Notice of Regular
The Board of Trustees
Granbury ISD
Monday, September 19, 2016
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, September 19, 2016, beginning at 5:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048.

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

1. Call to order - 5:00 PM - GISD Board Room
2. Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
    a. Chapter 551.074 - Personnel, Discussion of Employees
        1. Employee Evaluation, Reassignment, Duties, Discipline, or Dismissal
        2. Consider Staff Appointments
        3. Consider Contract Recommendations
3. Reconvene in open session - 6:00 PM
4. Public Hearing Regarding District of Innovation
5. Moment of Silence/Invocation
6. Pledges - U.S. Flag & Texas Flag
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the August 22, 2016 Regular Meeting 3
        2. Consider Budget Amendments 7
        3. Consider Renewal of Waste Management Services CSP 2014-18 10
        4. Consider Renewal of General Merchandise and Consumables CSP 2014-19 14
    b. Consider Adoption of TASB Policy Update 106 17
    c. Consider Approval to Pursue Granbury ISD's Designation as a District of Innovation 30
    d. Consider Approval of District of Innovation District Advisory Committee Appointment 31
    e. Consider Classroom Size Waiver 32
    f. Consider Campus Improvement Plans 33
    g. Consider School Priority Month Resolution for the Month of October 442
9. Reports
    a. Superintendent's Report
        1. Facilities Report
        2. Information Regarding ACAP Wellness
    b. Information on Potential Fishing Club
    c. Financial Statements for Period Ending August 31, 2016 443
    d. Cash Flow and Investment Reports for Period Ending August 31, 2016 446
    e. Bond Expenditures Monthly Update for Period Ending August 31, 2016 448
    f. Summer School 2016 Report 450
    g. Federal Programs Report 457
10. Consider action on items discussed in closed session
    a. Employee Evaluation, Reassignment, Duties, Discipline, or Dismissal
    b. Consider Staff Appointments
    c. Consider Contract Recommendations
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 Friday, September 16, 2016 at 3:00 p.m. this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

Minutes of Regular Meeting
The Board of Trustees
Granbury ISD
August 22, 2016
5:00 PM

A Regular meeting of the Board of Trustees of Granbury ISD was held Monday, August 22, 2016, beginning at 5:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048.

Presiding Officer ..... Micky Shearon, President

Board Members Present

Nancy Alana
Barbara Herrington
Mark Jackson
Micky Shearon
Chris Tackett
Barbara Townsend
B.J. Wallace

Board Members Absent

Mark Jackson left at 6:51 p.m.
Chris Tackett left at 6:51 p.m.

School Officials Present

Dr. James M. Largent Ed.D., Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Dobie Williams, Assistant Superintendent for Finance & Operations
Shane Conklin, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Faith Barnes, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Micky Shearon, 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 5:02 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 of Trustees reconvened in open session at 5:49 p.m. and went into recess until 6:00 p.m.

Public Meeting to Discuss Budget and Proposed Tax Rate

Assistant Superintendent Dobie Williams led the Public Meeting to Discuss Budget and Proposed Tax Rate.

Moment of Silence/Invocation

Mark Jackson led the invocation

Pledge - U.S. Flag and Texas Flag

The Marine ROTC led the pledges and presented the colors.

Discussion/Action

Consider Consent Agenda Items

A motion was made by Mark Jackson and seconded by Nancy Alana to approve the Consent Items as presented: 1.Minutes of the July 25, 2016 Budget Workshop/Regular Meeting; 2.Consider Budget Amendments; 3.Consider Approval of TASB Energy Cooperative Member Purchasers – Transportation Fuel Program; 4. Consider Approval of On-Line Subscriptions, Software and Management Solutions CSP 2016-06; 5.Consider Renewal of Grounds Supplies and Equipment and Grounds Equipment Repair Services CSP 2015-14; 6.Consider Utility Costs for 2016-17; 7. Consider Continued Participation in the TASB Unemployment Program; 8. Consider Renewal of GCA Services Group Contract - Second Addendum to Service Agreement for 9/1/16 through 8/31/17; 9. Consider Xerox Leases; 10.Consider Inter-Local Agreement - Granbury ISD and County of Hood Truancy Program (A.S.A.P.)

Motion Carried: 7 Yes - 0 No

Consider Policy Update 105

A motion was made by Barbara Herrington and seconded by Nancy Alana to adopt Policy Update 105 as presented.

Motion Carried: 7 Yes - 0 No

Review TASB Policy Update 106

No action taken.

Rescind changes to Policy DNA (LOCAL): Performance Appraisal of Teachers approved on July 25, 2016

A motion was made by Barbara Herrington and seconded by Nancy Alana to Rescind changes to Policy DNA (LOCAL): Performance Appraisal of Teachers approved on July 25, 2016 as presented.

Motion Carried: 7 Yes - 0 No

Consider Policy Change DNA (LOCAL): Performance Appraisal of Teachers

A motion was made by Mark Jackson and seconded by Nancy Alana to approve Policy Change DNA (LOCAL): Performance Appraisal of Teachers as presented.

Motion Carried: 7 Yes - 0 No

Consider Policy Change to DNB (LOCAL): Performance Appraisal for Professional Employees

A motion was made by B.J. Wallace and seconded by Nancy Alana to adopt Policy Change to DNB (LOCAL): Performance Appraisal for Professional Employees as presented.

Motion Carried: 7 Yes - 0 No

Consider 2016-2017 Pre-Kindergarten Waiver of 210 Minute School Day

A motion was made by Mark Jackson and seconded by Barbara Herrington to approve the 2016-2017 Pre-Kindergarten Waiver of 210 Minute School Day as presented.
Motion Carried: 7 Yes - 0 No

Review 2016-17 GISD Student Handbook

No action taken.

Consider 2016-17 Granbury ISD Student Code Of Conduct

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve the 2016-17 Granbury ISD Student Code Of Conduct as presented.
Motion Carried: 7 Yes - 0 No

Consider Resolution on District of Innovation

A motion was made by Chris Tackett and seconded by Mark Jackson to approve the Resolution on District of Innovation as presented.
Motion Carried: 7 Yes - 0 No

Consider Bond Purchases

A motion was made by Nancy Alana and seconded by Mark Jackson to approve Bond Purchases as presented.
Motion Carried: 7 Yes - 0 No

Consider Adoption of the 2016-17 General Operations, Child Nutrition and Debt Service Budgets

A motion was made by Barbara Herrington and seconded by Nancy Alana to adopt the 2016-17 General Operations, Child Nutrition and Debt Service Budgets as presented.
Motion Carried: 7 Yes - 0 No

Consider Technology Purchases

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve Technology Purchases as presented.
Motion Carried: 7 Yes - 0 No

Consider Adoption of 2016 Tax Rate

A motion was made by Barbara Herrington and seconded by Nancy Alana to adopt the 2016 Tax Rate as presented.
Motion Carried: 7 Yes - 0 No

Consider Resolution Committing Fund Balance

A motion was made by Mark Jackson and seconded by Nancy Alana to approve the Resolution Committing Fund Balance as presented.
Motion Carried: 7 Yes - 0 No

Consider Recognizing Celebrate Freedom Week for Secondary Students

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve Recognizing Celebrate Freedom Week for Secondary Students as presented.
Motion Carried: 7 Yes - 0 No

Consider Memorandum of Understanding with City for Athletic Broadcasts

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve the Memorandum of Understanding with City for Athletic Broadcasts as presented.
Motion Carried: 7 Yes - 0 No

Reports

Superintendent's Report

Facilities Report
Superintendent Dr. James M. Largent gave an update on facilities.

First Day Report
Superintendent Dr. James M. Largent reported that the first day attendance was just one student higher than 2015, but student enrollment is expected to increase through Labor Day.

Financial Statements for Period Ending July 31, 2016
Assistant Superintendent Dobie Williams presented the Financial Statements for Period Ending July 31, 2016 to the board.

Cash Flow and Investment Reports for Period Ending July 31, 2016
Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Statement for Period Ending July 31, 2016 to the board.

Bond Expenditures Monthly Update for Period Ending July 31, 2016
Assistant Superintendent Dobie Williams presented the Bond Expenditures for Period Ending July 31, 2016 to the board.

Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL)
Assistant Superintendent Dobie Williams reported on Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL).

Consider action on items discussed in closed session

Consider Staff Appointments
A motion was made by Nancy Alana and seconded by Barbara Herrington to approve Staff Appointments as presented.
Motion Carried: 7 Yes - 0 No

Consider and take possible action to propose contract termination of Granbury ISD educator
No action taken.

Consider Catastrophic Leave Request
A motion was made by Nancy Alana and seconded by Barbara Herrington to approve Catastrophic Leave Request as presented.
Motion Carried: 7 Yes - 0 No

Adjourn
There being no further business, the meeting was adjourned at 6:57 p.m.

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.

_____ _____

Micky Shearon, President Barbara Herrington, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: September 12, 2016
RE: Budget Amendments

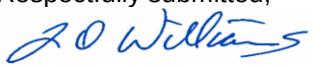
SUMMARY:

Attached are the monthly general fund budget amendments for Board approval. The first page is the budget amendment for the current period and indicates any increases to revenue as well as increases/decreases to each function and the overall net effect of the amendment totals to the budget. For convenience, the budget amendments that will generate new revenue (i.e. campus book fairs, etc.) or are the result of donations made to GISD, have been highlighted in green so that the board may recognize these donations and efforts if they so choose. The second page is a summary and indicates how the current amendment will impact the overall general fund budget as well as how previous amendments have impacted the budget.

RECOMMENDATION:

I recommend the Board approve the amendments and final budgets as presented.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 12, 2016

2016-2017
Budget Amendment #1

	September Proposed Budget Amendment #1	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	504	0	
5800		0	0	
5900		0	0	
	Total	**504**	**0**	**504**
Function	**Expenses**			
11	Baccus - Amend Southside Bank donation for supplies	244	0	
	Technology - Amend funds for increased costs for Xerox machine	151	0	
	AMS - Amend funds for science supplies	1,000	0	
	Curriculum - Amend funds for Ellevation Purchase	7,750	0	
	Overall effect on Function 11	**9,145**	**0**	**9,145**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	GHS - Amend funds for staff development travel	865	0	
	AMS - Amend funds for science supplies	0	1,000	
	Curriculum - Amend funds for Ellevation Purchase	0	595	
	Curriculum - Amend funds for Nurse/Health services stipend	0	2,000	
	Overall effect on Function 13	**865**	**3,595**	**(2,730)**
21	Technology - Amend funds for increased costs for Xerox machine	2,119	0	
	Overall effect on Function 21	**2,119**	**0**	**2,119**
23	Technology - Amend funds for increased costs for Xerox machine	578		
	Overall effect on Function 23	**578**	**0**	**578**
31	Curriculum - Amend funds for Ellevation Purchase	0	7,155	
	Overall effect on Function 31	**0**	**7,155**	**(7,155)**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	Curriculum - Amend funds for Nurse/Health services stipend	2,000	0	
	Overall effect on Function 33	**2,000**	**0**	**2,000**
34	**Overall effect on Function 34**	**0**	**0**	**0**
36	Athletics - Amend Pirate Golf Booster Club donation for travel	260	0	
	GHS - Amend funds for staff development travel	0	865	
	Overall effect on Function 36	**260**	**865**	**(605)**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	**Overall effect on Function 51**	**0**	**0**	**0**
52	**Overall effect on Function 52**	**0**	**0**	**0**
53	Technology - Amend funds for increased costs for Xerox machine	0	2,848	
	Overall effect on Function 53	**0**	**2,848**	**(2,848)**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**14,967**	**14,463**	**504**

Granbury Independent School District

Fiscal Year 2016-2017

		Adopted Budget	Prior Budget Amendments	Budget Amendment 9/19/2016	Revised Budget
	REVENUE				
5700	Local Revenue	50,857,627	0	504	50,858,131
5800	State Revenue	8,612,158	0	0	8,612,158
59/7900	Federal Programs/Other Sources	955,000	0	0	955,000
	Total	**$60,424,785**	**-**	**504**	**$60,425,289**
	EXPENDITURES				
11	Instruction & Instr. Related Services	32,850,459	0	9145	32,859,604
12	Instructional Resources & Media Serve	735,824	0	0	735,824
13	Curriculum & Instr. Staff Development	838,917	0	(2730)	836,187
21	Instructional Leadership	624,953	0	2119	627,072
23	School Leadership	3,484,920	0	578	3,485,498
31	Guidance, Counseling & Evaluation Serve	2,639,668	0	(7155)	2,632,513
32	Social Work Services	65,000	0	0	65,000
33	Health Services	417,991	0	2000	419,991
34	Student (Pupil) Transportation	2,846,945	0	0	2,846,945
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	1,906,998	0	(605)	1,906,393
41	General Administration	2,426,686	0	0	2,426,686
51	Plant Maintenance and Operations	6,131,240	0	0	6,131,240
52	Security & Monitoring Services	281,286	0	0	281,286
53	Data Processing Services	1,285,640	0	(2848)	1,282,792
61	Community Services	109,587	0	0	109,587
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	0	0
91	Contracted Instruction Services - Chapter 41	2,913,171	0	0	2,913,171
93	Shared Services Arrangement	25,500	0	0	25,500
99	Other Governmental Charges	840,000	0	0	840,000
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$60,424,785**	**-**	**504**	**$60,425,289**
	Excess Revenue over (Under) Expenditures	**0**	**0**	**0**	**0**

Prepared by:
D Williams
E Whitefield

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 10, 2016
RE: Waste Management Services
CSP 2014-18 – 2nd Renewal

SUMMARY:

A proposal was let September 10, 2014 to provide waste management services to schools outside the city limits. The facilities that are located within the city limits are covered under a City of Granbury contract with IESI/Progressive Waste Solutions. The current contract for waste management services will expire on October 31, 2016. The district has the option to renew for an additional term under the current contract. Randy Leach requested a renewal with the current vendor and the vendor has agreed to the renewal. This will be the last renewal option under this contract.

A summation of the original process and outcome is attached for your review.

Below is the recommendation of Randy Leach, Facilities Director.

RECOMMENDATION:

It is recommended the Board renew the waste management services under CSP 2014-18, for the school locations outside the city limits, with Progressive Waste Solutions of Texas/Waste Connections (formerly IESI TX Corporation). Renewal will be for the period of November 1, 2016 through October 31, 2017. Estimated expense is $10,000 to $20,000 for the locations outside the city limits covered by the district contract, and $70,000 to $80,000 for the locations inside the city limits covered by the city services contract. Since the total expense for waste management services will exceed $50,000 this renewal is brought to the Board for approval.

Respectfully submitted,

L. O. "Dobie" Williams, RTSBA
Assistant Superintendent of Finance and Operations

Staff Person Responsible: Randy Leach
Missy Brock
Debbie Johnson

Date Submitted: September 10, 2016

BID FOR BOARD APPROVAL

Board Meeting Date: October 20, 2014 **Bid Number:** 2014-18

1. **Item, material or service (specific or classification):** Waste Management Services

2. **Brief description:** A proposal was sent out for waste management services for schools that were located outside the city limits. The campuses that are located within the city limits are covered under a contract with IESI under the city services.

3. **Period of time bid covers:** November 1, 2014 through October 31, 2015 with option to renew for two additional years in one-year increments.

4. **Person and title responsible for the expenditure:** Randy Leach – Facilities Director

5. **Number of bids sent to vendors:** 3

6. **Number of bids received from vendors:** 1

7. **Listing of recommended vendors and total prices:**

   It is recommended award be made to Progressive Waste Solutions of Texas (formerly IESI TX Corporation) to cover the monthly services of $14,100.00 for the district locations outside the city limits, as well as any additional waste management services on an as needed basis. The campuses that are located within the city limits are covered under a city services contract through IESI. The anticipated yearly cost of those campuses is approximately $78,000.

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

9. **Last bid date (bid of comparable nature within last 5 years):** October, 2011

10. **Percentage increase or decrease from last bid**: Overall decrease of 1.01% or $156/year before the adjustment to the Stars Academy schedule

11. **Budget information:** Waste Management services will come from account code 199 E 51 6256 00 XXX 0 99 000 with a proposed budget of $92,000.

12. **Other comments:** The proposal process allows for some negotiations after the deadline for submission. Randy Leach, Facilities Director, requested a cost based on reducing the services for Stars Academy from a pickup once every two weeks on a Monday and Thursday, to a Monday only pickup every two weeks. The tabulation is marked “updated” to show the change from the initial submission to the negotiated services for that campus.

L. O. “Dobie” Williams
Assistant Superintendent for Finance & Operations

WASTE MANAGEMENT SERVICES CSP 2014-18
Deadline for Submission September 10, 2014 2:00 p.m.

		Progressive Waste Solutions of Texas (Formerly IESI TX Corporation)	
5.1.0	**Acton Elementary**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	4	
	Size of Dumpsters	4 yards	
	Number of Pick ups per week	3/week, M,W,F	
	Monthly Rate	$565.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$565.00	
5.1.0	**Stars Academy**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	1	
	Size of Dumpsters	3 yards	
	Number of Pick ups per week	1/every 2 weeks M,TH	
	Monthly Rate	$62.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$62.00	
UPDATED	**Stars Academy**	UPDATED	
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	1	
	Size of Dumpsters	3 yards	
	Number of Pick ups per week	1/every 2 weeks Monday	
	Monthly Rate	$45.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$45.00	
5.1.0	**Mambrino School**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	4	
	Size of Dumpsters	4 yards	
	Number of Pick ups per week	3/week, M,W,F	
	Monthly Rate	$565.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$565.00	
5.2.0	Is there an initial delivery fee for placement of dumpsters? If so how much?	No	
5.3.0	How long would it take to deliver dumpsters?	All currently on site	
5.4.0	Is there a removal fee of the dumpsters at the end of the contract? If so how much?	No	
5.5.0	At the expiration of the contract, or termination of services, identify the timeframe for removing the dumpsters.	Same day	

5.6.0	Can your company accept a purchase order with a not to exceed amount?	Yes	

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 10, 2016
RE: General Merchandise CSP 2014-19 2nd Renewal

SUMMARY:

In October of 2014, a proposal was let to provide vendors for the purchase of consumables and small miscellaneous supplies to be picked up by district employees on an as needed basis. The district requested a discount from shelf pricing for items to include, but not be limited to: miscellaneous paper products, food items, kitchen utensils, small hardware items and tools, household products and small electronic items and parts, first aid supplies, deli trays, baked goods, instructional supplies, awards and prizes. The current bid will expire on October 31, 2016. The proposal included the option to renewal for four additional one–year terms. All awarded vendors were contacted and have agreed to the renewal.

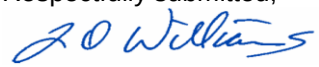
A summation of the original process and outcome is attached for your review.

The following is the recommendation of Mrs. Johnson, Purchasing Manager.

RECOMMENDATION:

It is recommended that the Board approve the second renewal option with HEB Grocery, Kroger Texas L.P. and WalMart for the period of November 1, 2016 through October 31, 2017. Estimated expense will be between $55,000 and $100,000 annually.

Respectfully submitted,



L. O. “Dobie” Williams
Assistant Superintendent of Finance and Operations

Staff Person Responsible: L. O. “Dobie” Williams
Missy Brock
Debbie Johnson

Date Submitted: September 10, 2016

BOARD APPROVAL FORM

Board Meeting Date: October 20, 2014 **Bid Number:** CSP 2014-19

1. **Item or service (specific or classification):** General Merchandise and Consumables

2. **Brief description:** This proposal was let to provide vendors for the purchase of consumables on an as needed basis to include, but not be limited to, the following: miscellaneous paper products, food items, kitchen utensils, small hardware items and tools, household products and small electronic items and parts, first aid supplies, deli trays, baked goods, instructional supplies, awards and prizes

3. **Period of time bid covers:** From November 1, 2014 through October 31, 2015 with the option to renew for four additional one year terms in one year increments.

