26 000	6143 Workers' Compensation	$736.00
199 E 31 6143 00 002 0 26 000	6143 Workers' Compensation	$358.00
199 E 11 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$15,240.00
199 E 23 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$3,378.00
199 E 31 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,699.00

199 E 23 6145 00 002 0 26 000	6145 Unemployment Compensation	$56.00
199 E 31 6145 00 002 0 26 000	6145 Unemployment Compensation	$24.00
199 E 11 6145 00 002 0 26 000	6145 Unemployment Compensation	$238.00
199 E 11 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$4,349.00
199 E 23 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$1,238.00
199 E 31 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$578.00
	6100 Subtotal:	**$376,509.00**
6200 Professional and Contracted Services		
199 E 11 6219 00 002 0 26 990	6219 Professional Services	$13,900.00
199 E 11 6239 00 002 0 26 990	6239 ESC Services	$500.00
199 E 11 6239 99 002 0 26 601	6239 ESC Services	$654.00
199 E 13 6239 00 002 0 26 000	6239 ESC Services	$100.00
199 E 11 6244 00 002 0 26 990	6244 Contracted Maintenance & Repair, Equipment - Locally Defined	$2,641.00
199 E 11 6268 00 002 0 26 000	6268 Rentals - Other/Graduation Costs - Locally Defined	$2,600.00
199 E 11 6297 99 002 0 26 601	6297 Miscellaneous Contracted Services - Locally Defined	$113.00
199 E 13 6299 00 002 0 26 00B	6299 Miscellaneous Contracted Services	$750.00
	6200 Subtotal:	**$21,258.00**
6300 Supplies and Services		
199 E 11 6311 00 002 0 26 00B	6311 Gasoline and Other Fuels for Vehicles	$2,750.00
199 E 11 6325 00 002 0 26 370	6325 Library Books - Locally Defined	$100.00
199 E 11 6395 00 002 0 26 390	6395 Supplies, DP Operations - Locally Defined	$150.00
199 E 11 6395 00 002 0 26 450	6395 Supplies, DP Operations - Locally Defined	$178.00
199 E 23 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$236.00
199 E 31 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$7.00
199 E 11 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 E 11 6395 00 002 0 26 180	6395 Supplies, DP Operations - Locally Defined	$300.00

502

199 E 11 6395 00 002 0 26 370	6395 Supplies, DP Operations - Locally Defined	$100.00
199 E 11 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$165.00
199 E 11 6397 00 002 0 26 990	6397 Other Equipment - Locally Defined	$991.00
199 E 11 6397 CR 002 0 26 000	6397 Other Equipment - Locally Defined	$8,800.00
199 E 11 6397 SI 002 0 26 000	6397 Other Equipment - Locally Defined	$4,454.00
199 E 23 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$525.00
199 E 31 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$25.00
199 E 11 6396 00 002 0 26 000	6399 General Supplies	$500.00
199 E 11 6399 00 002 0 26 000	6399 General Supplies	$200.00
	6300 Subtotal:	**$19,981.00**
6400 Other Operating Costs		
199 E 23 6411 75 002 0 26 000	6411 Employee Travel	$50.00
199 E 11 6411 00 002 0 26 820	6411 Employee Travel	$500.00
199 E 13 6411 00 002 0 26 000	6411 Employee Travel	$600.00
199 E 23 6411 00 002 0 26 000	6411 Employee Travel	$500.00
199 E 11 6412 00 002 0 26 00B	6412 Student Travel	$500.00
199 E 11 6495 00 002 0 26 000	6495 Membership Fees	$170.00
199 E 23 6495 00 002 0 26 000	6495 Membership Fees	$80.00
199 E 31 6495 00 002 0 26 000	6495 Membership Fees	$30.00
199 E 11 6497 00 002 0 26 000	6497 Fees - Locally Defined	$25.00
199 E 11 6498 00 002 0 26 000	6498 Athletic/PE Supplies - Locally Defined	$2,750.00
199 E 11 6499 00 002 0 26 000	6499 Miscellaneous Operating Costs	$300.00
199 E 11 6499 CF 002 0 26 000	6499 Miscellaneous Operating Costs	$500.00
	6400 Subtotal:	**$6,005.00**
6600 Capital Outlay Accounts		
199 E 11 6645 00 002 0 26 990	6649 Capital Assets - Locally Defined	$377.46