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

   Purchases will be made by district personnel with campus principal or department director approval

5. **Number of bids sent to vendors:** 10

6. **Number of bids received from vendors:** 5 (also 1 no bid notification)

7. **Listing of recommended vendors and total prices:** It is recommended award be made to HEB Grocery, Kroger Texas, L.P. and WalMart. This bid provides vendors for purchases on an as needed basis, and all items are picked up by the employee at the time of need. Estimated expense will be between $55,000 and $100,000.

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

9. **Last bid date (bid of comparable nature within last 5 years):** 10/6/2011

10. **Percentage increase or decrease from last bid**: None – discount remained the same at 0% from shelf prices.

11. **Budget information:** Purchases will be made from budgeted funds in the campus or department supply accounts.

L. O. "Dobie" Williams
Assistant Superintendent for Finance & Operations

GENERAL MERCHANDISE AND CONSUMABLES BID 2014-19
OCTOBER 3, 2014 2:00 P.M.
TABULATION

Description	Central Poly Corporation	HEB Grocery	Kamico Instructional Media, Inc.	Kroger Texas LP	Walmart Store #371
Additional percentage discount offered from shelf prices on general merchandise items and consumables	5% Note 1	0%	0%	0%	0%
Will district employees need a store card for purchases	No	Yes	No	Yes	Yes
Will cards be issued in the district name	No	Yes	No	Yes	Yes
Is there a limit to the number of cards the district can request?	No	No	No	No	No
Identify the address of the physical location to be covered under this contract.	2400 Bedle Place Linden, NJ	See website for store listing	Salado, Tx	Any Kroger store in Texas	Store Location #371

Note 1: The prices are listed in the catalog and a 5% discount can be applied to any purchases with a minimum order of $500.

Vantage Points

A Board Member's Guide to Update 106

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and the thumbnail descriptions focus attention on key issues to assist local officials in understanding changes found in the policies. **The description of policy changes in *Vantage Points* is highly summarized and should not substitute for careful attention to the more detailed, district-specific Explanatory Notes and the policies within the localized update packet.**

TASB Policy Service

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

We welcome your comments or suggestions for improving *Vantage Points*. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at policy.service@tasb.org, or call us at 800-580-7529 or 512-467-0222.

For more information about Policy Service, visit our website at http://policy.tasb.org.

© 2016 Texas Association of School Boards, Inc. All rights reserved.

Education Code 29.022 contains a requirement to install and operate video and audio equipment in certain special education classrooms or other special education settings on request of a parent, staff member, or trustee. As authorized in Section 29.022, the commissioner of education has recently adopted rules to assist in the implementation of this requirement. The rules, effective August 15, 2016, require a board to adopt written policy addressing certain items.

Update 106 contains revisions to EHBAF(LEGAL) to incorporate the recently adopted rules and a new recommended local policy at this code to comply with the local policy requirement.

Relevant definitions are included in the commissioner rules, including definitions of “parent,” “staff member,” and “trustee,” as well as the classrooms and other settings subject to a request.

Because these recordings are solely for the promotion of student safety and regular or continual monitoring is prohibited, the rules highlight the limited circumstances by which a recording can be viewed or released for viewing. Among these limited circumstances is when an “incident” is alleged to have occurred, defined in the rule as an event or circumstance occurring in the classroom or setting that involves abuse or neglect as defined by the Texas Family Code.

EHBAF(LOCAL) POLICY RECOMMENDATION

This policy is recommended for inclusion in the district’s policy manual to address the local policy elements required by the commissioner rules.

The rules require that local policy repeat several provisions of the law, such as statements that video surveillance is for the purpose of promoting student safety, that video recordings must be retained for at least six months, and that regular or continual monitoring of the video is prohibited. Procedures for requesting video surveillance, for responding to a request, for providing advance written notice to staff and the affected parents, and for reporting a complaint of an alleged incident must also be addressed in the local policy.

The recommended local policy clarifies the term “instructional day” as referenced in the commissioner rules, describes individuals who may have access to the equipment or recordings for operation and maintenance purposes, and requires that campuses post notice at the entrance of each self-contained classroom or setting in which video cameras are placed stating that such surveillance is conducted.

Details are also included on the importance of timely reports of alleged incidents and the principal's obligations once an incident report is filed.

In late August, Policy Service will publish additional sample forms in Update 52 to the *Regulations Resource Manual*, available to superintendents and policy contacts in the myTASB Policy Service Resource Library, to help district administrators implement this law. Until then, superintendents and policy contacts can also access the forms through the Video Cameras in Special Education Classrooms *Policy Alert*, also on myTASB.

Please note: Because the commissioner rules were effective August 15, 2016, districts in which the local policy adoption process calls for two readings of a proposed policy may wish to implement the process for emergency adoption with one reading. [See BF(LOCAL).]

More Information

For more information on these policy changes, refer to the policy-by-policy Explanatory Notes—customized for each district's policies—and the policies themselves, found in your district's localized update packet.

PARENTAL CONSENT NOT REQUIRED

An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety under Education Code 29.022. *Education Code 26.009(b)*

VIDEO SURVEILLANCE UPON REQUEST TO PROMOTE STUDENT SAFETY

In order to promote student safety on request by a parent, trustee, or staff member, a school district shall provide video equipment to each campus in the district in which a student who receives special education services in a self-contained classroom or other special education setting is enrolled.

Each campus that receives video equipment shall place, operate, and maintain one or more video cameras in self-contained classrooms or other special education settings in accordance with Education Code 29.022 and 19 Administrative Code 103.1301.

The requirements of Education Code 29.022 and 19 Administrative Code 103.1301 apply to video surveillance during the regular school year and during extended school year services.

DEFINITIONS

"PARENT"

"Parent" means a person described in Education Code 26.002, whose child receives special education and related services for at least 50 percent of the instructional day in the self-contained classroom or other special education setting. "Parent" also means a student who receives special education and related services for at least 50 percent of the instructional day in the self-contained classroom or other special education setting and who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

"STAFF MEMBER"

"Staff member" means a teacher, related service provider, paraprofessional, or educational aide assigned to work in the self-contained classroom or other special education setting. "Staff member" also includes the principal or an assistant principal of the campus at which the self-contained classroom or other special education setting is located.

"TRUSTEE"

"Trustee" means a member of a school district's board of trustees.

"SELF-CONTAINED CLASSROOM"

"Self-contained classroom" means a classroom on a regular school campus (i.e., a campus that serves students in general education and students in special education) of a school district in which a majority of the students in regular attendance are provided special education and related services and have one of the following in-

structional arrangements/settings described in TEA's *Student Attendance Accounting Handbook* (*SAAH*):

1. Self-contained (mild/moderate/severe) regular campus;
2. Full-time early childhood (preschool program for children with disabilities) special education setting;
3. Residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
4. Residential care and treatment facility—full-time early childhood special education setting;
5. Off home campus—self-contained (mild/moderate/severe) regular campus; or
6. Off home campus—full-time early childhood special education setting.

"OTHER SPECIAL EDUCATION SETTING" — "Other special education setting" means a classroom on a separate campus (i.e., a campus that serves only students who receive special education and related services) of a school district in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in TEA's *SAAH*:

1. Residential care and treatment facility—separate campus; or
2. Off home campus—separate campus.

"VIDEO CAMERA" — "Video camera" means a video surveillance camera with audio recording capabilities.

"VIDEO EQUIPMENT" — "Video equipment" means one or more video cameras and any technology and equipment needed to place, operate, and maintain video cameras as required by Education Code 29.022 and 19 Administrative Code 103.1301. "Video equipment" also means any technology and equipment needed to store and access video recordings as required by Education Code 29.022 and 19 Administrative Code 103.1301.

"INCIDENT" — "Incident" means an event or circumstance that:

1. Involves alleged "abuse" or "neglect," as those terms are described in Family Code 261.001, of a student by an employee of the school district or alleged "physical abuse" or "sexual abuse," as those terms are described in Family Code 261.410, of a student by another student; and
2. Allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under

Education Code 29.022 and 19 Administrative Code 103.1301 is conducted.

EXCLUSIONS

A district is not required to provide video equipment to a campus of another district or charter school or to a nonpublic school. The Texas School for the Deaf, the Texas School for the Blind and Visually Impaired, the Texas Juvenile Justice Department, and any other state agency that provides special education and related services to students are not subject to the requirements in Education Code 29.022 and 19 Administrative Code 103.1301.

WRITTEN NOTICE

Before placing a video camera in a classroom or setting, the campus shall provide written notice of the placement to all campus staff and to the parents of a student receiving special education services in the classroom or setting.

DISPUTE RESOLUTION

The special education dispute resolution procedures in 34 C.F.R. 300.151–300.153 and 300.504–300.515 do not apply to complaints alleging that a school district has failed to comply with Education Code 29.022 or 19 Administrative Code 103.1301. Complaints alleging violations of the law or rules must be addressed through the district's local grievance procedures or other dispute resolution channels.

LOCAL POLICY

Each district board of trustees must adopt written policies relating to video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301. At a minimum, the policies must include:

1. A statement that video surveillance is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings;
2. The procedures for requesting video surveillance and the procedures for responding to a request for video surveillance;
3. The procedures for providing advance written notice to the campus staff and the parents of the students assigned to a self-contained classroom or other special education setting that video and audio surveillance will be conducted in the classroom or setting;
4. A requirement that video cameras be operated at all times during the instructional day when students are in the self-contained classroom or other special education setting;
5. A statement regarding the personnel who will have access to video equipment or video recordings for purposes of operating and maintaining the equipment or recordings;

6. A requirement that a campus continue to operate and maintain any video camera placed in a self-contained classroom or other special education setting for as long as the classroom or setting continues to satisfy the requirements in Education Code 29.022(a);

7. A requirement that video cameras placed in a self-contained classroom or other special education setting be capable of recording video and audio of all areas of the classroom or setting, except that no video surveillance may be conducted of the inside of a bathroom or other area used for toileting or diapering a student or removing or changing a student's clothes;

8. A statement that video recordings must be retained for at least six months after the date the video was recorded;

9. A statement that the regular or continual monitoring of video is prohibited and that video recordings must not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety;

10. At the district's discretion, a requirement that campuses post a notice at the entrance of any self-contained classroom or other special education setting in which video cameras are placed stating that video and audio surveillance are conducted in the classroom or setting;

11. The procedures for reporting a complaint alleging that an incident occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted;

12. The local grievance procedures for filing a complaint alleging violations of Education Code 29.022 or 19 Administrative Code 103.1301; and

13. A statement that video recordings made under Education Code 29.022 and 19 Administrative Code 103.1301 are confidential and a description of the limited circumstances under which the recordings may be viewed.

GIFTS, GRANTS, AND DONATIONS

A school district may solicit and accept gifts, grants, and donations from any person to implement the requirements in Education Code 29.022 and 19 Administrative Code 103.1301. A district is not permitted to use Individuals with Disabilities Education Act, Part B, funds or state special education funds to implement these requirements.

NO WAIVER OF IMMUNITY

The requirements described by this policy do not:

1. Waive any immunity from liability of a school district, or of district officers or employees; or
2. Create any liability for a cause of action against a school district or against district officers or employees.

CONFIDENTIALITY

A video recording made under Education Code 29.022 and 19 Administrative Code 103.1301 is confidential and may only be viewed by the following individuals, to the extent not limited by the Family Educational Rights and Privacy Act (FERPA) or other law.

LIMITED RELEASE

A school district shall release a recording for viewing by:

1. A staff member or other school district employee or a parent of a student involved in an incident that is documented by a video recording for which a complaint has been reported to the district, on request of the staff member, employee, or parent, respectively;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;
3. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioner of education rule, or a human resources staff member designated by the board in response to a complaint or an investigation of an incident; or
4. Appropriate TEA or State Board for Educator Certification personnel or agents as part of an investigation.

DUTY TO REPORT

If a person described by item 3 or 4 above views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child under Family Code, Chapter 261, the person must submit a report to DFPS or other authority in accordance with FFG.

USE IN DISCIPLINARY ACTIONS AGAINST DISTRICT PERSONNEL

If any person described by item 2, 3, or 4 above views a video recording and believes that it documents a possible violation of district or campus policy, the person may allow access to the recording to appropriate legal and human resources personnel of the district to the extent not limited by FERPA or other law. A recording believed to document a possible violation of district or campus policy may be used in a disciplinary action against district personnel and shall be released in a legal proceeding at the request of a parent of the student involved in the incident documented by the re-

cording. A recording believed to document a possible violation of district or campus policy must be released for viewing by the district employee who is the subject of the disciplinary action at the request of the employee.

FERPA

State law does not limit the access of a student's parent to an educational record of the student under FERPA or other law. To the extent any provisions in Education Code 29.022 and 19 Administrative Code 103.1301 conflict with FERPA or other federal law, federal law prevails.

Education Code 29.022; 19 TAC 103.1301

Note: Unless otherwise noted, the terms "video recording," "video surveillance," and "video monitoring" shall also include any associated audio recordings.

The District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms and settings as required by law to promote student safety in those settings. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

REQUESTS AND NOTICE

A parent, Trustee, or staff member making a request for video surveillance under this policy shall submit the request to the campus principal on a form provided by the District, and the principal shall provide a response to the requestor within ten District business days. The principal shall provide advance written notice to staff on the campus and to parents of the students assigned to the classroom or setting that video and audio surveillance will be conducted in the classroom or setting. The Superintendent shall develop administrative regulations as necessary to implement these request, response, and notice provisions.

INSTALLATION AND OPERATION

When the District has installed video cameras in a classroom or other setting as required by law, the District shall operate the cameras during the instructional day at all times when students are in the classroom or other setting. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom or other setting.

A campus shall continue to operate and maintain any video cameras placed in the classroom or other setting for as long as the classroom or other setting continues to satisfy the requirements in Education Code 29.022(a).

Video cameras must be capable of recording video and audio of all areas of the classroom or setting, except that no video surveillance shall be conducted of the inside of a bathroom or other area used for toileting or diapering a student or removing or changing a student's clothes.

The District shall post notice at the entrance to a classroom or other setting in which video cameras are placed stating that video and audio surveillance is conducted in that classroom or setting.

RETENTION OF RECORDINGS

Video recordings shall be retained for at least six months after the date of the recording but may be retained for a longer period in accordance with the District's records management program or as required by law. [See CPC]

CONFIDENTIALITY OF RECORDINGS

Video recordings made in accordance with this policy shall be confidential and shall only be accessed or viewed by the individuals and in the limited circumstances permitted by law. Contractors and District personnel with job duties related to the installation, operation, or maintenance of video equipment, or the retention of video recordings, who incidentally view recordings when performing regular job duties such as ensuring the proper functioning of the equipment or pulling specific footage shall not be considered in violation of the confidentiality provisions.

The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an incident documented by a recording for which a complaint has been reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;
3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a complaint or an investigation of an incident; and
4. Appropriate TEA or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District's human resources office. If an individual listed in items 2 through 4 above believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

REPORTING AN INCIDENT

A person alleging that an incident, as defined by law, has occurred in a classroom or other setting in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

COMPLAINTS

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable.

GRANBURY ISD

FROM THE OFFICE OF THE ASSISTANT SUPERINTENDENT

FOR:	**Board of Trustees**
DATE:	**09-19-16**
ACTION:	**Approval/Discussion**

To: Board of Trustees

From: Ron Holmgreen
Date: 09-13-16
RE: District Of Innovation Public Hearing

SUMMARY:

If the Board adopts the Resolution to Initiate the Process of Designation as a District of Innovation as defined by the 84th Legislative Session in House Bill 1842, promptly after adopting the Resolution, the Board shall hold a public hearing to consider whether the District should develop a Local Innovation Plan to designate the District as a District of Innovation. At the conclusion of the public hearing, or as soon as possible after the conclusion of the public hearing, the Board may decline to pursue designation of the District as a District of Innovation or appoint a committee to develop a Local Innovation Plan in accordance with Section 12A.003 of House Bill 1842.

A Local Innovation Plan must: (1) provide for a comprehensive educational program for the District, which may include (A) innovative curriculum, instructional methods, and provisions regarding community participation, campus governance, and parental involvement: (B) modifications to the school day or year; (C) provisions regarding the District budget and sustainable program funding; (D) accountability and assessment measures that exceed the requirements of state and federal law; and any other innovations prescribed by the Board; and (2) identify requirements imposed by the Texas Education Code that inhibit the goals of the plan and from which the District should be excepted upon adoption of the plan, subject to certain exceptions contained in House Bill 1842.

RECOMMENDATION:

It is recommended that the Board conduct a public hearing to obtain public input regarding whether the District should develop a Local Innovation Plan to designate the District as District of Innovation, and at the conclusion of the public hearing, to decide whether or not to pursue designation as a District of Innovation.

Respectfully submitted,

Ron Holmgreen
Assistant Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT
DISTRICT ADVISORY COUNCIL
2016-2017

CAMPUS	PROF. TEACHER	NON-TEACH PROF
Acton Elementary (789)	Stephanie Gravley (1) Carrie Sonderer	Maggie Walton (1) Jill Jernigan (1)
Baccus Elementary (543)	George Robinson (1) Vonda Ore (2)	Melissa Shipp (1)
Roberson Elementary (564)	Michelle Foster (1) Leah McWilliams (2)	Karman Chancellor (1)
Mambrino School (592)	Laura Jackson (2) Susan Younk (1)	Angie Molinari (2)
Brawner Intermediate (398)	Ashley Gill (2) Angela McGuyer (2)	Leslie Ghiglieri (2)
Oak Woods (577)	Janet Lell (1) Denise Sillivent (2)	Robin Greene (1)
Acton Middle School (791)	Julie Morris (2) JeriAnn Dewberry (2)	Kim Keys (2)
Granbury Middle (732)	Sarah Mabery (1) Heather Garcia (2)	Margaret Rodriquez (1)
Granbury HS (1421)	Dawn Bradley (2) Dene' Carter (2) Tammy Bodine(1) Heather Cook (1) 1st Sgt Johnny Rositas-9 (1)	Ammie Hill (1) Tammy Burns (2) Aimee Tolleson (1)
STARS Academy (31)	Rhonda Naylor (2)	D'Ann Tisdale (2)

Principals:	Anna Roe Jincy Ross Jimmy Dawson Jeremy Ross	Robert Herrara Stacie Brown Pat Yelverton	Kellie Lambert Donnie Cody Ginna Marks
District:	Dr. James M. Largent Dwight Butler Linda Williams Sharon Williams Jeff Meador	Ron Holmgreen Randy Leach Dobie Williams Judy Gentry Misty Walters	Wes Jones Terry Slemmons Amy Wood Diane Fullerton
Parents:	Business: Steven Kuban (1)	Community:	

Director of Human Resources

For:	**Board of Trustees**
Date:	**September 19, 2016**
Action:	**Discussion/Action**

To:	**Dr. James M. Largent, Superintendent**	**From:**	**Wes Jones, HR Director**
		Date:	**September 12, 2016**
		RE:	**Classroom Size Waiver**

SUMMARY:

The provisions and requirements of class Size waivers as required by Texas Education Code (TEA) 25.112. Each school district in Texas is required to conduct a class size enrollment survey for Kindergarten through Grade 4 no later than September. If the survey indicates that any class for Grades K-4 exceeds the allowable class size limit of 22:1. The district must submit the class size waiver request/form and a copy of a current compliance plan that has been approved by the local board of trustees. The plan must include the name(s) of campus(es), campus rating, grade(s), and number of sections exceeding the 22:1 class size ratio; steps to be taken to bring the district into compliance; timeline for completion; any new efforts/progress toward compliance.

GISD is requesting "2" waivers due to increased enrollment.

School	Grade Level	Sections/Students	# of Sections over 22:1	# of Students over 22:1
Emma Robertson ES	Kindergarten	8/157	1 section	1 student
Mambrino ES	3rd Grade	4/92	3 sections	4 students
Mambrino ES	4th Grade	4/93	3 sections	5 students
Oak Woods	4th Grade	4/88	2 sections	2 students

Respectfully submitted,

Wes Jones

Wes Jones
Director of Human Resources

Granbury Independent School District

Acton Elementary School

2016-2017 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.