199 E 23 6649 00 002 0 26 000	6649 Capital Assets - Locally Defined	$100.00
	6600 Subtotal:	**$477.46**

Personnel for Stars Accelerated High School:

Name	Position	Program	FTE
Candy Tatum	Paraprofessional	State Comp	100%
Edwin Young	Principal	State Comp	100%
Greg Brown	Teacher	State Comp	100%
Kerri Pavelick	Teacher	State Comp	100%
Melissa Hohnstreiter	Counselor	State Comp	50%
Rhonda Naylor	Teacher	State Comp	100%
Terry Keith	Teacher	State Comp	100%

Granbury Independent School District

District Improvement Plan

2013-2014

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.
We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.
We believe cultivating positive relationships is essential for successful learning.
We believe adaptable students who are life-long learners will be empowered to shape their world.
We believe providing an optimal environment enables each student to discover his or her full learning potential.

Granbury ISD Comprehensive Needs Assessment

2013-2014

Vision: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Beliefs:

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

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We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Mission: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Objectives:

- Beginning in 2013-2014, every student will participate in a community service project of their choosing each year.
- By 2016, Granbury ISD will have the technology infrastructure required to provide 100% of our learners access to the technology tools necessary to compete in an ever-changing world.
- All students will plan, monitor, and assess their own individualized academic goals.
- In order to enhance academic rigor, project-based learning will be implemented on all campuses (K-12) to enhance critical thinking, problem-solving, and communication in an optimal environment.

District Profile: For the 2013-14 school year, Granbury ISD had a total of 6,668 students which is a growth of 50 students. The ethnic make-up of those students was:

▪ White	74%
▪ Hispanic/Latino	22%
▪ Multi-Racial	2%
▪ Black/African-American	<1%
▪ Asian	<1%
▪ American Indian/Alaskan Native	<1%
▪ Native Hawaiian	<1%

The white population declined 2% while the Hispanic/Latino group grew by2%. For the 2013-14 school year, the district's free/reduced percentage is 51% which is the same reflected in 2012-2013. The following data shows the order of campuses in priority ranking in regards to poverty levels:

▪ Baccus Elementary	71.4%
▪ Roberson Elementary	66.5%
▪ Granbury Middle	63.7%
▪ Brawner Intermediate	63.4%
▪ Crossland Ninth Grade	63.4%
▪ STARS Academy	56.9%
▪ Mambrino Elementary	53.8%
▪ Oakwoods Elementary	44.8%
▪ Granbury High School	41.9%
▪ Acton Elementary	41.3%
▪ Acton Middle	38.5%

District Needs: GISD has recently completed a strategic planning process which identified new goals for the 2013-14 school year. A District Advisory Council meeting was held on October 10, 2013. According to the data and documents reviewed, GISD has determined five major areas of concern to be addressed for the 2013-14 school year. These items are:

- Student Progress in Reading – all sub pops
- Student Progress in Math – all sub pops
- Writing performance for all students
    - Writing Performance for ELL students – District Safeguard
- Access to general curriculum for all student populations – District Safeguard
- Reading performance for Bilingual population – District Safeguard

Granbury ISD has earned the accountability rating of Met Standard from the Texas Education Agency and was Recognized the previous two years under the AEIS system. STAAR EOC implementation is a big concern since "end game" for students now begins in the 9th grade as opposed to the 11th grade. GISD recognizes the biggest concern to be English I Writing. Since the state has combined the reading and writing portions once again for the assessment, the district is now charged with acclimating to yet another set of blue prints. Another concern is the implementation of new Math TEKS that GISD has chosen to phase in over two years beginning with 2013-14. GISD will continue to work at the achievement gap between student populations with a special emphasis on LEP and Special education sub populations. Granbury ISD will use its state, local, and federal funds to address the needs of these students. GISD has six campuses receiving Title I federal funds during the 2013-14 school year. Some of these campuses will employ specialized interventionist to help address the needs of the struggling students. Academic intervention personnel will continue to be part the Granbury High School staff with special emphasis on the LEP, Hispanic population, and particular emphasis for students that have yet to pass EOC assessments from the 9th grade year. The campuses will also utilize funds for accelerated instruction for students that have not met the mean score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate.