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

Needs Assessment Overview

Acton Elementary

Comprehensive Needs Assessment

2016-2017

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 ended the 2015-2016 year with seven hundred ninety-five students (800 counting EE students). In May 2016, 43.3% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 639 White, 134 Hispanic, 1 Black, 7 American Indian, 2 Asian, 4 Native Hawaiian or other Pacific Islander, and 14 two or more races.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. STAAR data for Grades 3-4 and 5th grade science will not be released until July 5th. STAAR quantitative data on the 2015-2016 5th grade assessment indicated that 88% of students met reading satisfactory standard. In math, 91% of students in grade 5 met the satisfactory standard. Overall in grade 5, 26% of students performed at the advanced level in reading and 31% in math. Our math advanced performance increased by 7%. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. However, the gap between the subgroups and all students closed by 3-5%.

As we wait for results from the remaining state assessments, we reviewed istation data for all of our grade levels. Kindergarten had our highest percentage of students on tier III at the end of the year. 1st grade made the most progress leaving only 8% on a tier III level at the end of the school year.

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 shared with instructional coach, 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. All students on RTI level II and III are offered extra assistance during the school day.

Over 150 students received instruction by certified tutors in reading and in math. In Kindergarten through 2nd grade, students were pulled by tutors for reading intervention based on data from fluency probes and iStation. In third, fourth and fifth grade the tutors individualize and group students according to need and objective determined by the common assessments, checkpoints and benchmarks. Our tutors were funded through Title I. All grade levels received iStation assessments with interventions in reading and designated a 45 minute time for intensive intervention in their schedule to help students in areas of weakness according to need. All fourth grade students participated in a Writing Boot Camp. Teachers and 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 science rotations. Certified tutors will begin in November to provide additional intervention for identified students.

State Assessment Goals for 2016-2017:

o Reading at 90% Satisfactory Level II w/ Advanced Level III at 35%

o Math at 86% Satisfactory Level II w/ Advanced Level III at 28%

o Writing at 80% Satisfactory Level II w/ Advanced Level III at 10%

o Science at 85% Satisfactory Level II w/ Advanced Level III at 15%

83% of Hispanic and economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math, writing and science assessments.

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.

37

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.

2015-2016 TELPAS

- Summary

- 6 at Beginning Level of TELPAS

- 17 at Intermediate Level of TELPAS

- 8 at Advanced Level of TELPAS

- 4 at Advanced High Level of TELPAS

- Out of 35 LEP students all either maintained or made progress (11 advanced and 14 maintained out of the students who had past test results)

Strengths: Our level III performance increased in math. We look to increase our reading level in the 2015-2016 school year. We targeted our higher level learners with PBL activities, intensive instruction, and Odyssey of the Mind.

38

Focus for 2016-2017: Writing will be one of our main focuses across the curriculum. Reflective writing and feedback will be emphasized. Teachers will be trained on reflective/feedback writing. Reflective writing will help our students be less egocentric and help them grow by thinking about what can help them be better. Common language with the reflective/feedback will be implemented.

Weekly checkpoints will be continued for reading, math and writing. The data from these checkpoints will be utilized in weekly PLC's for planning of the next week's instruction.

Teachers will be trained on the Workshop Model to help us implement strategies learned from Beck Elementary at the site visit back in May.

Our K-2 will implement SRA next year. Our goal is to strengthen our early childhood reading instruction.

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 vertical teaming throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the principals on campus.

STAAR, Benchmarks, weekly checkpoints, iStation Assessments, DRA, STAR checkpoints, vocabulary inventory 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 available to help teach the TEKS. The district has provided resources such as Harcourt Health and Fitness, Journeys Reading, Comprehension Toolkit, SRA, Social Studies and Science, GO Math and Foss Kits for Science. We purchased Leveled Literacy Intervention for grades K-3.

Our instructional coach provides one-on-one and small group support for teachers around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and growing teachers.

Focus for 2016-2017: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. Leveled Literacy Intervention and SRA were purchased and will be used to strengthen our reading at the K-3rd grade levels. STEM Scopes will be implemented for grades 3-5 science. All subject areas will have a mandatory weekly PLC's for instructional planning by content. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of our students.

Staff Quality, Recruitment and Retention

All teachers are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers attend summer professional development. Participation in summer professional development is highly encouraged. Professional development

involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new resources.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students. Teachers are offered and can register for technology and instruction classes to meet the needs of their content area/grade level.

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. There will be a weekly PLC during the conference period. Common planning time across grade levels is scheduled on days the students are not in attendance.

40

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 web page. Our campus hosts many student teachers and student observers from local universities. 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. PD 360 is also a new resource that we will utilize this year to grow teachers with specific professional development.

Focus for 2016-2017: This summer, our staff is participating in a book study over the book this, Teach Like a Pirate. All faculty and staff will collaborate through our AES google classroom and Twitter. Our goal with this book study is captivating the students, creating outrageous, engaging lessons and rediscovering our passion for teaching! Our book study will be complete upon the beginning of the 2016-2017 school year, however, we will use the ideas in the book for a deeper study and implementation throughout the year.

Family and Community Involvement

Teachers will send progress reports and report cards to keep parents informed. Parents can also look at their student's' grades at any time through our Skyward parent access.

PTO used Volunteerspot, an electronic form, to sign up for opportunities to get involved with AES.

Just a few of the many ways parents can volunteer/participate include the following:

Classroom volunteer

Join PTO

Share career experiences with students -Career Day

Field Trip chaperone

Attend student performances

Attend grade level parent information meetings

Attend school picnic

Parent teacher conferences

Family Nights - Reading Night, Science Fair, Fitness Night, PBL Showcase

Meet the Teacher

Open House

Mentoring Program

The PTO, Instructional Leadership Team 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 seven 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 250 participants at each event. At the end of the year, we celebrated PBL's with our PBL Showcase night. We implemented 12 mentors. Our program included parents, family members and community members working with students and building positive relationships.

Focus for 2016-2017:

42

Mentoring program goal for the coming year is 20 mentors.

For 16-17 school year, we will implement a STAAR night where we will introduce parents to STAAR test questions. This family night is to encourage parents to have a better understanding of what our state assessment entails and what our students are taking each year. We will also implement a technology night to teach the Google Suite to parents, along with other technology we utilize in the classroom.

School Organization

Staff members are involved in decision making by serving on the Instructional Leadership Team. The school budget is developed with the assistance of the Instructional Leadership Team. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all student populations.

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 campus will continue with CHAMPS to teach procedures and expectations for AES. The principal and assistant principal share the responsibility for student discipline.

Each teacher receives a copy AES Staff Handbook to ensure teachers know procedures and expectations at AES.

The principal and assistant principal conduct classroom snapshot visits. A Google Doc was shared with each teacher and administration to foster feedback and conversations using technology about the snapshot visits. This collaborative process is used to help teachers improve instruction and also to celebrate the great strategies that are taking place in each classroom.

43

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

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

Focus for 2016-2017: We plan to implement ideas the Instructional Leadership Team gained from the site visit and partnership with Beck Elementary about data driven instruction.

We will strengthen our CHAMPS procedures for the upcoming school year and strive to be more consistent across grade levels.

Focused walkthroughs will begin this year. The administration team will meet with grade levels twice a semester to do walkthroughs in multiple grades around campus to reflect and provide constructive feedback to foster the growth mindset on our campus.

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. Go Math universal screener is administered in kindergarten, first and second grade. We will use Istation and DRA for reading screeners. 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 weekly email, Facebook, Remind app (info will be on class lists on day before Meet the Teacher Night), Twitter, Bloomz, schools messenger, as well as, notes home in folders.

We continued our 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."

Other activities to help improve campus culture and climate were Bully Prevention, guidance lessons, Nancy Worcester, Red Ribbon Week, Dogs of Character (funded by GEF), and Keith Davis - motivational speaker.

Focus for 2016-2017: Our staff is participating in a book study over the book, Teach Like a Pirate. All faculty and staff will collaborate through our AES google classroom Twitter and . We focus on engaging our students and making them want to come to school! :)

We will continue to have a family committee that focuses on planning events and celebrations for our campus. We will continue word out and celebrate all the successes happening at AES - branding our school.

Learner qualities will be taught each six weeks.

Learner Qualities =

1. Self-directed
2. Reflective
3. Creative
4. Connected
5. Self-aware
6. Inquisitive

Students that exhibit the learner qualities for the six weeks will receive a yard sign to display at his/her home to celebrate the student's exemplary character.

45

Instructional Leadership Team Involvement

The Instructional Leadership Team (ILT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The ILT includes a teacher from each grade level, instructional coach, counselor, assistant principal and principal. A representative from the PTO and the community will also serve on the ILT. The ILT will have monthly meetings to discuss needed items.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Instructional 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.

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. AR, STAR, iStation, Study Island, Think Through Math, Tumble Books, etc. are all available for the students. Each teacher has a document camera, an LCD Projector and a Smart Board mounted on the wall, microphone and ten handheld devices.

Techy Times were held throughout the year to help teachers learn and implement new technology. Members of the Technology Committee attended TCEA Tots and Technology in Galveston. They will teach staff technology that they learned at beginning of year staff development.

Focus for 2016-2017: The ILT would like to have Techie Time included during staff meetings and/or ½ days. Teachers are also attending technology trainings this summer held by our curriculum and technology departments. 46

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/or Odyssey of the Mind or an independent study project. Students participating in the Gifted and Talented program will meet once a week with during enrichment time for services. Mrs. Walton will also pull multi-grade level GT groups once a month for STEM type activities. In addition, GT students will also have the opportunity to participate in Odyssey of the Mind. Each grade level will send a GT email to inform GT student's parents of the activities the GT students have participated in and what types of projects the GT students are doing.

At-Risk learners will be provided small group instruction by certified tutors and before school small group interventions will take place daily. 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. Two special education teachers and one paraprofessional will provide extra support for the students in the general education setting. 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. Title I funds are used to make purchases of backpacks and school supplies for our students.

47

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 during the 7:15 - 7:45 am time period and during small group intervention time during the school day to work on specific areas of need for each student requiring intervention.

Focus for 2016-2017: Our GT will have an array of opportunities to work together with other GT students as noted above. We will continue to grow our Odyssey of the Mind Program with our gifted and talented learners. We want to try to involve parents in Odyssey of the Mind this year to help teacher coaches. We will be holding STEM Night for our GT students to showcase the GT projects. We will continue to focus on vocabulary to impact our ELL and ECD learners. Our Special Education teachers will be pulling SPED students in mornings from 7:15-7:45 to provide further instruction and intervention for our SPED population.

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. Go Math universal screeners will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation and DRA assessments.

Focus for 2016-2017: Weekly PLC's will be implemented. Weekly checkpoints will be continued for reading, math and writing. The data from these checkpoints will be utilized in weekly PLC's for planning of the next week's instruction.

We will be holding data meetings in writing monthly, with weekly planning meetings, and other subjects after each common assessment, screener and/or benchmark. Teachers will also keep data spreadsheets tracking student progress. This data is used to monitor students throughout the year. We also will send this data to parents to keep them informed of how their student is performing and progressing.

Demographics

Demographics Summary

See AES Comprehensive Needs Assessment Addendum

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Schoolwide Implementation of CHAMPS and positive character building.	2, 6	Counselor, Principal, AP, Librarian, discipline committee	Kick-off, CHAMPS bucks, observation, morning assembly, CHAMPS expectations posted in common areas, hallways and classrooms, Celebrations each grading period.				
2) Family Reading Night, Enrichment Night, Family Picnic Night, Health and Wellness Night, K-5 Music Programs, Odyssey Showcase, PBL Showcase, Grade level parent nights	2, 3, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
	Funding Sources: Title I (211) - $1290.00						
3) Parent Orientation Meetings - Title I Campus Overview and notification	6, 10	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2016-2017 school year.	7	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Implementation of Customer Care techniques and continued training for all AES staff.	6	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principals, AP, Counselor	Sign-in sheets, agendas				
7) Create school unity through daily morning meeting.	1, 2, 6, 10	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, Proud Pirate recognition, periscope, twitter				
8) All staff and students will participate in acts of kindness throughout the school year.	1, 2	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback, pictures, school survey				
9) Smiling Parents Program will be utilized to welcome students to school and as a way for parents to be involved at AES.	6	Principal, AP	Parent and student feedback, observation				

10) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.	6	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.				
11) Pirate proud student recognition during morning assembly each grading period. A Pirate Proud student is a student who exhibits great character. Students are recognized by school personnel. Students earn a yard sign for recognition.	1, 2	Principals, Teachers, Staff	observations of students exhibiting learner qualities, school climate				
12) All staff will implement and continue study of our book study read - Teach like a Pirate	1, 2, 4	Principal, AP, Teachers	Parent and student feedback, observation, school survey, student progress performance, google site and blog				
13) All teachers will send weekly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send weekly emails to all AES families keeping all stakeholders informed.	2, 6	Administration	copies of emails, school survey, participation, observations and feedback.				
14) AES will actively implement facebook, remind messages, periscope and twitter to promote positive community relations.	2, 6	admin	community participation, social media, school survey				
15) Each grade level will participate in at least one service project in the 2016-17 school year.	1, 2	Administration, Lead Teachers	field trip forms, observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 250 hours of service throughout the 2016-17 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 PTO	6, 10	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.	2, 10	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation HEB Volunteer Fire Department Spring Creek Family Night Sonic AES day Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a Highland Nail Bar Dickey's Barbeque				
3) Enlist and partner with volunteers for AES Mentor Program.	2, 6	Administration, Instructional Specialist	student feedback, observations, volunteer log, teacher feedback				
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				

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

51

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 2017, 100% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	2, 4, 5, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Each summer 2016 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2015 trained staff member will complete at least 3 PBL projects in the 2016-17 school year.	2, 3, 4	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
3) Enlist additional teachers to attend Project Based Learning cohort group summer 2017.	2, 4	Curriculum Director, Principal	PBL Training Certificate				
4) PBL Family Night	2, 6	Teachers, Instructional Coach, AP, Principal	school survey, sign in sheets, parent communication flyer, school schedule				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

52

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 2016-17 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 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. Data Meetings will be held each at least once each grading period.	1, 2, 3, 8, 9	Principal, AP, Instructional Coach	school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 83% to 90% 3-5 Math 84% to 90% 4th Writing 69% to 80% 5th Science 91% to 96%				
State System Safeguard Strategy 2) Provide supplemental intervention to support student success for all students and student subgroups including reading and math improvement in the economically disadvantaged and hispanic subgroups and science in the economically disadvantaged subgroup. We will also be focusing on writing for all students.	1, 2, 3, 8, 9	Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	Intervention Documentation, data for students at-risk, ELL and SPED, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3 , Imagine Learning, Dyslexia Tutor, People's Education - Writing, Reading, Math and Science, Dr. Mike for Kindergarten, Daily Rigor and Countdown to STAAR Grades 2-5, push in tutoring in grades K-5.				
	Funding Sources: Title I (211) - $40000.00, State Comp Ed (24) - $6988.00						
3) Provide enrichment opportunities for identified Gifted and Talented students through rotations and through pull-out services.	10	Principal, AP, Gifted and Talented Teachers, Instructional Specialist	Enrichment Rotations, Odyssey of the Mind, IS				
	Funding Sources: Gifted (21) - $6935.00, Gifted (21) - $4000.00						
State System Safeguard Strategy 4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester.	1, 2, 4, 8, 9	Principal, AP, Vertical Team Leaders, Instructional Coach	Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data				
State System Safeguard Strategy 5) Utilize Instructional Coach to work with classroom teachers to improve instruction.	1, 2, 3, 4, 9	Principal, Assistant Principal, Instructional Coach, lead teachers	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data, PLC quadrant sheets				
	Funding Sources: Title I (211) - $67778.00						

State System Safeguard Strategy 6) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms.	2	Principal, Assistant Principal, Instructional Specialist, Teachers	local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary.				
State System Safeguard Strategy 7) All classroom teachers will track student progress by using a data spreadsheet.	1, 2, 8	Principal, AP, Instructional Coach, Teachers	student progress data spreadsheets, local and state assessments, teacher observation				
State System Safeguard Strategy 8) We will conduct weekly subject area PLC meetings in math, reading, writing and science.	4, 8, 9	Administration, IS	lesson plans, meeting minutes, instructional walkthroughs, common assessment data.				
State System Safeguard Strategy 9) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students: Utilize the Lesson Cycle for all Reading, Math and Language/Writing lessons. Implement use of Motivation Math (gr. 2-5), Motivation Reading (gr. 2-5), Motivation Writing (gr. 4) and Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. 5) Countdown to STAAR for Reading and Writing in 4th Grade, Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2).	1, 2, 3, 8, 9	Principal, AP, IS, teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
10) All ELA teachers will be trained and implementing Empowering Writers	1, 2, 4	Principal	Professional development certificates lesson plans				
	Funding Sources: Title II (255)						
11) All students will record academic reflections weekly setting goals and monitoring own performance.	1, 2, 4	Teachers, Administration, IS	goal sheets, data sheets, academic walkthroughs, PLC meetings				
12) Kindergarten Teachers will attend KTOT conference in November.	4	Administration, Teachers, IS	Lesson Plans for Kindergarten Classrooms, Share out, Notes from conference, walkthroughs and observations.				
	Funding Sources: Title I (211) - $1000.00						
13) Fifth grade Science Teachers will attend CAST in November 2016.	4	Administration, Teachers, IS	Science lesson plans, Notes and take aways from conference, student performance, Science PLC share out, observations and walkthroughs.				
	Funding Sources: Title I (211) - $500.00						
14) Kindergarten through Grade 2 will implement SRA Phonics every instructional day.	1, 2, 9	Administration, IS, Lead Teachers	Istation reports, data logs - Individual and Class data, PLC meetings, lesson plans, walkthroughs				
15) Kindergarten through Grade 3 will implement DRA for individual student diagnostic data to guide instruction and identify strengths/areas of improvement.	1, 2, 9	IS, Lead Teachers	BOY/MOY/EOY, student data logs, istation data, assessment data,				
	Funding Sources: State Comp Ed (24) - $2000.00						

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

54

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 2016-17 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 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, Critical Thinking, Collaboration, and Communication).	1, 2, 3, 9	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 24% to 30% 3-5 Math 27% to 30% 4th Writing - 19% to 22% 5th Science 18% to 21%				
State System Safeguard Strategy 2) All grade levels will participate in instructional rotations targeting specific skills and objectives adn promote high levels of academic growth for all students, especially targeting high-performing students.	1, 2, 8, 9	principal, AP, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
3) All teachers will maintain progress logs tracking student growth throughout the year in writing, math, science and reading.	8, 9	administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

55

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	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	PE Teacher	Fitness Gram Report, lesson plans				
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)	2	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 5th Grade Milers Club	2, 10	P.E. Teachers, Principal	Documented miles, medals, T-shirts, awards ceremony				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	2, 10	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	2, 10	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
	Funding Sources: Local (199) - $500.00, Local (199) - $600.00						
6) 4th and 5th Grade Field Day	2	PE Teachers, Principal, Teachers	student participation, observation, school survey, student and parent feedback				
7) Students in PK-3rd grades will participate in a PE fun day.	2	PE teachers, Principal, teachers	student participation, observation, student and parent feedback, school survey.				
8) AES will hold a fitness night partnering with GISD elementary campuses, local businesses and agencies to promote health.	2	PE teachers, Principal, teachers	sign in logs, family participation, school survey, Partnership with YMCA, HEB, Tarleton health and science department, Officer Hastings, bicycle safety, DCBE volunteer fire department and EMT units.				