Another area of concern regarding the English language learners and economically disadvantaged students of GISD is the under representation of these two subpopulations graduating on a plan above the minimum or foundation. Granbury ISD will take steps to ensure that there are no barriers for students to participate in the dual credit or advanced placement tracks and ensure that all students are advised into endorsement areas.

After a review of the master schedules and feedback from students, GISD has identified a need for academic advising. Counselors and teachers will be trained on how to advise students regarding post-secondary goals. The Bridge Assessment will be given in 7th grade and CTE will partner with general ed to ensure that students are on the correct pathway that compliments their goals. All GISD 5th grade students will visit the high school specifically to observe the CTE programs.

GISD has maintained a steady system of common assessment which enables teachers, campuses, and the district to monitor student growth and learning. The data is indicating that GISD needs to provide some ongoing professional development for Tier 1 academic intervention. Teachers need to recognize the need and implement differentiated strategies to meet the needs of all learners within the classroom so that all students have access to the general curriculum. GISD will partner with several

professional development providers while implementing a best practice model of professional development in the areas of Reading, Writing, and Math. GISD will also be training and implementing Project Based Learning in the next couple of years for all instructional staff in an effort to better meet 21st century skills.

The district will continue its push for attendance and encouraging students and staff members to be in class and at work. CTE courses provide the high interest and cater to individual student goals. CTE will provide more recruiting events and increase the number of certifications available to students. Campuses will also provide incentives for students and staff members for attendance.

The district and community will continue the partnerships established during the strategic planning process and will move forward with the planning of a bond to improve programs to meet an ever changing community and world.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Provide a community outreach avenue

Summative Evaluation: At least 6 outreach activities

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research the cost and implementation of a mobile unit to provide community outreach	Public Information Officer, Director of Technology, Director of Transportation	Recommendation proposal				
2) Current resources will be identified	Director of Curriculum, Counselors	Common digital access point				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Annual review of district initiatives

Summative Evaluation: Program evaluation documentaiton

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Form a committee to monitor current district-wide initiatives	Admin Team	Agendas, Minutes, Recommendations				
2) Identify the current district initiatives	Admin Team	List of current initiatives				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Consider district liaison

Summative Evaluation: Approve or disapprove position

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research financial means to fund a position	Director of Human Resources, Director of Curriculum and Instruction	Approval or disapproval of position, written job description				
2) Research other districts with like positions	Director of Curriculum and Instruction, Director of Human Resources	Documentation from other districts				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Research forms of social media

Summative Evaluation: At least 4 avenues will be implemented

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Define how social media and other medias can be utilized to promote GISD	Superintendent, Director of Technology, Public Information Officer	Examples of promotions				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Provide district-wide professional development through-out school year to foster relationships

Summative Evaluation: All staff will attend at least 6 meetings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide networking opportunities for all staff (administrators, teachers, counselors, food services, nurses, etc) across the district	Superintendent, Asst Superintendent, Director of Curriculum and Instruction, Principals	Calendar of invites, schedule of meetings				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Utilize a phone translation program

Summative Evaluation: Purchase of a translating system

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research cost and funding source for a phone translating system	Director of Curriculum and Instruction, Director of Technology, Public Information Officer	Proposal				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 70 educators will be trained have implemented 2 PBL's by the end of the school year in 2014

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Create a 3 year implementation plan	Director of Curriculum and Instruction, Superintendent, Asst Superintendent, Principals, CBP's	Calendar of training, digital scrapbook of implementation of PBL's, Sign In sheets of training	✓			
	Funding Sources: Title II (255) - $65000.00					

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: All student groups will grow by 2%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement District Intervention Activites	Director of Curriculum and Instruction, Asst. Superintendent	Increase in STAAR scores for students that are at-risk				
	Funding Sources: State Comp Ed (24) - $5000.00, State Comp Ed (24) - $4000.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: SAT and ACT Scores, Number of students in AP and DC courses, Number of students scoring Level III on STAAR in Reading and Math

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) SAT/ACT Help sessions will be offered at GHS	Director of Curriculum, High School Principal	College Ready Indicator of TAIS	✓			
2) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Student usage on software program	◔			

✗ = Discontinue = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide flexible opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: Drop out and graduation data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Continue with SOAR lab and adding courses to that program	Asst Superintendent, Director of Curriculum, Director of CTE, High School Principals	Number of courses completed within the program, student schedules	✓			
	Funding Sources: State Comp Ed (24) - $50000.00					

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Improve graduation rate according to the new graduation plans

Summative Evaluation: Percentage of students earning endorsements

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Increase in graduation rates according to state and federal data				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Ongoing professional development for Tier I intervention	Asst Superintendent, Director of Curriculum, Director of Special Education, Curriculum Coordinators	Common Assessment Data				
	Funding Sources: State Comp Ed (24) - $7000.00					
System Safeguard Strategy 2) Provide individual intervention for Tier I students	Asst Superintendent, Director of Curriculum, Director of Special Ed, campus principals, teachers	Common Assessment Data, Progress Monitoring Data,				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: Improve writing achievement for ESL students

Summative Evaluation: Improve writing performance by 3%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Provide 2-day training for all Pre-K through 5 ELA teacher with support resources	Asst Superintedent, Director of Curriculum, Elementary Principals, Elementary Coordinators	Sign In sheets, Curriculum documents, lesson plans	✓			
	Funding Sources: Title I (211) - $53000.00					
System Safeguard Strategy 2) Ongoing professional development to build instructional capacity	Asst Superintendent, Director of Curriculum, Secondary ELA Coordinator, District Intervention Coordinator, ESL/Bilingual Coordinator	Common Assessments Data	◔			
	Funding Sources: State Comp Ed (24) - $7000.00					
3) Provide 2-day training for all 7th grade ELA teachers with support resources	Asst Superintendent, Director of Curriculum, Secondary ELA Coordinator	Sign In sheets, Curriculum Documents, Lesson plans	✓			
	Funding Sources: ESL/Bilingual (25) - $1000.00					
System Safeguard Strategy 4) Implement Elements of Success for Secondary ELA Writing program	Director of Curriculum, ELA Coordinator, ESL/Bilingual Coordinator, Campus Principals	Training agendas, walk-through documentation	◔			
✗ = Discontinue	= No Progress	◔ = Some Progress	◕ = Considerable	✓ = Accomplished		

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 8: Improve reading achievement for Bilingual students

Summative Evaluation: Improve reading performance by 5%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Complete an in depth review of student performance by campus	Brawner Principal, Asst Superintendent, Director of Curriculum, ESL/Bilingual Coordinator	Disaggregation of data				
System Safeguard Strategy 2) Implement plan to facilitate in depth language rich activities	Brawner Principal, ESL/Bilingual Coordinator, Bilingual Teachers	Lesson plans, common assessment data, iStation data				
	Funding Sources: ESL/Bilingual (25) - $1000.00					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure

Summative Evaluation: Needs assement

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Contract with outside entity to determine need.	Director of Technology, Assistant Superintendent, Superintendent	Reports and recommendations				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Identify model classroom equipped with technology

Summative Evaluation: Illustration of model with equipment list

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Identify technology components in an elementary model classroom.	Director of Technology, Principals, Assistant Superintendent, Superintendent	Blueprint of model classroom in place	✓			
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Implement 1:X wireless access across the district