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

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 2016-17 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
	Funding Sources: ESL/Bilingual (25) - $1690.00						
2) Monitor and provide interventions for targeted students with low attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings, CHAMPS bucks				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	1, 2, 6, 8, 9	Principal, AP, Teachers, CTE Director	lesson plans, observation, lesson plans, student schedules and products				
4) 5th graders will have the opportunity to attend Camp Grady Spruce.	1, 2, 8, 9	Administration, 5th grade teachers	school survey, observations, student and parent feedback on experience, science assessment data.				
5) AES will partner with Rancho Brazos after school club to target students in the after school program.	2, 6, 8, 9	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) The AES mentor program will target students at risk.	1, 2, 4, 8	IS, Administration	student feedback, observations, volunteer log, teacher feedback				

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

57

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: Create a setting with innovative strategies.

Summative Evaluation: Review of new opportunities implemented during the 2016-17 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities.	1, 2, 4, 8, 9	Administration, IS, Curriculum Dept	Reporting at CLT, Vertical Team Committee Agenda and Notes, PLC meetings, Grade level meetings				
2) Obtain innovative resources to support 21st century competencies.	1, 2, 4	Administration, IS, Curriculum Dept	POs, PD, Literary Fusions Training, Cubelets, Robot				
3) AES will adopt six Learner Qualities. These qualities will be the characteristics of a successful student. AES will introduce one new quality each grading period.	1, 2	Administration, Teachers	Observations, academic data from assessments, classroom engagement, student goals and self-reflection, parent and teacher input				
4) Flexible Seating trials for students and classes.	1, 2, 4	Teachers, Administration	Discipline reports, individual and class data logs, observations by teachers and administration, assessment data				

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

58

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	1, 2, 3, 4, 8, 9	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) Collaborative meetings with tech department.	3, 4	Librarian, Instructional technology team	sign-in sheet, agenda, walkthrough data				
3) Principal or AP, Librarian and members of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	1, 4	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
	Funding Sources: Local (199) - $1200.00						
4) Campus-led Technology sessions planned by tech committee who attended TCEA in June 2016.	1, 2, 4	Principals, IS, Technology Committee	walkthroughs, Bright bytes data, school family survey, Classroom lesson plans				

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

59

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 2016-2017 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's curriculum.	1, 2, 3, 4, 10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				

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

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers and students will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones, chromebooks, ipads.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcya.com, Reading Express, Think Through Math, Spelling City, Xtra Math, Storia, Prodigy, Math Seeds and Go Math to improve student performance.	1, 2, 9	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
State System Safeguard Strategy 3) Implement technology training from Campus staff.	2, 8, 9	Principal, AP, IS	increased performance on assessments, growth and progress on data logs, observations and walkthroughs				
4) Implement cubelets, robot and coding into the classroom.	1, 2, 9	Principal, librarian, IS	observations, increased technology noted on data walkthroughs, student feedback				

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

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	1, 2, 10	Principal, AP, Lead Custodian	Completed monthly inspection report, timely submission of campus work orders				
2) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	1, 2, 10	Principal, AP, Transportation Dept, teachers	State and local completion reports.				
3) Continue monitoring traffic flow and implementing the most effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				

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

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 2016-2017 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.	1, 2, 3, 9, 10	Principal, AP, Instructional Coach, Teachers, Tutors	Alternate schedule for Rotations, intervention and enrichment, Lesson Plans, master schedule				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 8	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
3) Teachers will participate in Content PLCs during the week and attend grade level meetings via computer (email, text, hangout, etc)	1, 2, 3, 4, 8, 9	Administration, Lead Teacher	Agendas, Minutes from meetings, PLC quadrant form				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

63

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	Title I	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.	1, 2, 3, 4, 6, 8	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets, Parent Involvement Plan, CIP, CNA				

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

64

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 2016-2017 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, 6, 9, 10	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.	1, 2, 4, 6, 10	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 2016-2017 school year.

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.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures, PBL projects, Career Day				
2) AES will hold a Career Day showcasing professionals from the community.	1, 2, 6	Counselor, Administration	Schedule, participant feedback, student and parent input,				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

State Compensatory

Budget for Acton Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6117 00 102 0 24 00	6117 Career Ladder - Locally Defined	$47,000.00
199 e 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	$79,880.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	$682.00
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	$456.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$2,621.00
199 E 11 6145 00 102 0 24 000	6145 Unemployment Compensation	$54.00
199 E 11 6146 00 102 0 24 000	6146 Teacher Retirement/TRS Care	$1,779.00
	6100 Subtotal:	**$136,697.00**
6300 Supplies and Services		
199 E 11 6397 00 102 0 24 000	6397 Other Equipment - Locally Defined	$3,500.00
	6300 Subtotal:	**$3,500.00**

Title I Personnel

Name	Position	Program	FTE
Maggie Walton	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Baccus Elementary School

2016-2017 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.

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

Nettie Baccus Elementary averaged 550 during the 2014-2015 school year. Approximately 76% of the students qualified for free or reduced price meals. 25% of the students are Hispanic; 15% of the students are American Indian or Alaskan Native; 1% are black; 81% students are white; 10% students qualify as Limited English Proficient; 40% students were identified as at-risk; 14% students qualify for Special Education; 10% of the students qualify as Gifted and Talented.

Student Achievement

Student Achievement Summary

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

The percent of students passing the 2014-2015 STAAR tests are listed below.

3rd Grade Reading - 73

3rd Grade Math - 53

4th Grade Reading - 73

4th Grade Math - 51

4th Grade Writing - 57

5th Grade Reading - 81

5th Grade Math - 77

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 Hispanic 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 2014-2015, 87+ students received intervention in reading. 87 students received intervention in math. 11 students received writing intervention. 37 students received behavior interventions. These interventions were given by classroom teachers, math and reading and literacy specialists, and certified tutors. 87 students also received after school tutoring administered by teachers. 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 2015-2016, 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 be able to participate in an extra field trip to enhance language exposure & receive specialized instruction from our district interpreters targeting vocabulary and English language proficiency. GT students will be targeted with projects to address their needs and possibly an extra field trip opportunity. Goals will be set with teachers for GT student achievement tied to state and local assessments. 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 be supported with any clothes or shoes they may need as well.

School Culture and Climate

School Culture and Climate Summary

School culture is facilitated through teacher collaboration and parent involvement. 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.

The school has adopted the theme "Why fit in when you were born to stand out?" to encourage individualiaty among students in th e2014-2015 school year.

Parent and staff surveys will be administered to evaluate school culture and climate in the 2014-2015 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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. 75

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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

STAAR, TEMI, Benchmarks, 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 & educaitonal field trips are used to teach the TEKS. Motivation Math, Reading, and Writing, Triumph Learning for Science, Voyager, Heineman Comprehension and Fluency, Journeys in Reading, Houghton Mifflin Harcourt Go Math, Investigations in Math, Scott Foresman Social Studies, Houghton Mifflin Harcourt Science Fusion, Novels, Empowering Writers, & educational field trips with handouts are some of the materials used teach the TEKS. Project Based Learning will be implemented in all classrooms.

76

All students receive instruction in the computer lab each week. Each classroom has four-five student computers. The classrooms also have a DLP projector, Smart boards, teachers stations including document cameras and docking stations, and sound systems including an amplifying microphone with speakers. Ipads and Slates are available for the teacher to checkout for students in the library.

Family and Community Involvement

Family and Community Involvement Summary

A parent survey was conducted in May of the 2014-2015 school year. 150 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 30, 2014. A teacher survey was also conducted in May 2014. 38 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 30, 2014. Areas to target for the 2014-2015 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 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 parent information meetings

Parent teacher conferences

Turkey Trot/Bunny Hop Student Run

Health & Safety Fair

School-wide Carnival/Festival

Book Fairs / Family Reading Nights

Miler's Club

Baccus Garden

BEAM Volunteer Mentor Program

Smiling Dads

Watch DOGS

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 and app, notes sent home, monthly newsletters, and the School Messenger phone service.

School Context and Organization

School Context and Organization Summary

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. 80

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. Study Island Math assessments are administered in third, fourth and fifth grades. Istation reading assessments are administered throughout Grades K-5. TELPAS data is gathered and analyzed for English Language Learners. These are all quantitative data sources.

Technology

Technology Summary

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, Smartboard, teacher station, and sound system. Most Smartboards have a dedicated computer. Istation, Study Island, AR, STAR, Reading Eggs, Voyager WeatherBug, Lego Robots, and Imagine Learning are utilized on the campus.

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. Morning assembly, music programs, B.E.A.M., Kid's Hope, Terrific Kids, Parent Class (Baby and Me), Community Involvement. Increase PTO membership.

Summative Evaluation: Parent feedback and parent participation rates at events. Analyze percentage of PTO enrollment increase.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement CHAMPS, goal-setting, and team building activities through-out the school year	2, 6	Principal, Vice Principal, Counselor, Instructional Specialist, Teachers, & Staff	Morning Assembly, school data/goals wall, office referrals				
	Funding Sources: Local (199) - $150.00						
2) Provide opportunities outside of school (Family Nights at local businesses, Carnival, Music Programs, Technology Bus, etc.) for all Baccus students & families	2, 6	Principal, Vice Principal, & Classroom Teachers	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				
8) Smiling Dads to increase positive male role models on campus	1, 6	Office Staff	Visitor Log & Parent Feedback				

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

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. PTO events: Fundraising Events, Smiling Dads, Muffins With Moms, Doughnuts with Dudes, Picture Day, Field Day.

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) Partner with community organizations and businesses for student/parent 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, Positive Promotions materials at Health Fair				
	Funding Sources: Title I (211) - $2500.00						
3) Create opportunities for students to be involved in community service projects (Examples include 1st grade PBL project, 4th grade bottled water drive, Student Council collections, etc.)	1, 6, 10	Student Council Sponsor, BES Staff	Completed projects, donations, calendar, parent notes				

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

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

Summative Evaluation: Increase STAAR scores by 7% in each testing category.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) Provide supplemental interventions to support student success through campus-wide Baccus Pirate Time	1, 2, 3, 8, 9, 10	Classroom Teachers, Instructional Specialists	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
	Funding Sources: Title I (211) - $5200.00, Local (199) - $6000.00						
State System Safeguard Strategy 2) Provide a variety of academic & motivational resources to support student understanding and mastery of TEKS (workshops, materials, hands on field trips, & computer programs such as Reading A to Z, Greg Tang/Creative Mathematics, Kim Sutton, Measuring Up, Positive Promotions, Motivation Math/Reading, Empowering Writers, Develop Me From A to Z, IXL Math, Summer Reading Books, Camp Baccus, Scholastic Everyday Literacy, motivational speakers & performers including football players & stunt bike riders, etc.)	1, 2, 3, 8, 9, 10	Classroom teachers and Instructional Specialist	Students understanding of TEKS Assessments including classroom, district, and state				
	Funding Sources: Title I (211) - $4000.00						
State System Safeguard Strategy 3) Instructional staff will attend: - Bi-weekly PLCs - Create Common Formative Assessment - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
State System Safeguard Strategy 4) Students will be exposed to vocabulary words through a variety of strategies (such as school-wide Word of the Week & Word Wall, word walls in classrooms, modeling, rewards, etc.)	1, 2, 3, 4, 9	Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
	Funding Sources: ESL/Bilingual (25) - $1500.00						
State System Safeguard Strategy 5) 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				
State System Safeguard Strategy 6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	1, 2, 3, 8, 9, 10	I.S. & teachers	Schedules &student products; Increase STAAR percentage scores at all levels by 7%.				
	Funding Sources: Title I (211) - $1500.00, Gifted (21) - $3000.00						

7) All 3-5th grade students will participate in VMath Summer program to increase/maintain math skills. The computer/internet based resource will be used by students during May at school & in June at home.	1, 2, 3, 8, 9, 10	Tutors & teachers	VMath data, student common assessment data,				

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

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 the PLC process, create Common Formative Assessments and analyze CFA data to drive instruction and interventions.

Summative Evaluation: CFA data, Data room, PLC meeting notes.

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 with innovative materials and resources.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists	Lesson Plans, Intervention Documentation				
	Funding Sources: Title I (211) - $5200.00						
State System Safeguard Strategy 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives (such as board games, sporting equipment, electronics, outdoor activities, etc.) 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	Library/Counselor Schedule/agenda, sign-in sheets or Raptor log of guests, Speaker's Bureau				
State System Safeguard Strategy 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						
State System Safeguard Strategy 6) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	1, 2, 6, 9, 10	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
State System Safeguard Strategy 7) Provide dyslexic specialist to work with struggling learners on reading strategies	1, 3, 4, 9, 10	Kathy Carmichael, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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: Continue Project Based Learning

Summative Evaluation: 75% of teachers will be trained in PBL; implementing Project Based Learning annual requirements based on cohort.

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	2, 4	Curriculum Director, Principal, & Teachers	PBL Certificate & Sign In Sheets				

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

87

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: Improve college readiness performance

Summative Evaluation: Baccus will earn at least one distinction

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				
2) Provide G/T Enrichment for all students every Friday during scheduled time	1, 3, 9	G/T Tutor	Student projects, increased performance on district & state assessments, lesson plans, walk-through data				
3) Implement Critical Questions of Learning: What is it we expect them to learn? How will we know they learned it? How will we respond when they did learn it? How will we respond when they did not learn it?	1, 2, 3, 8, 9	Classroom Teachers and Specialist	Increased percentage of students meeting level 3 on state assessments, active participation in PLC meetings.				
4) Implement Rigor and Relevance	1, 2, 3, 8, 9	Classroom Teachers and Specialist	Increased percentage of students meeting level 3 on state assessments, active participation in PLC meetings.				

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

88

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 will participate in the state fitness assessment (Fitness Gram), Jump Rope for Heart, & Miler's Club during Physical Education classes.	1	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				
3) All first grade students will participate in dental health program with local, dental office & charity.		1st Grade Teachers	School Calendar & Lesson Plans				
4) All students will participate in school activities promoting healthy life-styles (Red Ribbon Week & Field Day)		PE Teacher & School Counselor	Field Day Agenda & Lesson Plans				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

89

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: Early intervention will be implemented for those students that are at-risk

Summative Evaluation: Percent of active users.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement Ready Rosie parent engagement and empowerment technology program.	1, 2, 6, 7, 9	Principal, I.S., AP, Prek	Ready Rosie Data Reports				
	Funding Sources: Title I (211)						

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

90

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 Baccus 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) Regular technology trainings for staff and teachers (including opportunities for attendance at district/campus/outside technology trainings and professional conferences)	4	Principal & Campus Technology Staff	School Calendar, Agendas, Documented Classroom Technology Activities				

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

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: 100% of Baccus students will be trained in cyber safety training by the end of the first six-weeks of school.

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	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology				

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

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 digital tools and software.

Summative Evaluation: Software usage report] and evidence of technology use in the classrooms.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use technology tools to improve student performance such as classrom computers, LCD projectors, document cameras, interactive whiteboards, flip cameras, tablets, classroom audio/speakers, and hand held devices.	1, 2, 9	Principal, Instructional Specialist, Librarian, GISD Technology DEpartment	Snapshot Data, T-Tess				
2) Students will use software such as Think Through Math, iStation, Study Island, Reading Eggs, Brain Pop, AR, StemScopes, Science Starters, Pebble Go, Storia, and Imagine Learning to improve student performance.	2, 9	Principal, Instructional Specialist, Librarian, GISD Technology Department	Software Usage REports & State Assessment Data				

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

93

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

94

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 PLC master schedule.

Summative Evaluation: PLC Master Schedule completed.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide staff with time during the day to collaborate and discuss best practices. Provide students opportunities for participation in enrichment/intervention based on their individual needs.	1, 2, 3, 9, 10	Principal, AP, RtI Aide, Teachers	Pirate Time, 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				
 - Accomplished  - Considerable  - Some Progress  - No Progress  - Discontinue							

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

96

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

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				

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

98

State Compensatory

Budget for Baccus Elementary School:

Account Code	Account Title	Budget
6200 Professional and Contracted Services		
199 c 13 6299 00 105 0 24 000	6299 Miscellaneous Contracted Services	$5,100.00
	6200 Subtotal:	**$5,100.00**
6300 Supplies and Services		
199 E 11 6395 00 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,500.00
	6300 Subtotal:	**$3,500.00**

99

Title I Personnel

Name	Position	Program	FTE
Ashley Page	Instructional Specialist		
Melissa Shipp	Instructional Specialist		

Granbury Independent School District

Brawner Intermediate School

2016-2017 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.

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

Brawner Intermediate averaged approximately 400-410 students during the 2015-16 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2016) it is anticipated that the number will remain close to 435 as the number of incoming 3rd graders from Emma Roberson Elementary increases. The breakdown per grade level for 2016-17 is: 8 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (1 is a self-contained bilingual classroom).

Brawner Intermediate houses the bilingual program for the district and during the 2015-16 school year there were 79 bilingual students and 25 ESL students. Our percentage of ELL students was 23.8%.

103

In May of 2016, 235 students received free meals (approximately 58%). 24 Brawner students received reduced-priced meals (approximately 6%). Our total free and reduced number of students was 259, or 63.8%.

Our percentage of students who are economically disadvantaged was 58.8%.

The enrollment by ethnic background was: 233- White, 157-Hispanic,

1-American Indian, 5-African American, and 6-Asian.

113 students withdrew during the 2013-2014 school year. 71students enrolled during the 2015-16 school year. This year the campus had an 18.8% mobility rate.

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.53%. 3rd grade's yearly attendance was 96.66%; 4th grade's yearly attendance was 96.33%; 5th grade's yearly attendance was 96.61%. As a campus, our lowest attendance rates were during the fifth six weeks. Our highest attendance rates were during the first six weeks. The Attendance Committee creates incentives for students to win the daily attendance competition, such as free seating during lunch, use of electronics, extended recess, and sitting in the bleachers.

Demographics Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success:

- Increased 3rd grade math scores in all students, Hispanic, white, special education, and LEP/ELL
- Increased 3rd grade reading scores in special education
- Increased 4th grade writing scores in LEP/ELL students
- Increased 4th grade reading scores in Hispanic, ECD, Special Education, and LEP/ELL students
- Increased 5th grade math scores in all areas (Hispanic, white, ECD, Special Education, LEP/ELL)
- Increased 5th grade reading scores in Special Education and LEP/ELL
- Increased 5th grade science scores in Special Education and LEP/ELL

Demographics Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. Problems with ETS stalled the report of STAAR testing scores for Brawner. The TEA Commissioner of Education cancelled the third administration of 5th grade reading/math due to testing inconsistencies and inaccurate scoring of STAAR tests.

The campus scores are as follows:

3rd Reading: 67% (all students)

4th Reading: 71% (all students)

4th Writing: 59% (all students)

5th Reading: 78% (including March and May administration)

5th Math: 82% (including March and May administration)

5th Science: 71%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time, an evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Specific areas of concern are:

- 4th grade math performance in all areas (largest drop in white students)
- 3rd grade reading performance (largest drop in Hispanic students)
- 4th grade writing (largest drop in white students)

In general, the performance gap between ECD/white students and other students continues to be a target area. The performance gap is significant in the area of math, reading, and writing scores. 5th grade science scores remained constant. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. 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 student success will be set through campus meetings in August 2016.

Student Achievement

Student Achievement Summary

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. Problems with ETS stalled the report of STAAR testing scores for Brawner. The TEA Commissioner of Education cancelled the third administration of 5th grade reading/math due to testing inconsistencies and inaccurate scoring of STAAR tests.

The campus scores are as follows:

3rd Reading: 67% (all students)

4th Reading: 71% (all students)

4th Writing: 59% (all students)

5th Reading: 78% (including March and May administration)

5th Math: 82% (including March and May administration)

5th Science: 71%

106

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time, an evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Student Achievement Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success:

- Increased 3rd grade math scores in all students, Hispanic, white, special education, and LEP/ELL
- Increased 3rd grade reading scores in special education
- Increased 4th grade writing scores in LEP/ELL students
- Increased 4th grade reading scores in Hispanic, ECD, Special Education, and LEP/ELL students
- Increased 5th grade math scores in all areas (Hispanic, white, ECD, Special Education, LEP/ELL)
- Increased 5th grade reading scores in Special Education and LEP/ELL
- Increased 5th grade science scores in Special Education and LEP/ELL

Student Achievement Needs

Specific areas of concern are:

- 4th grade math performance in all areas (largest drop in white students)
- 3rd grade reading performance (largest drop in Hispanic students)
- 4th grade writing (largest drop in white students)

In general, the performance gap between ECD/white students and other students continues to be a target area. The performance gap is significant in the area of math, reading, and writing scores. 5th grade science scores remained constant. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. 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 student success will be set through campus meetings in August 2016.