Summative Evaluation: Infrastructure Upgrade

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Calendar implementation guide will be created	Director of Technology	Calendar				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Provide technology professional development to support instruction

Summative Evaluation: Catalog of offerings and sign in sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Survey for parents, students, teachers, and administrators to determine professional development needs.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Survey results to determine need.				
	Funding Sources: Local (199)					
2) Implement a professional development framework that will be implemented for all staff.	Director of Technology, Assistant Superintendent, Superintendent	Framework				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Student Lesson Documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide cyber-safety lessons for all students.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Lessons	✓			
	Funding Sources: Local (199)					

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 6: Expose students to a variety of digitals tools and software

Summative Evaluation: Model Technical Classrooms

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Investigate new technologies for students.	Director of Technology, Assistant Superintendent, Superintendent.	New technologies available.				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 7: Work with tech consultants on a timeline if bond is passed

Summative Evaluation: Calendar and implementation of bond

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) An implementation plan for bond in place.	Director of Technology, Assistant Superintendent, Superintendent	Plan and timeline.				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Implementation calendar will be created

Summative Evaluation: Projects will begin in summer of 2014

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Architect firm will begin the process	Superintendent School Board Assistant Superintendent Executive Director of Finance	Board Approval Contract with Firm				
	Funding Sources: Local (199)					

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Apply for Early Release Waiver	Director of C&I	Waiver Approval, Calendar	✓			

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Establish a professional development committee

Summative Evaluation: A district professional development framework will be created and distributed to 100% of the core instructional staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Create a professional development survey	Director of C&I, Professional Development District Committee	Survey	✓			
2) Create a professional development framework that will be implemented for all core instructional staff	Director of Curriculum and Instruction, Asst Superintendent, Superintendent	Framework				

✗ = Discontinue = No Progress = Some Progress = Considerable ✓ = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Implement a comprehensive list of resources to the district

Summative Evaluation: 100% of counselors will have a list of current resources

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Invite community entities to present to counseling team	Director of C&I, Community Outreach Liaison,	Meeting agendas, minutes, and list of entities				

 = Discontinue = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Consider district liaison

Summative Evaluation: Approve or disapprove position

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research financial means to fund a position	Director of Human Resources, Director of Curriculum and Instruction	Approval or disapproval of position, written job description				
2) Research other districts with like positions	Director of Curriculum and Instruction, Director of Human Resources	Documentation from other districts				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Maintain and improve the Speaker's Bureau

Summative Evaluation: 10 more people will sign up to be on the Speaker's Bureau

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use all types of media to solicit other qualified participants	Public Information Office	Speaker's Bureau				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 13 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$32,014.00
199 E 21 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$17,409.00
199 E 31 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$26,488.00
199 E 13 6141 00 731 0 24 000	6141 Social Security/Medicare	$464.00
199 E 21 6141 00 731 0 24 000	6141 Social Security/Medicare	$252.00
199 E 31 6141 00 731 0 24 000	6141 Social Security/Medicare	$384.00
199 E 31 6142 00 731 0 24 000	6142 Group Health and Life Insurance	$2,113.00
199 E 13 6142 00 731 0 24 000	6142 Group Health and Life Insurance	$851.00
199 E 21 6142 00 731 0 24 000	6142 Group Health and Life Insurance	$6.00
199 E 21 6143 00 731 0 24 000	6143 Workers' Compensation	$232.00
199 E 31 6143 00 731 0 24 000	6143 Workers' Compensation	$353.00
199 E 21 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,081.00
199 E 31 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,802.00
199 E 21 6145 00 731 0 24 000	6145 Unemployment Compensation	$18.00
199 E 31 6145 00 731 0 24 000	6145 Unemployment Compensation	$27.00
199 E 13 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	$697.00
199 E 21 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	$373.00
199 E 31 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	$410.00
	6100 Subtotal:	**$84,974.00**
6200 Professional and Contracted Services		
199 E 13 6299 00 731 0 24 000	6299 Miscellaneous Contracted Services	$1,058.00

	6200 Subtotal:	**$1,058.00**
6300 Supplies and Services		
199 E 13 6395 00 731 0 24 000	6395 Supplies, DP Operations - Locally Defined	$2,932.00
	6300 Subtotal:	**$2,932.00**
6400 Other Operating Costs		
199 E 13 6411 00 731 0 24 000	6411 Employee Travel	$4,000.00
	6400 Subtotal:	**$4,000.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Heather Dollines	Sec ELA/Science and 504 Coord	State Comp	20%

Title I Personnel

Name	Position	Program	FTE
Trisha Suitt	Federal Programs Coordinator	Title I	50%

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support GISD anti-Bullying policies, guidelines and procedures designed to reduce bullying	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. All school staff members will be trained in the GISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
3. All GISD students will be involved in cyber-bulling lessons according to the Internet Safety curriculum	Campus Budgets	Instructional Technology Campus Principals Campus Staff	Verification in Tech Dept.
4. Gather data from bullying reports from all reporting mechanisms	Software	Campus Principals, and Campus Counselors	Data reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD will partner with Pecan Valley to provide Mental Health First Aide Training.	Pecan Valley	Director of C&I, Campus Counselors, LSSP	Sign In sheets Agendas
2. GISD will form a steering committee to review the current suicide prevention programs in place.	Committee	Asst Superintendent, Director of Curriculum, Counselor Rep	Sign in Sheets, Agendas
3. GISD steering committee will recommend a prevention program that correlates with HB 1386.	Committee	Asst Superintendent, Director of Curriculum, Committee, counselor Rep	Recommendation

Child Maltreatment, Child Abuse, & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Continue partnership with STAR Council	Star Council	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	# of visits to campuses
2. All campus staff members will be trained in the Hood County Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Hood county Child Advocacy Center	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
3. All school staff members will follow the GISD Child Abuse Reporting Protocol.	Policy	Campus Principals	Counselor Documentation

Priority for Service (PFS) Action Plan
for Migrant Students
ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with Migrant Education Program MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; **and** have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their education interrupted during the previous or current regular school year.

2013-2014 Priority for Service (PFS) Action Plan
ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

Goal(s): Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.	**Objective(s):** • Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migrant students who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. • Use data to plan the Priority for Services Action Plan (PFS) for 2013-2014 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.

Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly	15th day of every month for 2013-2014	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20th day of every month for 2013-2014	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2013	MEP Consultant	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			

Submit the PFS to the district SSA contact for distribution to appropriate staff	20th day of each month in 2013-2014	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20th day of each month in 2013-2014	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS students	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS students are identified and what services are available for these students	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
➢			
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant students designed to help students develop effective learning and study skills	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS students and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	
Monitor NGS course completion for PFS students with late entry and early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	Student transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service students.			
Meet (or communicate) with district staff to ensure students participate in school services offered	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant	Telephone log, mileage reimbursement, time and effort

		Consultant	reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log

GRANBURY ISD
Helping Students Reach New Heights

DATE: 1/14/2014

CAMPUS: Acton

WEEKLY ENROLLMENT REPORT

2012-2013	A	B	C	D	E	F	G	H	I	TOTAL
FIRST HR	19	17	19	18	19					92
SECOND HR	22	22	21	21	20					106
THIRD HR	23	23	23	22	22					113
FOURTH HR	22	22	22	22	21					109
FIFTH HR	25	25	25	26						101
KINDER HR	23	22	22	22	22	22				133
LIFE SKILLS HR	9	9	6							24
PRE-KINDER HR	12	14								26

550

SCHOOL'S TOTAL	704

GRANBURY ISD

Helping Students Reach New Heights

DATE: 1/14/2014

CAMPUS: Oak Woods

WEEKLY ENROLLMENT REPORT

2012-2013	A	B	C	D	E	F	G	H	I	TOTAL
FIRST HR	23	23	21	23						90
SECOND HR	22	21	21	20						84
THIRD HR	17	20	18	21						76
FOURTH HR	19	19	19	19						76
FIFTH HR	22	19	21							62
										0
KINDER HR	21	20	20	20	18					99
PRE-KINDER HR	9	10								19