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 his/her 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, Assistant Principal, and Principal every four weeks. Response to Intervention (RTI), teacher information, and information on the data sheets will be used to identify student needs in a timely manner. 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 teachers to set goals and monitor progress. Staff will be trained on revised implementation of student data folders in August of 2016.

Struggling students will receive instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, Think Through Math, etc. 3rd, 4th, and 5th grade Tier 3 students will receive additional interventions from the Instructional Specialist paid for with Title I funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

School Culture and Climate

School Culture and Climate Summary

Parent/Teacher/Student survey was distributed during the week of May 23, 2016.

Teachers created their own survey for their students.

Teachers and parents had an opportunity to provide three areas of strength and three areas of need for BIS.

Feedback was also gained during the Title 1 Parent Night on August 30, 2016.

School Culture and Climate Strengths

1. Mrs Ross and Mrs G are very involved with the students
2. Student relationships
3. Addressing individual student needs
4. Faculty and staff
5. They have a strong group of teachers.
6. Great events
7. Teachers!!
8. Parent involvement
9. The kids have fun.
10. communication
11. Very good about informing parents
12. Great facility.
13. Making learning fun
14. Academics
15. Caring teachers and principals.
16. Involvement with High School kids
1. They have many events to keep kids interesting in learning
2. Dedication to students
3. Help children to succeed academically
4. Notifications of activities etc
5. Enthusiastic Staff---I love the morning meetings, your quotes, etc..

6. Positive learning environment
7. Keeping students involved with different activities
8. The administration and teachers are great.
9. teachers
10. Teachers are awesome
11. Good communication on activities though calling texting and email on occasion.
12. Supportive teachers and principal
13. Teachers dedication to their students
14. Amazing student involvement
15. Inclusion for all children
1. It is great that the PTO buys the kids shirts for fridays.
2. Morning Assembly
3. Having many activities that keep students interested and excited about school
4. Dedicated--teachers do a great job preparing students.
5. Communication
6. Teachers and admin care about kids
7. Loved the yearly layout of events given at the beginning of the year.
8. security
9. Uses classdojo regularyly
10. Safety of the students when parents are picking up.
11. Activities
12. No tolerance for bullying.
13. Family nights for different content areas through out the year

Feedback from Parent Night:

Love the Dojo app

Love alternative seating in the classroom

At Brawner, students are given the opportunity to participate in enrichment/club time every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 5 sessions of enrichment, each lasting 6-7 weeks. Some examples of Enrichment Clubs are: Recycling, Art Club, Technology Tidbits, campus musical, Coding Club, and Yearbook. Gifted and Talented students are served M-Th for 40 minutes during Enrichment (MVP) time.

School Culture and Climate Needs

1. More variety in the food menu.
2. More supervision/rules on electronics days
3. Atmosphere in the front office
4. Parking
5. They do not encourage or appreciate parent involvement.
6. None--keep doing what you are doing.
7. So may activities, very difficult for working parents
8. Nothing - y'all are great!
9. More Teacher/ Parent communication. I feel like I have to rely on my kid to relay messages. And most of the time She is brushed off by the teachers.
10. na
11. Let parents know when its electronic day
12. No more electronic days! Waste of time and my child has come home singing random songs I would not have approved her to listen too.
13. The receptionist badly needs to be replaced. Very disrespectful to certain kids. Too gruff and a sour attitude when adults are out of ear shot.
14. Friendlyness of front office staff
15. Front office staff, very unwelcoming and rude.
16. Follow- up with some staff regarding children
1. The office staff are not reliable at relaying messages
2. Combine math/science night
3. Making parents feel welcome
4. The receptionist and secretary are very rude to parents.
5. I seriously can't think of anything.

6. Need a schedule for Talent show. Working Parents need to know when to take lunches. Just an idea if we should show up on time or an estimated time to
7. na
8. Higher meal prices than other schools
9. No more electronics days.
10. Be more strict on students who curse and disobey the teachers
11. Discipline of kids walking from Brawner to Emma. Bullying is big during that time!
12. At times communication is lacking
13. Allowing children to be able to learn in their ways when it allows
1. Ant control in the field
2. Integrate bilingual students more into general ed activities
3. Fair and appropriate discipline
4. na
5. More hands on activities! She only did one hands on project all year. The rest was written work.
6. More fundraisers, for things ppl can get cheaply at dollar store? NO! Sell chocolate bars, something people want!
7. Better communication between teachers and parents - grades, events, happenings in classrooms
8. Short notice of times and events changing.
9. Being more proactive when bullying occurs

Feedback from Parent Night:

Dislike change in teachers so soon (a 3rd grade teacher was moved to Mambrino due to enrollment needs)

Faster results in getting 504 help for my child

The boys should be allowed to pass a ball or play football at recess

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Brawner Intermediate averaged approximately 400-410 students during the 2015-16 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2016) it is anticipated that the number will remain close to 435 as the number of incoming 3rd graders from Emma Roberson Elementary increases. The breakdown per grade level for 2016-17 is: 8 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (1 is a self-contained bilingual classroom).

All teachers are highly qualified. The Human Resources Department determines that applicants are highly qualified before they are allowed to interview for employment. Parents are notified in writing in the event of a teacher not being highly qualified.

Teachers attend 18 hours of professional training during the summer, as well as campus staff development, which is provided in August 2016. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). 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 and read educational books during the summer.

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. Trainings attended by staff will result in presentations to highlight the sessions they attended during staff meetings. 113

Brawner Intermediate staff will participate in a book study of What Great Teachers Do Differently (17 Things That Matter Most) by Todd Whitaker. Analysis of the book will begin during August 2016.

Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University. We will use a new vocabulary program for 2016-17 (Vocabulary Workshop), as well as Be Vocabulous which will supplement the new vocabulary book.

Two science teachers will attend the State Science conference (CAST) in order to raise science scores and increase their capabilities through professional development. In order to increase Level III achievement (highest level of STAAR), GT teachers in each grade level will collaborate to make a more streamlined GT program at Brawner.

All teachers in each grade level have a 55 minute planning period. The planning period is structured so that all grade level-content teachers meet during the school day to improve collaboration. An alternate schedule on Friday is implemented to allow grade level team teachers time to meet for planning as well.

Common planning time across grade levels is also scheduled on days the students are not in attendance. Teacher teams meet with the campus Intervention Specialist, Assistant Principal and Principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2-3 times each year as T-TESS is implemented. These conferences are held to determine individual strengths/weaknesses and to help drive the teacher's need for professional development.

Teachers may also participate in GTEI to add $1000 each year to their salary.

Staff Quality, Recruitment, and Retention Strengths

Upon receiving staff feedback, teachers are happy in our school environment.

We have a positive atmosphere and staff members feel comfortable speaking to administrators.

Teachers are highly qualified in thier area of content.

Teachers seek out professional development opportunities.

Struggling students will receive instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, Think Through Math, etc. 3rd, 4th, and 5th grade Tier 3 students will receive additional interventions from the Instructional Specialist paid for with Title 1 funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

Staff Quality, Recruitment, and Retention Needs

Teachers asked for administrators to relay their expectations more frequently and clearly.

Some teachers left BIS due to an opening at a school closer to their home, thus decreasing their drive time.

BIS would benefit from more male staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a 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 Instructional Specialist, Assistant Principal 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. District Curriculum Coordinators continue to support teacher needs and attend CARA meetings when asked.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, Think Through Math, 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 low performing students are referred for interventions. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS.

Curriculum, Instruction, and Assessment Strengths

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 weekly for classes. DLP projectors and smart boards are mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for check out (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

Brawner Intermediate's 2016 subpopulation score averages revealed specific areas of success:

- Increased 3rd grade math scores in all students, Hispanic, white, special education, and LEP/ELL
- Increased 3rd grade reading scores in special education
- Increased 4th grade writing scores in LEP/ELL students
- Increased 4th grade reading scores in Hispanic, ECD, Special Education, and LEP/ELL students
- Increased 5th grade math scores in all areas (Hispanic, white, ECD, Special Education, LEP/ELL)

- Increased 5th grade reading scores in Special Education and LEP/ELL
- Increased 5th grade science scores in Special Education and LEP/ELL

Curriculum, Instruction, and Assessment Needs

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, Think Through Math, 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 low performing students are referred for interventions. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS.

After reviewing 2016 STAAR scores, specific areas of concern are:

- 4th grade math performance in all areas (largest drop in white students)
- 3rd grade reading performance (largest drop in Hispanic students)
- 4th grade writing (largest drop in white students)

In general, the performance gap between ECD/white students and other students continues to be a target area. The performance gap is significant in the area of math, reading, and writing scores. 5th grade science scores remained constant. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus.

Gifted and Talented students will receive 40 minutes of instruction Monday-Thursday each week by a certified GT teacher. All GT students will focus on Ancient Egypt during the 2016-17 school year. Students will participate in a field trip that coincides with Ancient Egypt in the spring of 2017. GT students will be challenged academically by using brain puzzles, higher level thinking, current events, questioning, and public speaking skills.

Family and Community Involvement

Family and Community Involvement Summary

Teachers send behavior folders, progress reports, and report cards to keep parents informed. Parents can also look at their child's grades online using the Skyward Family program. A mentoring program will continue to be used to pair community members with at-risk students. The mentors will meet with their assigned student once each week. Our largest number of mentors come from First Christian Church in Granbury.

Just a few of the many ways parents can volunteer include the following:

Classroom volunteer (after background check is completed)

Campus mentor (background check required)

Assist with the school musical

Join PTO

Share career experiences with students

Field trip chaperone (after a background check is completed)

Certified teacher tutors increase student performance

Volunteer to help during Book Fair Week

Attend student performances

Attend grade level parent information meetings

Assist with the school family celebrations (Family Reading Night, Family Math and Science Night, Health Fair)

Assist teachers with needed classroom supplies

The PTO and Campus Advisory Committee (CAC) give parents and community members an opportunity to be involved in decision making through multiple meetings throughout the year.

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

Students are given the opportunity to participate in enrichment/club time every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 5 sessions of enrichment, each lasting 6-7 weeks. Some examples of Enrichment Clubs are: Recycling, Art Club, Technology Tidbits, campus musical, Coding Club, and Yearbook.

Additional opportunities include:

Student Council (class representatives and STUCO Board) --Class reps are elected by class vote (1 boy and 1 girl per class) and the board is elected through a school wide election. Monthly meetings are held with campus sponsors to determine how best to serve Brawner and the community. STUCO members select several organizations to support with donations throughout the year. STUCO is also responsible for the design & layout of the campus yearbook.

Miler's Club-All students are given the opportunity to run/walk miles on the track. Students and staff members 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, PTO, and Running Bear Athletics provides funding to support this campus effort.

Fit Club-4th and 5th grade students are invited to join the campus Fit Club. This club meets on Tuesday morning at 7:15 with the PE teacher.

Family and Community Involvement Strengths

Classroom volunteer (after background check is completed)

Campus mentor (background check required)

Assist with the school musical

Join PTO

Share career experiences with students

Field trip chaperone (after a background check is completed)

Certified teacher tutors increase student performance

Volunteer to help during Book Fair Week

Attend student performances

Attend grade level parent information meetings

Assist with the school family celebrations (Family Reading Night, Family Math and Science Night, Health Fair)

Assist teachers with needed classroom supplies

120

The PTO and Campus Advisory Committee (CAC) give parents and community members an opportunity to be involved in decision making through multiple meetings throughout the year.

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

Family and Community Involvement Needs

The following are suggestions provided by our parents and community members:
More parking spaces needed
The school needs to encourage more parent involvement
BIS has so many evening activities. It is very difficult for working parents to attend.
The office staff are not reliable at relaying messages to students.
Parents do not feel welcome.
The receptionist and secretary are very rude to parents.
I would like to see the administrators be more strict on students who curse and disobey the teachers.
Ant control in the field would be appreciated.
Integrate bilingual students more into general ed activities.
Provide fundraisers that people want to contribute to, such as Jump Rope for Heart, Read-a-thon, and Scarecrow Scamper 5K.
Provide better communication between teachers and parents regarding grades, events, and happenings in classrooms.
Short notice of times and events changing.

School Context and Organization

School Context and Organization Summary

Staff members are involved in decision making by serving on the Campus Advisory Committee (CAC). Others who serve on CAC are a district employee or Director, parents, and community members. The school budget is developed with the assistance of the CAC. The Title I budget is reviewed and allocation requests are discussed with the CAC. The campus Professional Development Plan is also reviewed and approved by the CAC. Brawner has three campus representatives who serve on the District Advisory Committee (DAC). This committee meets four times per year with other district employees and Dr. Largent, GISD Superintendent.

The Intervention Specialist is the liaison with the Curriculum department as well as with grade level teams. This gives all teachers an opportunity to be involved in collaborative academic decision making.

School Context and Organization Strengths

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, Assistant Principal, and Instructional Specialist conduct classroom visits. The information is collected and shared with each teacher. The results of this information also provide direction for additional professional development. The new teacher assessment system, T-TESS, will be implemented in the fall of 2016. All staff will be trained on T-TESS in the fall of 2016.

School Context and Organization Needs

The campus rating for 15-16 is "Met Standard." The rating was formalized in August of 2016 and discussion regarding the rating was distributed during campus professional development and CAC meetings. Index 2 (Student Progress) was an area of concern. Academic efforts will be focused upon improving student progress on STAAR.

Technology

Technology Summary

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 weekly for classes. DLP projectors and smart boards are mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for check out (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

Technology Strengths

Students regularly use the Chromebooks that are assigned to each classroom.

Teachers incorporate technology into their lessons.

Students are self-sufficient when using the Chromebooks.

Technology Needs

Teachers have requested more Chromebooks so students do not have to share.

As a campus, we need better procedures regarding checking out/in iPads and Chromebooks that belong to the Library.

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: Integrate programs to help all learners (students and parents) feel welcome.

Summative Evaluation: Document parent attendance at Family Nights and luncheons. Provide information about the event earlier so families can plan to attend.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Camp Kindness	2, 6	Camp Kindness Committee (Principal, Assistant Principal, Counselor, Grade Level Leaders)	Campus Wide Kick Off, Kindness pledge said daily, badges awarded to students for acts of kindness during each grading period				
	Funding Sources: Local (199) - $250.00						
2) Brawner Family Nights: -Reading Night -Math and Science Night -Spanish Night during Hispanic Heritage Month -Peter Pan Musical	1, 2, 6	Teachers, Specialists, Counselor, Grade Level Leaders, Bilingual Teachers	Parent Communication Flyers/Sign In Sheets/School Calendar/Facebook updates/Twitter updates/Remind 101 updates				
	Funding Sources: Local (199) - $500.00, Title I (211) - $250.00, ESL/Bilingual (25) - $200.00						
3) Parent/Teacher Conferences	3, 6	Teachers/Assistant Principal/Principal/Grade Level Lead Teachers	Conference/Parent Contact Logs/Brawner Folder				
	Funding Sources: Title I (211) - $1500.00						
4) Title 1 Parent Night in August (Title 1 Campus Overview and Parent Notification)	3, 6, 7	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind 101 updates/Written feedback from parents received during Title 1 meeting				
5) Increase daily communication with all visitors, parents, and students.	6	Principal/Assistant Principal, Office Staff, Nurse, Counselor	Parent/student Feedback from survey				
	Funding Sources: Title I (211) - $3000.00						
6) Provide training for staff on bullying awareness, suicide prevention and procedures, and child abuse awareness and prevention.	1, 2, 4, 10	Principal, AP, Counselor Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts, phone numbers, websites, suicide checklist completed by every staff member and given to Counselor				

7) Create school unity through daily morning meeting highlighting student effort, reinforcement of campus motto, pledges, attendance, and Camp Kindness pledge.	1, 2, 6	Principal, Assistant Principal, Teachers, Counselor	Student participation, daily schedule of differing morning activities prior to morning meeting.				
8) Highlight "Brawner Student of the Month" in classroom and during morning meeting. Highlight "Staff Member of the Month."	1, 2, 7, 10	Principal, Assistant Principal, Counselor, Teachers, Sunshine Committee	Teacher nominations, grade level pictures of "Brawner Student of the Month" on website/Facebook page. Staff member of the month chosen by Sunshine Committee. This person receives a $20 gift certificate from First Christian Church.				
	Funding Sources: Local (199)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◡ = No Progress ✗ = Discontinue							

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: Create options for staff, students, and families to participate in outreach efforts in Hood County.

Summative Evaluation: Families and staff will assist in packing non-perishable weekend food for students.

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 and First Christian Church.	6, 9, 10	Principal, PTO Teacher Representative from each grade level, PTO, Counselor, Nurse, Assistant Principal	Volunteer hour logs, Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications, mentoring logs				
2) Partner with community organizations and businesses for student recognition such as awards, coupons, certificates.	2, 10	Principal, Teachers, office staff	-Kiwanis Super citizens rosters -Six Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF Grants -Chick-Fil-A Parent Nights -Speakers Bureau -Helping Hands Club -Hoffbrau Night -Cici's Night -Dairy Queen Night				
	Funding Sources: Local (199) - $500.00						
3) Partner with local organizations for support and reinforcement of positive school and community relationship building (mentoring, weekend snack packs).	2, 10	Nurse, Counselor, Principal, AP, Teachers	Volunteer sign in sheets, mentoring sign in sheets, agendas, list of students who receive weekend snack packs, ongoing partnership with First Christian Church				
	Funding Sources: Local (199) - $150.00						

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

127

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: Continue to support Project Based Learning in all grade levels.

Summative Evaluation: Campus-wide Project Based Learning activity during Freedom Week which separates students into those who have rights and those who do not. Use a Google Form to gain feedback from students and staff members.

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	GISD Curriculum Staff, Brawner teachers	Eduphoria Teacher Training Certificates/Sign In Sheets				
2) Attend 2 day PBL Lead update training from the Buck Institute	2, 4, 8	Principal, AP, Campus Instructional Specialist, GISD Staff, Brawner teachers	PBL Lead Training Certificate				
3) Trained PBL staff members will implement one project per semester. Cohort 1 will implement three projects in a year. These projects may be cross-curricular in design.	2, 3, 4, 8	Principal, PBL trained teachers, Instructional Specialist, Assistant Principal	Documentation of presentations, Project Overviews, PBL Timeline				

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

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, focusing on all students increasing STAAR scores.

Summative Evaluation: Brawner students will increase percentage passing by 1% in each sub-population. Staff will focus on improving writing, reading, and math 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 campus based CARA (collect and 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, Assistant Principal	CARA process meeting notes, action plan, calendar schedule.				
State System Safeguard Strategy 2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores, STAAR data				
	Funding Sources: State Comp Ed (24) - $4000.00, ESL/Bilingual (25) - $250.00, Title I (211) - $8000.00						
State System Safeguard Strategy 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers, Instructional Specialist, Assistant Principal	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data				
	Funding Sources: ESL/Bilingual (25) - $7500.00, State Comp Ed (24) - $3000.00, Title II (255)						
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor, Instructional Specialist, Assistant Principal	Lesson plans, scheduling daily GT instruction, field trips, daily Enrichment class, STAAR growth, GT teacher team planning.				
	Funding Sources: Gifted (21) - $1000.00						
5) Provide additional opportunity for staff development in science (Attend CAST-conference for the Advancement of Science & Technology workshop and Teacher Conservation Institute -TCI)	1, 2, 4, 9	Principal, Instructional Specialists, Teachers, Assistant Principal, Librarian	Workshop participation certificates, staff meeting agenda for follow up training of all science teachers, walk through documentation on use of implemented strategies, implementation of new Library and Technology techniques, written documentation of workshops the employee attended while at the conference.				
	Funding Sources: Local (199) - $375.00, Title I (211) - $1000.00						


Accomplished
Considerable
Some Progress
No Progress
Discontinue

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: Focus on individual student growth from the previous year's STAAR scores.