SCHOOL'S TOTAL	506

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE GRANBURY INDEPENDENT SCHOOL DISTRICT

WHEREAS, Briggs Berry is a junior at Granbury High School with a strong record of academic excellence; and

WHEREAS, Briggs is a member of the Pirate Golf team; and

WHEREAS, Briggs helped the golf team advance to state competition for the first time since 2002, and he played at the University Interscholastic League's Class 4A state tournament in April 2013 at the Onion Creek Club in Austin with the squad earning seventh place overall; and

WHEREAS, Briggs suffers from an immune deficiency condition and will soon undergo chemotherapy in preparation for a bone marrow transplant; and

WHEREAS, Briggs has received well wishes from noted area sports figures including Dez Bryant, Mark Cuban, Dirk Nowitzki, and Demarcus Ware; and

WHEREAS, the Granbury High School Student Council and the student body is supporting Briggs through several activities with some students pledging to shave their heads in solidarity with their classmate;

BE IT THEREFORE RESOLVED that the Board of Trustees joins the community and Granbury High School in offering best wishes to Briggs Berry and his family as he undergoes this medical procedure with hopes for a speedy recovery and a quick return to Granbury High School.

ADOPTED by the Board of Trustees on this 20th day of January, 2014

_____
Mark A. Jackson
President

_____
Micky Shearon
Secretary

OFFICE OF THE ASSISTANT SUPERINTENDENT

For:	**Board of Trustees**
Date:	**01/20/2014**
Action:	**Report**

To: **Dr. James Largent, Superintendent**

From: **Carol Howard**
Date: **01/15/2014**
RE: **Texas Academic Performance Report**

SUMMARY: The new Texas Academic Performance Report was made available to districts and has been placed on the district's website for the public to view. This report replaces the former AEIS report from TEA. A summary of the report will be presented to the Board of Trustees.

RECOMMENDATION: Information Item Only

Respectfully submitted,

Carol Howard
Assistant Superintendent

Staff Persons Responsible:

GRANBURY ISD
Helping Students Reach New Heights

Sharay Boynton
Executive Director of Finance

Business Office
600 W. Bridge Street 817.408.4015
Granbury, Texas 76048 817.408.4033 Fax

www.granburyisd.org/business
sharay.boynton@granburyisd.org

January 15, 2014

Granbury Independent School District Board of Trustees:

The Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) requires the investment officer of each local government to submit to its governing body a report, not less than quarterly, of investment transactions.

The **Portfolio Summary Report** identifies all areas that are required to be reported to the governing body. The report summarized the information for all six groups of funds that the District invests funds. The report shows that all six funds are being invested at a rate similar to the average benchmark yield. The benchmark used is the 90-day T-Bill.

The total book value of investments held by the District on November 30, 2013 was $14,255,364. The General Fund holds the majority of the investments.

The District invested in the pools and the interest bearing checking accounts during the last quarter. The yield between the pools and the interest bearing checking accounts is consistent with that of individual Treasuries and Agencies. Term investments were researched and will be purchased as feasible. Funds will be reallocated to take advantage of the higher yield associated with the long-term investments as the opportunities become available.

Throughout most of last quarter, LOGIC maintained higher yields than TexPool, TexasTerm Daily and TASB-Lone Star. TexasTerm I, investments with set maturities, yield was still lower than the pools and funds are not as liquid as they are in the pools. With the interest rate as low as it is, it will not serve well to limit interest income for a period of time. These rates are being watched and investments being made as feasible. The interest yield on the checking accounts is more than the 90 day t-bill. The depository agreement entered into effective 9/1/11 realizes a floating interest rate depending on 90-day t-bill adjusted quarterly and will allow for a more competitive rate when the interest rate market increases. At this point, the minimum paid is .20% no matter what the 90 day t-bill is doing. Further, the depository has set up an investment account that maintains a rate consistent with TexPool's prior month average yield adjusted monthly, also limited to a minimum .20%. This rate is higher than the funds, however, due to collateral being limited to $6,000,000 for all accounts held by bank, this account is limited in its use. Funds are invested in the pools and the bank depending on the needs of the individual funds, diversity issues, and collateral available.

Funds are invested to yield the highest return and security at the time of investment or withdrawal. Graphs showing the percentage breakdown of investments as well as transactions for all funds are attached for your review.

The information presented above and the attached are submitted to you as the quarterly report of investment transactions for Granbury Independent School District.

Sharay S. Boynton, CPA
Executive Director of Finance

PORTFOLIO SUMMARY REPORT
PERIOD ENDING 11/30/13

GRANBURY ISD – GENERAL OPERATING INVESTMENT FUNDS

Beginning Book Value	$ 11,983,576
Beginning Market Value	$ 11,983,576
WAM at Beginning of Period	41 Days
Change to Market Value	$ 0
Ending Book Value	$ 11,983,576
Ending Market Value	$ 11,986,576
Gain/Loss	$ 0
WAM at Ending Date	41 Days
Period Yield to Maturity	.09%
Period Average Benchmark Yield	.06%

GRANBURY ISD – FOOD SERVICE INVESTMENT FUNDS

Beginning Book Value	$ 35,515
Beginning Market Value	$ 35,515
WAM at Beginning of Period	29 Days
Change to Market Value	$ 0
Ending Book Value	$ 35,515
Ending Market Value	$ 35,515
Gain/Loss	$ 0
WAM at Ending Date	29 Days
Period Yield to Maturity	.14%
Period Average Benchmark Yield	.06%

GRANBURY ISD – SCHOLARSHIP/TRUST INVESTMENT FUNDS

Beginning Book Value	$ 102,638
Beginning Market Value	$ 102,638
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 102,638
Ending Market Value	$ 102,638
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	.20%
Period Average Benchmark Yield	.06%

GRANBURY ISD – DEBT SERVICE INVESTMENT FUNDS

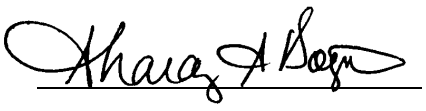
Beginning Book Value	$ 1,143,881
Beginning Market Value	$ 1,143,881
WAM at Beginning of Period	25 Days
Change to Market Value	$ 0
Ending Book Value	$ 1,143,881
Ending Market Value	$ 1,143,881
Gain/Loss	$ 0
WAM at Ending Date	25 Days
Period Yield to Maturity	.14%
Period Average Benchmark Yield	.06%

GRANBURY ISD – BUILDING FUND INVESTMENT FUNDS

Beginning Book Value	$ 6,643
Beginning Market Value	$ 6,643
WAM at Beginning of Period	1.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 6,643
Ending Market Value	$ 6,643
Gain/Loss	$ 0
WAM at Ending Date	1.0 Days
Period Yield to Maturity	.20%
Period Average Benchmark Yield	.06%

GRANBURY ISD –SELF INSURANCE INVESTMENT FUNDS

Beginning Book Value	$ 983,111
Beginning Market Value	$ 983,111
WAM at Beginning of Period	25.0 Days
Change to Market Value	$ 0
Ending Book Value	$ 983,111
Ending Market Value	$ 983,111
Gain/Loss	$ 0
WAM at Ending Date	25.0 Days
Period Yield to Maturity	0.15%
Period Average Benchmark Yield	0.06%

Prepared by: Finance Director 

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: January 20, 2014
For: Information

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: January 15, 2014
RE: 11/30/13 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended November 30, 2013 for the general operating fund.

The statements for the period ended November 30, 2013 include only those transactions that occurred between the period of September 1, 2013 and November 30, 2013. Revenue collected to date equal 15.16% of the budgeted amount compared to 10.75% last year. Expenditures to date represent 23.36% of the budget compared to 21.87% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: January 15, 2014