Summative Evaluation: Level III performance in each STAAR subject will improve by 1%.

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				
2) Provide Friday GT enrichment for all grade level GT students. Provide club opportunities for GT students (and all students) to expand their interests.	1, 9	Principals, Teachers, Instructional Specialists, Assistant Principal	Lesson plans, walkthroughs, alternate schedules, discussion of ideas for new clubs at BIS.				
	Funding Sources: Local (199) - $300.00						
3) Implement critical thinking activities during morning meeting (before school) and during Friday enrichment. Campus-wide focus will be on reading.	1, 2, 3, 6, 9	Principals, Teachers, Instructional Specialist, Assistant Principal	Student work, STAAR data showing increased growth from year to year, encouraging parents to read with their child at home.				
	Funding Sources: Local (199) - $250.00, State Comp Ed (24) - $3000.00						

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

131

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 interesting educational opportunities for students who are at-risk of not attaining a high school diploma.

Summative Evaluation: Brawner students will meet or exceed state progress measure standard. Students will take control of their learning by using data folders to track their STAAR and benchmark testing progress.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State 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 teachers, Assistant Principal	Tutors, 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, 10	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards and incentives.				
	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, 5th grade teachers, Assistant Principal	Surveys, lesson plans, student schedules from CTE day, products students created while at CTE center.				
4) Host campus Career Day for all grade levels.	2, 9, 10	Counselor, Principals, Teachers	Speaker sign in sheets, Career Day schedules/rotations, job description of each speaker.				
	Funding Sources: Local (199) - $150.00						

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

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 technology activities such as classroom use of Chromebooks.

Summative Evaluation: Brawner students will exhibit proficiency on Chromebook skills during daily instruction.

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, Nurse	Lesson Plans/Fitness Gram Reports				
2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	2, 10	P.E. Teacher, Classroom Teachers	Documented student fitness charts/graphs, number of students earning medals for 50 Miles, T-shirts for students earning 100 Miles, Jump Rope for Heart school wide performance, Parent participation logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members)				
	Funding Sources: Local (199) - $500.00						
3) Brawner Community Health Fair	2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout, resource sponsor sign in.				
	Funding Sources: Local (199) - $250.00						

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

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: Foster partnerships with Speakers Bureau to bring real-world career experiences to our students.

Summative Evaluation: Review of Speakers Bureau with staff and students using written feedback.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities that support 21st century competencies	6, 9, 10	Principal, Instructional Specialist, Curriculum Department, Counselor, Assistant Principal	Reporting to CAC Sign-in sheets for Speakers Bureau Student/Staff feedback on speaker				
2) Obtain innovative resources to support 21st century competencies	1, 9, 10	Principal, Instructional Specialist, Curriculum Department, Assistant Principal	Professional Development feedback				
	Funding Sources: Title I (211), State Comp Ed (24)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 opportunities that support new instructional strategies in order to engage all learners.

Summative Evaluation: All Brawner classroom teachers and administrators will complete technology training during the summer to increase their personal technology skills.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Books and Bytes Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, Librarian	School Calendar, Sign In Sheets, documented classroom technology activities, Faculty Meeting updates provided by Librarian.				
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 T-TESS documentation				
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 T-TESS documentation				
	Funding Sources: Local (199) - $6000.00						
Critical Success Factors CSF 7 4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.	1, 4, 10	Technology Committee, Librarian	Conference Training Schedule and follow up training documentation. Employee will provide documentation of workshops attended each day while at TCEA.				
	Funding Sources: Local (199) - $1000.00, Title I (211)						

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

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: Students will be trained in acceptable uses of technology while using school equipment.

Summative Evaluation: Counselor will provide internet safety trainings at the beginning of the 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 acceptable use training using Counselor and Librarian	1, 2, 3, 4, 10	Principal, Librarian, Counselor	Librarian log, reduced number of bullying reports related to technology, acceptable use policy for electronics usage on Fridays.				

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

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 while teaching them to use technology in a responsible manner.

Summative Evaluation: Teachers will use Chromebooks, Smart Boards, and knowledge of Google to peak students' learning. Teachers will be expected to use technology during formal/informal observations.

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, Smart Boards, Chromebooks, iPads)	1, 2, 4, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, T-TESS				
2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggs, Study Island, Imagine Learning, Think Through Math, Motivation Math, Vocabulary Workshop)	1, 2, 3, 9	Principal, Librarian, Technology Committee, Teachers	Usage Reports,Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
	Funding Sources: Local (199) - $475.00						
3) Students will learn to demonstrate proficiency and increase use of a variety of technology equipment, apps, and software in classroom lessons and PBL projects.	1, 2, 9, 10	Principals, Librarian, Technology Committee, Teachers	Classroom walkthroughs, T-TESS, project evaluations, PBL presentations				
	Funding Sources: Title I (211) - $1500.00						

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

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 Safety Committee will develop effective student drills: monthly fire drills, two lock down drills, two tornado drills, one bus evacuation.

Summative Evaluation: All Brawner staff and students will participate in campus safety drills. Staff members will be required to view and pass safety video tests.

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 Custodian	Completed Monthly Inspection Report, Timely submission of campus work orders, GEF monthly report card completed by Principal				
2) Campus state and local safety trainings including: 10 GISD Required Safety Trainings, Student Drills (Fire, Tornado, Nuclear, Lockdown, Bus Evacuation), Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 2: All stakeholders (administrators, staff, students) will adhere to safety guidelines while at school.

Summative Evaluation: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.

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: Scheduling will be designed to meet student academic needs.

Summative Evaluation: Campus administrators and staff will work closely together to create scheduling options for students who need RtI, GT, or tutoring. This extra academic time will be provided daily during 40 minutes of Enrichment.

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	Principal, AP, Instructional Intrerventionist, Teachers	Enrichment schedule for Friday clubs Feedback from students regarding activities during Enrichment, academic growth due to focused instruction during Enrichment.				
	Funding Sources: Local (199) - $500.00, Gifted (21) - $500.00, Title I (211) - $500.00, State Comp Ed (24) - $500.00						
2) Implement team preparation/grade level planning and campus professional development during early release days (end of each grading period).	1, 2, 4, 8	Principal, AP, CAC, teachers and staff	Sign in sheets, Agendas, District calendar, teacher feedback regarding professional development needs				
	Funding Sources: Local (199) - $250.00						

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

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: All students will participate in a club of his/her choice on Friday to spark interest in different subjects. Teachers will have the option of choosing a club which interests them and is TEKS-based.

Summative Evaluation: Students will provide feedback at the end of the year regarding which clubs were most engaging and productive.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Advisory Committee meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CAC members	Minutes, Sign in Sheets, Agendas				
2) Instructional Specialist position will be used to maximize evaluation of student and teacher needs based upon current data.	2, 4, 8, 9	Principal, AP	Walkthroughs, Tier 3 RTI tutoring during MVP, common assessments, meeting agendas from Instructional Admin Team, data from IS showing student growth.				
	Funding Sources: Title I (211)						
3) 3) Students will be given personal choice regarding the club they attend on Friday	1, 3, 7	Teachers, Instructional Specialist, Principal, Assistant Principal	Feedback regarding club participation and activities conducted.				

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

140

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 Counselor will maintain a community list of resources available to Brawner students and families.

Summative Evaluation: A community list of resources will be updated at least two times a year by the Counselor and will be provided to families in need.

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) Revisit and implement campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 9, 10	Principal, AP, Counselor, Nurse, Teachers and staff.	Resource list, agendas, sign in sheets, parent contact log.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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

Performance Objective 2: Teachers will be asked to utilize the Speakers Bureau volunteers.

Summative Evaluation: Brawner will utilize the Speakers Bureau at least once during each semester. Each grade level will be expected to have one speaker per semester.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speakers Bureau to bring real-world connections and enhance academic learning to students from community members.	1, 2, 3, 6, 8, 9, 10	Prcniapl, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules, current events topics				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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

Performance Objective 3: Seek input from the Campus Advisory Committee (CAC) on effective professional development activities for Brawner staff.

Summative Evaluation: Use ideas generated by the Campus Advisory Committee to provide professional development instruction during half days at the end of each six weeks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize CAC to generate ideas/needs for staff development	1, 3, 4, 5	CAC, Lead Teachers, Principal, Assistant Principal, Instructional Specialist	Teacher satisfaction regarding professional development, implementation of professional development strategies.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

143

State Compensatory

Budget for Brawner Intermediate School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 BL 108 0 24 000	6117 Career Ladder - Locally Defined	$223,971.00
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	$4,000.00
199 e 11 6141 BL 108 0 24 000	6141 Social Security/Medicare	$3,248.00
199 e 11 6142 BL 108 0 24 000	6142 Group Health and Life Insurance	$12,481.00
199 e 11 6143 BL 108 0 24 000	6143 Workers' Compensation	$2,173.00
199 e 11 6144 BL 108 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$13,620.00
199 e 11 6145 BL 108 0 24 000	6145 Unemployment Compensation	$194.00
199 e 11 6146 BL 108 0 24 000	6146 Teacher Retirement/TRS Care	$7,593.00
	6100 Subtotal:	**$267,280.00**
6300 Supplies and Services		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	$6,266.00
	6300 Subtotal:	**$6,266.00**

144

Title I Personnel

Name	Position	Program	FTE
Mellanie Ferguson	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Roberson Elementary School

2016-2017 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.

Comprehensive Needs Assessment

Needs Assessment Overview

The ERES needs assessment is driven by data, student needs, teacher needs, facility needs, parent/teacher survey information, district goals and community involvement.

Updates to the needs assessment will be completed as new data and new improvements are recognized.

Demographics

Demographics Summary

2015-16 Demographics

Total Peak Enrollment 573 Students

Low SES 379

Ethnicity White-313 Hispanic-230 African American-3 Asian-6 American Indian-7

Withdrawn 75

Entered 61

2014-15 School Report Card

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	96.0%	95.2%	95.9%

Enrollment by Race/Ethnicity			
African American	0.6%	0.7%	12.6%
Hispanic	41.0%	22.5%	52.0%
White	56.3%	73.7%	28.9%
American Indian	0.7%	0.7%	0.4%
Asian	0.6%	0.6%	3.9%
Pacific Islander	0.0%	0.2%	0.1%
Two or More Races	0.7%	1.6%	2.0%

Enrollment by Student Group			
Economically Disadvantaged	67.9%	48.4%	58.8%
English Language Learners	27.4%	6.7%	18.2%
Special Education	8.6%	12.0%	8.5%
Mobility Rate (2013-14)	16.7%	17.4%	16.9%

Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.8	20.1	19.2
Grade 1	20.3	20.0	19.3
Grade 2	20.6	20.8	19.3

Demographics Strengths

Increased Enrollment from 540 to 573 +33 students 6% increase

Students represented all ethnicity groups

Attendance Rate Above District and State

Student Mobility Rate is below district and

Demographics Needs

Continued increase in enrollment of Hispanic population;

Low representation of African American, Asian and American Indian;

Increase in Low SES student population from 329 to 379; from 66.8% to 67.9%

Low SES student population is considerably higher than the district and state

English Language Learner student population is considerably higher than the district and state

Class size average is above the district and state

Student Achievement

Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

STAAR Scores *available at this time*:

5th Gr Reading 78% Passing

5th Gr Math 82% Passing

TELPAS	# Tested	Composite Rating
Kinder	46	98% Beginning 2% Intermediate
1st Grade	38	13% Beginning 63% Intermediate 24% Advanced
2nd Grade	33	9% Beginning 30% Intermediate 27% Advanced 33% Advanced High

TELPAS Yearly Progress

1st Grade 83% Progressed at Least One Proficiency Level

2nd Grade 68% Progressed at Least One Proficiency Level

iStation Results	Tier 3	Tier 2	Tier 1
Kinder	28%	24%	48%
1st Grade	13%	23%	64%
2nd Grade	16%	11%	73%

Student Achievement Strengths

iStation Improvement - increases in all grade levels of Tier 1 percentages

TELPAS Improvement - increase in student progress across proficiencies

TELPAS - increase of students exiting program due to progress (3)

STAAR Math Scores for 5th Grade 82% passing

Student Achievement Needs

STAAR 5th Grade Reading Scores decreased from 87% passing to 78%

Pre-k students did not receive instruction on iStation

Target bilingual and low SES students through small group and individual tutoring

Increased Science vocabulary

Increased writing preparation through Empowering Writing

School Culture and Climate

School Culture and Climate Summary

Vision: Quality implementation of the Texas Essential Knowledge and Skills (TEKS) everyday, in every classroom, for every student.

Misson: The mission of Emma Roberson Elementary School is to empower life-long learners, both student and teacher, to achieve their potential and become productive citizens.

Core Values

- Belief in the potential of students and staff to learn and grow
- Strong professional community using knowledge, experience, and research for improvement
- Positive communication flow
- Shared leadership
- Rewards and recognition to reinforce cultural values
- Welcoming physical environment that provides structure and shows pride
- Shared sense of respect and caring for everyone

154

School Culture and Climate Strengths

Public Awards Assemblies

Student daily incentives through Emma Economy Program

Grade level PLC's, CARA meetings, campus professional developement

Open door policy

CLT meetings and planning

New and inviting teacher's lounge

Staff luncheons

Customer Care Goal Setting

School Culture and Climate Needs

Improvement on staff morale

Outdoor beautification of facilities continued

Scheduling of events and activities to promote ease in accessibility

Increased visibility of administrative staff

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Attend job fairs with human resources director
- Stringent interview process with multiple stages, thorough evaluation and broad team approach with all areas represented
- Highly qualified candidates
- Value and support of new teachers and contiuned assistance to veteran teachers
- Provide incentives to compete with surrounding districts

Staff Quality, Recruitment, and Retention Strengths

- Granbury Teacher Excellence Initiative
- Bilingual Teacher Stipends
- Hiring Process
- Acceptance of student teachers

Staff Quality, Recruitment, and Retention Needs

- Communication to higher education facilities regarding need for more bilingual teacher candidates
- Organized mentoring program for new teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Curriculum aligned with TEKS
- District Scope and Sequence developed by teachers and curriculum personnel
- STAAR, Benchmarks, iStation, DRA, Common Assessments and teacher grades used for evaluation
- RtI process for low performing students
- Imagine Learning, BrainPop, Reading Eggs, Math Seeds, Starfall and Study Island supplemental software
- Harcourt Journey Reading, Scott Foresman Social Studies, Houghton Mifflin Harcourt Science Fusion, Houghton Mifflin Harcourt Go Math, Empowering Writing
- Instructional take home resources

Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Current instructional resources
- District Wide Assessments
- DRA Testing
- Instructional resources available for parents to take home

Curriculum, Instruction, and Assessment Needs

- Supplemental consumable supplies for elementary K-2 instruction
- Visuals for ELL students - poster maker, die cut, flashcards, manipulatives
- Identified students in need of intervention will receive additional instruction by classroom teachers, intervention specialist, and tutors
- Small group instruction

Family and Community Involvement

Family and Community Involvement Summary

- Family Access program keeps parents up to date on progress, grades, missing work, attendance, etc.
- Teachers provide grade level orientations, report cards, parent conferences, classroom visits
- Volunteers from the community are paired with at-risk students
- PTO
- Career Day and experiences
- Fieldtrip chaperones
- Student performances
- Correspondence both English and Spanish
- Parent resources for student academic support
- Multiple communication resources - Remind App, School Messenger, Data Building Sign, Facebook, Webpage, etc.
- GEF Grants
- 50 Fella's Food Fest

Family and Community Involvement Strengths

- Family Math/Reading Nights
- PTO Activities - carnival, fund raisers, teacher appreciation, Santa Store
- Hispanic Parent Luncheon
- Awards Assemblies
- Smiling Peeps - car valet for students
- Volunteer Reading Mentors
- Music Programs
- Moms, Dads and Grandparents Luncheons
- Open Door Visits
- GEF Funded Grants on Campus

Family and Community Involvement Needs

- Lunch Volunteers

- Active Newsletter
- Transportation for Hispanic Community to evening events
- Hispanic Volunteers

School Context and Organization

School Context and Organization Summary

- DAC, CLT, District and Campus Committees
- Team campus budget development
- Title I budget development with CLT
- IS coordinates with district curriculum department
- Curriculum department assists with CARA meetings
- RtI Collaboration with emphasis on Hispanic and Low SES subgroups
- Discipline shared between teacher, AP and Principal
- Shared responsibility for all major areas - LPAC, RtI, Discipline, Special Ed
- Classroom walkthroughs shared between principal, assistant principal, counselor and instructional specialist
- Campus Improvement Plan Developed by CLT
- Accountability linked to Brawner Intermediate School

School Context and Organization Strengths

160

- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Professional Development Summer Flex Days
- PBL District Initiative
- Bond Construction - New, attached gym

School Context and Organization Needs

- Increased district and parent participation in CLT meetings
- Creative scheduling for student, teacher and parent benefit in specials classes, tutoring, duties, pick up and drop off
- New student incentive plan
- Facility decorations and student work displays

Technology

Technology Summary

- Grade level carts with devices - ipads, chromebooks
- Technology ready classrooms - sound system, smart board, document cameras, ipads, desktop computers
- Integrated instruction at all levels in all subjects
- Computer lab instruction
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros

Technology Strengths

- Grade level technology hardware - ipads, chromebooks, document cameras, smart boards, coding devices, robotics,
- Campus wide software - Brainpop, iStation, Imagine Learning, Reading Eggs, Math Seeds, AR, various apps, etc.
- Student driven integration
- Programs and Apps to assist teachers
- Technology Professional Development Monthly
- TCEA Conference and Professional Development

Technology Needs

- TCEA Conference attendance for 3 teachers and principal
- Additional Professional Development for use of and integration of 1:1 devices
- Continued Google Classroom Training
- Progress toward paperless campus

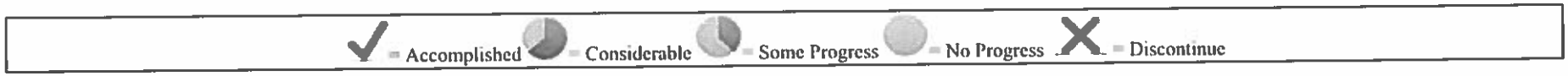
Goals

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 93% satisfactory in all areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Character Education - "Caught you doing something good"	2, 6	Principal, AP, Counselor, Instructional Specialist	Kick-off at morning instruction on agenda, counselor lessons during library rotation.				
	Funding Sources: Local (199) - $500.00						
2) Family Nights including reading/math/science night and Pokemon Go Night at the Park	2, 6	Event Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Funding Sources: Local (199) - $2000.00						
3) Parent/Teacher Conferences	6	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level	6, 10	Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade				
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				
8) Hope committee organizes a scholarship fund to present to 2 graduating seniors who attended Emma, makes sure staff birthdays are celebrated and organizes luncheons throughout the year.	2	Hope Committee - Teachers	Scholarship, staff luncheons, staff celebrations				
9) Complete a common School Wide Expectation behavior model.	2	All Staff	Students demonstrate an understanding of the expectations for the different areas. Posters posed "Emma Way"				
10) Implement Emma News from the Back Office with Google Screencastify.	2	Principal and Asst. Principal	Monthly videos sent to staff.				


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

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 2016*17 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 take home resources for parents.	6, 9	Principal, Intervention Specialists, counselor	Parent Raptor Log In, Resource Log, RtI notes, RtI Consumable Resources Checkout sheets.				
	Funding Sources: Title I (211) - $3000.00						
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 HEB				
	Funding Sources: Local (199) - $2000.00, Local (199) - $1000.00						
4) Implement Extensive Customer Care	1, 2, 4, 5, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				
5) Utilize 'Welcome Wagon' greeters for student's morning drop-off line.	6	Administration and Hope Committee	Different community organizations providing greeters everyday at curb. Sign-in sheets, Raptor log in				
6) Career Day	2, 6, 10	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
7) Implement Ready Rosie and Bring It Up program for parent assistance.	2, 6	Principal, Counselor, Curriculum Director	Attendance and participation through email enrollment, sign in sheets.				
	Funding Sources: Title I (211) - $1000.00						

164

8) Mystery Bus Reader Bus Tour	6	Administration, IS, Counselor	Recruit readers and take students to different locations to meet the mystery reader.				
	Funding Sources: Title I (211) - $500.00						
9) Provide current school information pertaining to family, student, academic, health and services to ERES families.	1, 6, 7, 9, 10	Principal, assistant principal, counselor, IS, teachers	Remind App, digital sign, school messenger, digital information board, email, webpage, pamphlets in office, teacher newsletters.				
	Funding Sources: Local (199) - $2500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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: Completion of 2 PBL projects for each core teacher in 2015-16.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend PBL update training for leaders.	2, 4	Principal, PBL Trainers	PBL Lead Training Certificate				
2) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
3) Train new teachers in Summer of 2017	2, 4	Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
4) Attend sustained support meetings during 2016-17.	2, 3, 4	Principal, lead PBL team, curriculum dept.	Eduphoria Training Completion Certificate, Sign In Sheets				

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

166

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 2015-16 school year, EES students in grades K-2 will increase state performance by one level. (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				
State System Safeguard Strategy 2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.	1, 2, 3, 8, 9, 10	Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log				
	Funding Sources: Title I (211) - $24000.00						
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) - $2166.00						
State System Safeguard Strategy 4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Funding Sources: Local (199) - $1500.00, Title I (211)						
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.	1, 2, 6, 7, 9, 10	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math and District Common Assessments				
	Funding Sources: Local (199) - $5000.00, Title I (211) - $10000.00						
6) Instructional Specialist to provide resources, data and support for students, teachers and tutors	1, 2, 9	Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log				
	Funding Sources: Title I (211) - $61000.00						
7) Utilize a laminator for posters/resources for students as reusable visuals to help guide them in their learning.	1, 2	Principal, AP, Intervention Specialist, Counselor and Teachers	Increased scores on DRA, Go Math and District Common Assesments				
	Funding Sources: Title I (211) - $4000.00						

167

8) Provide teachers with training from Marcia Tate "Worksheets Don't Grow Dendrites" and her learning tools.	2, 4, 9	Principal and IS	eduphoria survey from teachers				
	Funding Sources: Title I (211) - $4025.00, Title I (211) - $380.00						

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

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 2015-16 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,				
	Funding Sources: Local (199) - $10000.00						
2) Provide student furniture conducive to cooperative learning to support 4C's.	1, 2, 8, 9	Principal	Teacher of the year classroom completed with new research based cooperative learning student furniture.				
	Funding Sources: Local (199) - $5000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

169

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 2016-17 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
State System Safeguard Strategy 1) Implementation of supplemental instruction for RtI and LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Fluency Tutor, Grade Level Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: ESL/Bilingual (25) - $8000.00, State Comp Ed (24) - $6000.00, Title I (211) - $30000.00						
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) - $2500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

170

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				
	Funding Sources: Local (199) - $2500.00						
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester Performance)	1, 10	Counselor	Lesson Plans, Student participation				
	Funding Sources: Title I (211) - $400.00						
3) Participate in Jump Rope for Heart Program.	1, 2, 10	PE Teacher	Completion certificate from Jump Rope for Heart Organization				
4) Utilize academic climbing wall to integrate health and academics during PE.	1, 2, 9	PE Teacher	Climbing wall curriculum added to lesson plans.				
	Funding Sources: Local (199) - $5000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

171

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 Tuesdays - Technology Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
	Funding Sources: Local (199) - $4000.00, Gifted (21) - $1500.00						
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, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, and TTESS				
.	Funding Sources: Local (199) - $4000.00						
3) Teachers will complete campus level proficiencies developed by the technology committee or district personnel on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and TTESS				
	Funding Sources: Local (199) - $3000.00						
4) Principal and Technology Lead Teacher TCEA Conference and train campus on new technology. Tech teacher committee will attend either Tech for Tots or Central Texas Summit Google Apps for Education training.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
	Funding Sources: Local (199) - $7000.00						
5) Work Day Wednesday Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology learned on Tuesdays.	1, 2, 3, 4, 10	Principal, Librarian, IS, Tech Committee, District Tech Staff	Sign in sheets, completed technology programs implemented through lesson plans.				

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

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 2016-17 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.				

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

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, wireless microphone and speaker system, and various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	Walk Through Data, TTESS				
	Funding Sources: Local (199) - $4000.00						
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Reading Express, and Imagine Learning for added reading support. Math Seeds and Think Through Math for math support.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
	Funding Sources: Title I (211) - $0.00						

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

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 safer and an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				
	Funding Sources: Local (199) - $800.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

175

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 2016-17 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, Counselor, Intervention Specialists, Teachers	Intervention schedule, lesson plans, school calendar				
2) Early release days at the end of each grading period followed by a professional development day 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				
	Funding Sources: Local (199) - $2000.00						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.	1, 2, 4	Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
4) Teachers will provide flexible schedules to accommodate students to participate in speech, special education and tutoring.	1, 2, 3, 9, 10	Principal, Assistant Principal, Teachers, IS, Special Education Teachers	Copy of schedules				

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

176

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				
2) Staff will participate in a district professional development survey annually to assist in targeting campus needs.	1, 2, 4, 8	Curriculum Director, Principal	Survey results.				

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

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 during the 2016-17 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, G2020 Target Committee, District Curriculum Director	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				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

178

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 2016-17 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will 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				
	Funding Sources: Local (199) - $500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: We will give students the opportunity to participate in various academic events outside of the regular classroom.

Summative Evaluation: EES will provide opportunities and continue seeking other activities for student competition.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair.	2, 6	Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

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	$5,000.00
	6100 Subtotal:	**$5,000.00**
6300 Supplies and Services		
199 E 11 6395 00 104 0 24 000	6397 Other Equipment - Locally Defined	$6,000.00
	6300 Subtotal:	**$6,000.00**

Title I Personnel

Name	Position	Program	FTE
Sheri Doucet	Instructional Specialist	Title I Schoolwide	1

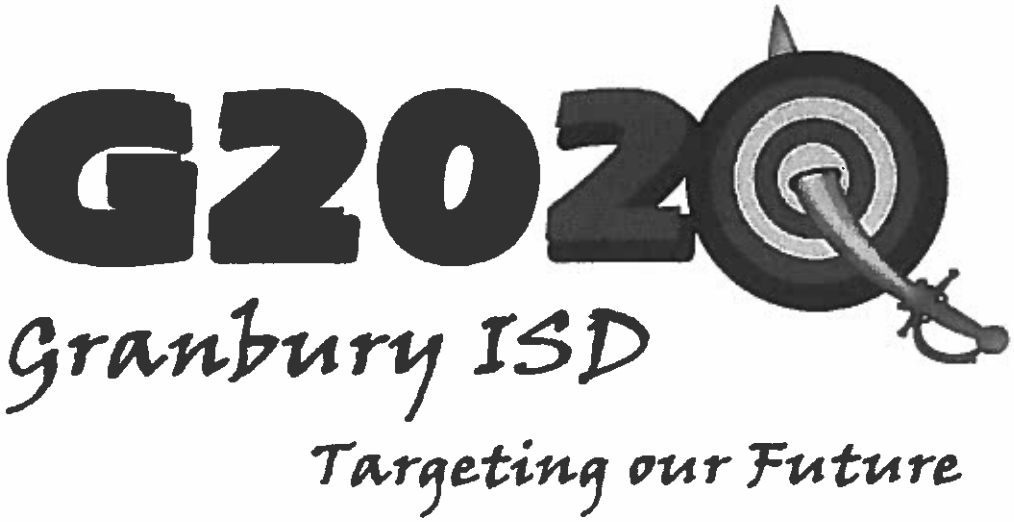
Granbury Independent School District

Mambrino School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts



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

There are currently 616 students enrolled at Mambrino in grades PPCD-5th. 366 students qualify for free or reduced lunch which represents 59.4% of the campus is economically disadvantaged. 3.5% of the enrollment is identified as LEPand 6% of the students enrolled are GT. Approximately 32% of the students enrolled qualify as At Risk. Overall special education percentages are at 20% of the enrollment at Mambrino. (124 students) The PPCD and lifeskills programs are centralized at Mambrino for all of GISD through 5th grade. Currently enrolled (for the 16-17 school year) in these programs are 48 students in lifeskills and 20 in PPCD. (5 lifeskills classes and 4- 1/2 day PPCD classes served by 2 teachers.) These programs represent approximately 15% of the student population at Mambrino. PPCD was new to Mambrino in the 15-16 school year and the current enrollment is expected to increase by 10-12 children before the end of September.

Student Achievement

Student Achievement Summary

Results for the Spring of 2015 were postponed to July 5th. The campus CNA will be updated following the receipt of those scores. However, the 5th grade scores received following the 1st and 2nd administration showed a significant increase in student achievement in reading and math for 5th grade. Scores increased following the 1st administration in reading from 82% in 2015 to 94% in 2016. (12 pts.) In math, the scores increased from 78% in 2015 to 91% in 2016. (13pts.) Including both STAAR and STAAR A passing rates, percentages increased from 82% to 87% in reading and 78% to 86% in math. 3rd and 4th grade STAAR tested areas showed slight increases in all areas (reading, writing and math) as documented through common assessment and benchmark data. On Istation data 3rd and 5th grade showed consistent growth throughout the year, 4th and Kinder showed solid growth. 1st and 2nd grades both showed target areas with regards to students on Tier 3 of Istation. The campus will be implementing SRA reading/phonics for K,1 and 2nd grades next year to target these areas of future growth. Based upon benchmark and common assessment data writing continues to be a target area of future growth and while math and science show good increases, montioring of implementation will continue based upon the new TEKS implmentation throughout the state.

Student Achievement Needs

The campus is continuing to make progress throughout all areas. Continuation of focus on closing the gap between hisppanic, economically disadvantaged and all students should be continued.

School Culture and Climate

School Culture and Climate Summary

School cutlure and climate was an area of significant growth and improvment this school year. Following a "Start, stop and continue" survey in May of 2015, the staff indicated a huge need to target campus culture. Multiple initiatives were put in place and the survey conducted in january and April of 2016 showed a marked improvement in staff, students and families perception and emotions regarding the campus. The campus culture committee and sunshine committee will continue to make a positive culture in the school a significant priority.

School Culture and Climate Needs

Target areas should include continuation of increased communication and expectations surrounding student achievement, special education inclusion support in general ed classrooms and staff support surrounding implementation of new ideas, strategies and activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff is all highly qualified at Mambrino. Through continued professional development on campus and through the district "summer conference and technology" offerings, the staff continues to push their knowledge and extend their repetoire for instruction. New initiatives in K-2 (SRA) and continued initiatives (PBL) will require additional support from campus admin and funding. Providing this support will be crucial to the staff quality and retention. District implementation of the Granbury Teaching Excellence Initiative (GTEI) also provided an additional layer of quality, recruitment and retention. 10 teachers qualified for this initiative which represents 33% of the eligible staff.

Staff Quality, Recruitment, and Retention Needs

Additional training and support regarding new initiatives (SRA in K-2)and overall campus support for special education inclusion will be a target area. With the addition of lifeskills and PPCD, understanding a variety of student disabilities and strategies for working with those students will be an area of future growth at Mambrino. Providing this support will be crucial to the staff quality and retention. Increasing the number of Granbury Teaching Excellence Initiative (GTEI) applicants continues to be a goal. I would love to be able to increase to 40% of eligible staff participating in the program. Adding a GTEI committee to use the experience of recipients to help facilitate questions, concerns and provide support for newly eligible staff to participate may provide the bridge to increasing to 40% of eligible staff receiving the initiative.

Family and Community Involvement

Family and Community Involvement Summary

Mambrino staff and PTO increased family and community involvment in multiple areas. By implementing a campus wide health fair, campus musical (Aladdin Kids) and the PTO Spring Carnival our involvement and support increased.

Technology

Technology Summary

Technology has had great implementation this year! With the district "model classroom" teachers and students have incorporated extensive uses for technology within the learning environment. Mambrino implemented campus wide technology days in which the campus technology committee in conjunction with the technology department targeted key skills and created grade level lessons for all classes. Students and teachers were creating videos, presentations and using technology in new ways. Professional development "Appy Hours" were implmented in a 30 minute Tech Tips lesson presented to staff throughout the year. this highlighted some unique uses of equipment and.or applications as well as targeted questions from teachers that attended. It was quick, to the point and participation in the after school activity increased as the year went on and staff began to see it was fast training and it was something that could be used immediately!

Technology Needs

Continued training in technology and applications throughout the year to target teacher use and technological growth. Continuation of tech days with new lessons implemented built upon the skills of the lessons taught in 15-16. Documentation regarding usage of individual devices/equipment is needed to guide the building of the lessons and evaluate the need for additional or varied equipment.

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 85% positive feedback on student, parent and staff surveys at year end.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Form a Campus Public Relations and Culture Committee to implement programs/activities to enhance positive school climate.	2, 6	Principal, AP, Counselor, Campus Leadership Team	Campus wide implementation of Thoughtful Thursday, character lessons, positive pirate posts, staff & class social contracts, etc.				
2) Implement additional Family Nights to enhance parent involvement in positive campus culture. (Family Reading Night, Family Math/Science Night, Fun Fit Family Night, Back to School Picnic, Family Movie Nights)	1, 2, 6	Principal, AP, Counselor, Campus Leadership Team	Sign-in sheets, communication fliers, school calendar, etc.				
3) Parent Orientation meetings-(including Title 1 Campus Overview & Parent Notification)	1, 6, 10	Principal, AP, Campus Leadership Team, Teachers.	Sign-in sheets, communication fliers, school calendar, school messengers, parent feedback forms, agendas and minutes.				
4) PK/Kinder Round Up, Kinder Parent Meetings & Conferences.	2, 6, 7, 10	Principal, Public Info Officer, Office staff and teachers.	Flyers, campus & district calendars, registration, public announcements, pictures & social media posts.				
5) Provide training and procedures for staff on child abuse awareness, Jenna's Law, bullying awareness & prevention, and suicide prevention.	2, 4, 10	Principal, AP, Counselor and staff	Sign in sheets from trainings, certificate documentation of completion, agendas and handouts from coordinating agencies involved in training. (CAC, CPS, etc.)				
6) Create school unitythrough daily morning meeting (Music Monday, Drop Everything and Read, Watch It Wednesday, Thoughtful Thursday, Fun Fit Friday)	1, 6, 10	Principal, AP, Teachers & students	Observations, daily master schedule, campus social media posts of activities, etc.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◡ = No Progress ✗ = Discontinue							

191

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 school year, volunteers will log over 150 hours of assistance during the year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement mentoring programs	1, 2, 6	Counselor, Teachers	Students/Mentor feedback forms				
2) Partner with community organizations and businesses for student recognition-awards, coupons, certificates, grants.	2, 6, 10	Principal, AP, Counselor, Instructional Specialist, teachers.	Kiwanis Super Citizens Lunch, Kiwanis Terrific Kids rosters, Lions Club Perfect Attendance, Six Flags Read to Succeed, Coupons from local restaurants.				
3) Enlist volunteers through PTO	6, 10	PTO teacher rep, principal, teachers	sign in sheets, agendas, minutes from PTO meetings				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

192

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: Sustain Project Based Learning

Summative Evaluation: 100 % of applicable staff are PBL trained.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All teachers will attend 3 day PBL Training from Buck Institute	2, 4, 8	Early adopter cohort teachers, GISD Curriculum/Technology Cooordinators	Certificate through Eduphoria for participation.				
2) Summer 2016 trained PBL staff will implement 1 project per semester. (Cohort 1,2,3 will implement 3 projects per school year)	2, 3, 4	Principal, AP, Instructional Specialist, PBL Committee	Documentation of presentation (project overview)				
3) Maintain PBL Campus Committee	1, 2, 3, 4	Principal, AP, Instructional Specialist, Cohort 1,2,3 representatives.	Minutes & agendas of campus committee meetings and trainings				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

193

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 at least 2%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide supplemental interventions to increase student success for low performing students in all sub groups (based off of 3 week assessments, common assessments and benchmarks)	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Counselor, Teachers, certified tutors	Student intervention documentation				
	Funding Sources: State Comp Ed (24) - $2500.00, Local (199) - $15000.00, Title I (211) - $10000.00						
2) Monitor and promote student growth in all academic areas utilizing small group instruction and effective RTI implementation.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional specialist, teachers, certified tutors	Walk throughs, local & state assessment data, student intervention forms with progress montioring, individualize student data charts.				
	Funding Sources: Title I (211) - $2500.00						
3) Monitor tiers of intervention/progress to ensure all students have access to the general curriculum. (Implement "Star Power Hour" for intervention time separate and above content area time)	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Teachers, certified tutors	Individual student progress charts, RTI progress reports on pre-post assessment measures, local and state assessment data.				
4) Implement Motivation Math & Reading 2nd-5th, Motivation Writing (4th), Empowering Writers (K-5th), Abydos Pro-supplemental writing curriculum (PK-5)ans Motivation Science (5th) to enhance skills and provide higher level thinking and learning opportunities.	1, 2, 3, 9	Principal, AP, Instructional Specialist, Teachers	Walk throughs, Lesson plans, Students Data Folders				
	Funding Sources: Title I (211) - $12000.00						
5) Utilize Instructional Specialist to work within classrooms to help teachers improve instruction (Tier 1) and enhance effective RTI implementation	1, 2, 3, 4, 9	Principal, AP, Instructional Specialist	Performance on local and state assessments, progress on pre/post assessments through RTI process, student data folder documented discussions.				
	Funding Sources: Title I (211), Local (199)						
6) Implement grading period data meetings to promote in depth content knowledge and collaboration surrounding student data & effective instruction.	1, 2, 4, 8, 9	Principal, AP, Instructional Specialist	Minutes, agendas, CARA forms				
7) Implement beginning of the year Reading Olympics to foster a love of reading and enhance fluency and comprehension in a variety of genres	2, 6, 9	Librarian, Teachers	Completed individual student Olympic Rings sheet				

194


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

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 2016-2017, students in grades 3-5 will increase in Level III performance overall by 5%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement Friday enrichment to promote higher level thinking applications of 21st Century Skills while increasing opportunities for competition. (UIL for 4th and 5th grade in target areas and District chess competition in 2 & 3)	1, 3, 8, 10	Principal, AP, Instructional Specialist, Campus Librarian (UIL Coordinator), teachers	Enrichment schedule, student year end feedback survey				
	Funding Sources: Local (199) - $1000.00, Title I (211) - $3500.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance	2, 6, 10	Principal, AP, Office staff, Teachers	Improved attendance of targeted students/families, improved overall attendance to 96%				
	Funding Sources: Local (199) - $750.00						
3) GT students will design and create the layout for the campus yearbook in order to increase opportunity to expand and apply real life skills.	1, 2	Instructional Specialist, Campus Librarian, Counselor, GT Teachers and GT Committee	Completed yearbook & positive student feedback on year end survey				
4) GT students will design and create the layout for the campus yearbook in order to increase opportunity to expand and apply real life skills.	1, 2	Instructional Specialist, Campus Librarian, Counselor, GT Teachers and GT Committee	Completed yearbook & positive student feedback on year end survey				
5) Implement Odyssey of the Mind teams with desire to participate in regional competition.	1, 2, 6, 10	Principal, Counselor, Instructional Specialist, Teachers, parent volunteers	Students year end feedback survey, teams attending regional competition.				
	Funding Sources: Gifted (21) - $2500.00, Local (199) - $2500.00						

196


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

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 additional growth for students at risk of dropping out of school or not completing.

Summative Evaluation: Documented progress in reading and math. (State testing- 4th/5th, or EOY assessments in K-3rd)

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 data meetings using the CARA process to identify areas of needed growth based upon common assessment and benchmark data for at risk students. Small group intervention will be implemented for identified students based upon 3 week assessment intervals- pre/post assessments for progress.	1, 2, 4, 8, 9	Principal, AP, Instructional Specialist, teachers	Calendar, Tutoring documentation sheets, RTI documentation, CARA forms, Individual student data folders				
2) 5th Grade Field Trip to GHS with tour of the Career & Tech opportunities	1, 2	Principal, AP, 5th grade teachers, CTE Director	Improved attendance, students year end survey feedback, CTE Trip feedback form				
3) Monitor student progress and interventions to reduce retention	1, 2, 3, 4, 6, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers, Counselor	RTI documentation, retention documentation, report cards.				

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

198

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 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 Fitness Gram	2, 10	Principal, AP, PE Teacher	Fitness Gram report				
2) Implement campus wide family event geared toward health and wellness activities- Fun Fit Family Night!	2, 6, 8	Health & Wellness Committee/PE Teacher, Principal, AP, School nurse	sign in sheets, feedback forms, social media posts on campus facebook page				
	Funding Sources: Local (199) - $2000.00						
3) maintain implementation of Campus Miler's Club	1, 2, 10	PE Teacher, Nurse, Principal, AP, Counselor, teachers	PE Lesson plans, individual student and class Miler's Charts				
4) Raise funds for American Heart Association through Jump Rope for Heart to promote heart health	1, 2, 6, 10	PE Teacher, Health & Wellness Committee, Principal, AP	Donation of funds, student's heart health bulletin board, presentation of funds to American Heart Association				

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

199

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: Students will participate in coordinated school fine arts activities

Summative Evaluation: 100 % of eligible mambrino students will participate in one or more fine arts production activity.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All students will perform in a grade level musical presentation	1, 3, 6	Music teacher, grade level teachers	printed programs, sign ins				
2) Students will be provided an opportunity to audition and participate in the school musical (Suessical)	2, 6	Musical Committee	Audition schedule, performance of campus musical, programs, sign in sheets				

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

200

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: Provide technology professional development to support instruction

Summative Evaluation: 100 % of Mambrino teachers will participate in at least 2 technology trainings.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly professional development for Mambrino staff through the GISD Technology Dept. and/or campus technology committee. (Appy Hours)	2, 3, 4, 9	Principal, AP, Campus Librarian, Instructional specialists, campus technology committee, district technology corrdinators	Meeting agendas, sign in sheets				
2) Increase useof technology in classrooms	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Campus Librarian, Instructional Specialist, Technology Committee, Technology Coordinators	Technology walk throughs, T-Tess, positive increase on year end Bright Bytes survey				
	Funding Sources: Local (199) - $10000.00						
3) Implement campus wide technology lessons on district early release days	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Instructional Specialist, Campus Librarian, Campus Technology Committee, GISD Technology Coordinators, Teachers	Technology lesson plans, walk throughs on early release days, technology committeemeetings minutes, agendas, sign in sheets				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

201

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: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: 100% of 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 lesson built by Technology Department	1, 2, 3, 4, 10	Principal, AP, Campus Librarian	Principal attestation, Library lesson plans, reduction in violation of internet policy				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

202

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: Expose students to a variety of digital tools and software.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create opportunities for students to use a variety of technology through classroom lessons during RTI rotations.	1, 2, 3, 8, 9, 10	Teachers, Principal, AP, Certified tutors	Lesson plans, T-Tess, RTI walk throughs, etc.				
2) Teachers will utilize a variety of digital tools to enhance student performance: interactive smart board, hand held devices, projection system, chrome books, ipads, computer lab, software and apps	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Librarian, Teachers	Walk throughs, T-Tess, presentations through PBL and additional projects.				
3) Students will utilize multiple applications/software: iStation, Imagine Learning, (ESL & SPED), Study Island, AR, Think through Math, IXL, Reading Eggs, Brain Pop, etc.	1, 2, 3, 7, 8, 9, 10	Principal, AP, Instructional Specialist, Librarian	T TESS, Bright Bytes survey, Individual applications/software usage reports				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

203

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: 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) Campus will complete monthly facilities inspection	1, 2, 4, 10	Principal, AP, Lead custodian	Work Order completion, completed monthly inspection report				
2) All staff will complete state and local safety trainings including: 10 GISD required trainings, student drills, and science lab trainings. (Fire, Tornado, Nuclear, Lock down, Bus evac)	1, 2, 4, 10	Principal, AP, Teachers, staff	State and local completion reports				
3) Implementation and training of 5 Rule school wide discipline system and procedures surrounding the system	2, 3, 4	Principal, AP, Teachers, staff	Documentation of procedures taught, sign in sheet, end of year evaluation from discipline committee on effective use of system				
4) Implement Mambrino safe release procedures for pick up (blue card, designated parent and student waiting areas) Implement safe loading and unloading procedures for bus students (caution zone-backpack tags, ordered tables for bus students-ordered for quick release)	1, 2	Principal, AP, Teachers, staff	Documentation of procedures taught, parent letters communicating procedures, staff and parent feedback				

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

204

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment and intervention classes during flexible scheduling	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Teachers	Enrichment/Intervention schedule, lesson plans, student enrichment feedback				
	Funding Sources: Local (199) - $2500.00						
2) Early release days followed by professional development day at the end of 4 grading periods is utilized for campus staff development and curriculum planning.	1, 2, 4, 5, 8	Principal, AP, CLT, Instructional Specialist, Teachers	CLT Professional Development Plan, agendas, sign in sheets, campus calendar, disrtrict calendar				
	Funding Sources: Title I (211) - $2500.00, Local (199) - $1000.00, Special Education (23) - $500.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

205

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 meets a minimum of 6 times each year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team (CLT) meets regularly to review data and establish campus needs and goals including professional development needs of the campus	1, 2, 3, 4, 6, 8	Principal, AP, Instructional Specialist, CLT members	Minutes, sign in sheets, agendas, campus professional development policy				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 by the CLT 3 times per year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families in need of assistance are directed to resources within the district and community	2, 6, 9	Principal, AP, Instructional Specialist, Office Staff, Nurse, Teachers	Comprehensive list of known resources & services, campus procedures outlining how to direct families to needed resources				
2) Training on 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 of training agenda, sign in sheet				
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

207

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 use of the Speaker's Bureau, other community speakers and resources by 5%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will consult with and utilize the Speaker's Bureau to enhance academic application and bring relevant real world experiences from community members and organizations in Granbury	1, 2, 3, 6, 8, 10	Principal, AP, Instructional Specialist, Teachers	Lesson plans, sign in documentation of speakers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	$5,000.00
	6100 Subtotal:	**$5,000.00**
6300 Supplies and Services		
199 e 11 6395 DR 107 0 24 000	6395 Supplies, DP Operations - Locally Defined	$2,000.00
199 E 11 6395 00 107 0 24 000	6397 Other Equipment - Locally Defined	$2,000.00
	6300 Subtotal:	**$4,000.00**

209

Title I Personnel

Name	Position	Program	FTE
Danielle Rodrique	Instructional Specialist	Title I	80%

Granbury Independent School District

Oak Woods School

2016-2017 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.

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

2016-2017

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 Motto: "Oak Wood Strong"- Strong Minds, Strong Bodies, Strong Character

2016-2017 School Theme: "The Best Chapter of Your Life"

School Profile/Demographics

Oak Woods Elementary averaged 575 students during the 2015-2016 school year. In May 2016, approximately 273 students qualified for free or reduced price meals- 47.5% FAR. This is approximately a 4% increase. English Language Learners is 2.6% and the school mobility rate is 25.0%. The enrollment by ethnic background was approximately 85% White, 11% Hispanic, and 4% 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 a "Met Expectations" for the campus. Economically disadvantaged, Hispanic and special education students are being targeted for increased performance levels in reading, writing and math. Gifted and talented students are being targeted to increase percentages of Advanced Performance. 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 the classroom teacher for Tier I, Tier II and Tier III students. Instructional support personnel will also instruct Tier III students. The Rti coordinator will place kindergarten, first, second, third, fourth and fifth grade students in small group reading and math classes. Students in kindergarten through fifth grades will receive the Go Math assessment, and Kindergarten through fifth grade students will receive iStation assessments with interventions in reading.

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 will attend at least 3 days of training offered this summer through GISD. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Math TEKS will once again be an emphasis in 2015-2016. Training is also provided for technology. Teachers will focus on Google Classrooms incorporating the 4 C's into learning with technology. Teachers are always given an opportunity to participate in collaborative groups. Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Project Based Learning training will continue in the 2016-2017 school year. Additional Oak Woods teachers will be training in PBL concepts. Oak Woods Elementary participates in
The Effective Schools Project at Tarleton State University. Early release days and additional Monday inservice days will be used for campus based staff development.

Kindergarten, first and second grade teachers will continue (year 2) a new reading component, SRA Phonics, in the 2016-2017 school year. New teachers will receive program training and progress monitoring training that is associated with the program.

All teachers on each grade level have a forty-five (45) 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.
Oak Woods teachers will have the opportunity to participate in a new GISD pay incentive program. Teacher attendance, performance and additional professional development are key components to the program.

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. District grade level PLC meetings will be held every eight weeks for core subject areas. Oak Woods teachers will attend the meetings.

STAAR, Benchmarks, iStation, Go Math 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 has adopted Harcourt Health and Fitness, Houghton Mifflin Harcourt Reading, Spelling and Texas Weekly Social Studies, Houghton Mifflin Harcourt Fusion Science and Go Math. Foss Kits are used in Science. Oak Woods School uses Mentoring Minds in 3rd, 4th and 5th grades for math, science and writing. Texas Coach is used for reading.

All students receive instruction in the computer lab each week. Each classroom has five student computers. Additional hand-held technology devices are available in each classroom. The classrooms are equipped with LCD projectors, document cameras, Smart boards and interactive speaker systems for the teachers and students. Oak Woods students access a computer based math program called IXL math.

SRA will continue for Kindergarten, first and second grade students . Students will participate in a phonics program approximately 30 minutes each day. The program is SRA phonics. The MTA reading program will continue to serve dyslexic students.

Oak Woods 2nd and 3rd grade students will continue to participate in First Move during the 2016-2017 school year. First Move is an international school chess program designed to increase higher level thinking skills for young students. Oak Woods 2nd and 3rd grade students won the GISD district chess tournament in the spring of 2016.

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 or participate in school life at Oak Woods include the following:

- Classroom volunteer
- Reading/Math volunteer tutor
- Join PTO
- Share career experiences with students- GISD Speaker's Bureau
- Fieldtrip chaperone
- Attend Family Nights
- Attend student performances
- Attend grade level parent information meetings
- Attend parent teacher conferences
- Attend Rti and 504 meetings

Oak Woods will offer two family education and parent involvement nights. One night scheduled for the Fall semester and one in the Spring semester.

The PTO and Campus Site Based Committee allows 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, 2013-2014, 2014-2015 and the 2016-2017 school years. Oak Woods was awarded 5 stars by TEA for distinguished areas of accomplishment in the 2013-2014 school year. The school received 3 stars in 2015.

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 grades 1st-5th.The Go Math assessment is administered in kindergarten through fifth grades. In reading, iStation monthly assessments are recorded for kindergarten through fifth grade students. These are all quantitative data sources. Special Education students will use Imagine Learning software for reading and teachers will have access to individual student reports.

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 Go Math assessment will be used in kindergarten through fifth grade. Kindergarten through fifth grade reading will be assessed using IStation.

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 opportunities for parent involvement and community service.

Summative Evaluation: Parents and community members will log 250 hours of service at Oak Woods.
Increase parent participation at school functions.

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. Volunteer meeting/sign-up fair on September 6, 2016 at 6:00 pm.	6	Principal, PTO Volunteer Coordinator, Teachers	Volunteer Form, Sign-in Sheets (Raptor)				
2) Partner with community organizations and businesses for student recognition and education.	6, 9	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, Walmart.				
3) Continue to focus on Customer Care	2, 6	Principal, Office Staff	Survey, CKH Update for Staff, Staff Meeting Agenda/Notes				
4) The campus theme for 2016-2017, "Happily Ever After Begins at Oak Woods". Meet the teacher and family nights events will tie to this theme based on favorite library books.	1, 6	Principal, AP, Staff Committees, PTO	Attendance at events, feedback from parents and community members.				
	Funding Sources: Title I (211) - $1290.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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: All 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) Each PBL staff member will develop and implement one PBL project per semester. Students will use technology to complete projects. Year one and two adopters will implement 3 PBL projects.	1, 2, 3, 4, 5, 9	Teachers, Principal, CBP Staff	Project Overview, Presentation Documentation, Field Trips				
	Funding Sources: Gifted (21) - $6128.00						
2) Enlist Oak Woods teachers not PBL trained to attend PBL training during the summer of 2017.	2, 3, 4, 9	Curriculum Director, Principal	Certificates, Sign-in Sheets				
3) Establish PBL leadership team on campus. The leadership team will be responsible for attending district meetings and supporting PBL on campus.	2, 4	Principal, AP, Leadership Team Members	Committee Roster, Meeting Agendas.				
4) All PBL trained teachers will annually attend one day sustained support each summer.	4	Principal, AP, Curriculum Department	Credit through Eduphoria/Certificates, Quality PBL lesson design.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

222

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 on state exams ranging from 1%-4%.

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.	2, 8, 9, 10	Principal, AP, Curriculum Specialist, Teachers	DMAC Data Sheets, Agendas, Meeting Notes, Calendar Schedule. STAAR: Reading Target 85% Math Target 85% Writing Target 80% Science Target 90%				
	Funding Sources: Local (199)						
2) Provide supplemental materials to support student success.		Principal, AP, Counselor, Program Coordinators	Intervention Documentation (RtI, sped., 504, ESL, etc.) Mentoring Minds, Imagine It Phonics, Countdown to STAAR, Countdown Fast Focus, IXL Math Program, Texas Coach, Marcia Tate Materials				
	Funding Sources: State Comp Ed (24) - $4872.00, Title I (211) - $2399.00						
3) Provide enrichment opportunities for all students identified as GT.	1, 2, 6, 9	Principal, AP, Counselor, Teachers	Lesson Plans, Schedules, Student Products. Odyssey of the Mind Competition Lego Robotics First Move				
4) Provide supplemental instruction to support student success. (Title I Aides, Small Group Tutors)	1, 2, 9, 10	Principal, Assistant Principal Title I Aides, Tutors	Intervention Documentation, RtI Reports, local and state assessments.				
	Funding Sources: Title I (211) - $78773.00						
5) Students will earn Oak Woods incentives each six-weeks. Students will be allowed to choose items in the school store the week following the end of the six weeks for two, one or no absences. A weekly classroom attendance trophy will be awarded to the top class. Improved attendance (96%-97%) will have a positive impact on student academic performance.	1, 2	Principal, Attendance Clerk, Specials Teachers.	Student attendance at Oak Woods will increase to 97% for the 2016-2017 school year.				
6) 3) Enter at least two teams in the Odyssey of the Mind competition and/or one UIL Academic event.	6, 9	Program directors and coaches.	Registrations fees, student participation numbers, success at the events.				
	Funding Sources: Gifted (21) - $1500.00						


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

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 by 3% 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)	2, 9	Principal, AP, Teachers	Snap Shots, Lesson Plans, Increase Level III Performance on State Assessment. Increase STAAR Level III: Reading Target- 30%, Math Target- 30%, Writing Target 20%, Science Target 25%,				
2) OW second and third grade students will participate in the "First Move" program.	6, 9	Curriculum Department, Principal, 2nd and 3rd grade teachers.	90% of all 2nd and 3rd grade students will be able to complete a game of chess at the beginner level by end of the school year.				
	Funding Sources: Gifted (21) - $1000.00						
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

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, Fun Run, Milers Club)		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) May 2017		Principal, Nurse, PE Teacher	Parent notification letter, school calendar, lesson plans.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 interact with innovative resources that support the 21st century competencies

Summative Evaluation: 100% of students will have opportunities to work with innovative resources that are specific to 21st century competencies

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research innovative resources, strategies, activities that support 21st century competencies. (PBL)	2, 4, 9	Campus Principal, Asst Principal, Curriculum Dept.	Report to grade teams and CLT. PBL lesson reviewed through the Critical Friends process.				
	Funding Sources: Title I (211) - $500.00, Title I (211) - $1500.00						

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

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.	4	Principal, GISD technology department.	School Calendar, Agendas, Documented Classroom Technology Activities				
2) Training and implementation of Google strategies. (Going Google, Google Academies, App Smashing, etc.)	2, 4, 6, 9	Principal, AP, Classroom Teachers, Curriculum Department, Technology Department	Brightbytes Survey, Student's End Products, Evidence of Collaboration using Google Documents, STAAR scores, Eduphoria Certificates.				

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

228

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.	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				

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

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 digital tools and software

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use technology tools to improve student performance such as classroom computers, LCD projectors, document camera, interactive whiteboards, flip cameras, classroom audio/speakers and hand held devices.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snap Shot Data, TTESS.				
	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, Google Apps, and IXL to improve student performance.	2, 9	Principal, AP, Librarian, GISD Technology Department	Software Usage Reports, State Assessment Data				
	Funding Sources: Title I (211) - $3000.00						
3) Students will access and use new classroom technology provided by GISD 2020 bond funds.	2, 9	Principal, AP, Technology Department	Student Products, Snap Shot Data, Britebytes Survey, TTESS, Walk-Through Observations.				

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

230

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environment 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.	10	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 11 district 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).	2	Principal, AP, Teachers	Lesson Plans (evidence procedures taught), OW Campus Book				

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

231

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.

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.	9	Principal, AP, Rti Aide, Teachers	Intervention Schedule, Lesson Plans, School Calendar (early release days)				
2) Early release days and/or professional development days at the end of each grading period will be utilized for campus planning, collaboration and training. (PBL, Molina math, technology, Textbook adoption trainings, PLC's)	4	Principal, AP, CLT	Agendas, School Calendar, Sign-in Sheets, PBL Meeting Minutes				
3) Each grade level will implement a 30 minute "Roadrunner" time to utilize the additional time due to the increase in the length of the school day. This time will be used for classroom Rti remediation by the teacher.	2, 3, 8, 9	Principal, Assistant Principal, Teachers	Documented daily class schedule.				

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

232

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.

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.	8	Principal, CLT Members	Meeting Agendas, Sign-in Sheets, CIP Document, Needs Assessment, Parent Involvement Plan				
2) Classroom teachers will attend subject specific PLC meetings each six-weeks hosted by the curriculum department. Teachers will collaborate with other campuses on best practices and will discuss the curriculum scope and sequence for the upcoming six-weeks.	4	Principal, AP, Curriculum Department	Agendas, Collaboration between GISD teachers and schools, Improved Student Assessment Scores.				

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

233

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.	6, 7, 9	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.	6	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in Sheets				
	Funding Sources: Title I (211) - $300.00						
3) Oak Woods School will access the GISD "Mobile Learning Lab" at least once each semester.	6, 9	Principal, AP, Technology Department, Transportation Department	Feedback from students and parents who use this mobile facility.				

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

234

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 Speakers' 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 Speakers' Bureau to bring "real world" community members into the classrooms to enhance academic learning.	2	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for Oak Woods School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199 E 11 6329 00 106 0 24 000	6329 Reading Materials	$4,872.00
199 e 11 6395 00 106 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 E 11 6395 DR 106 0 24 000	6397 Other Equipment - Locally Defined	$2,000.00
	6300 Subtotal:	**$7,372.00**

Title I Personnel

Name	Position	Program	FTE
Brandi Harlan	Instructional Title I Aide	Title I Schoolwide	0.8
LaVonda Becker	Instructional Title I Aide	Title I Schoolwide	1
Mallory Walker	Title I Classroom Aide	Title I Schoolwide	1

Granbury Independent School District

Acton Middle School

2016-2017 Campus Improvement Plan

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.

AMS Belief Statement

AMS BELIEVES IN.....

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

239

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

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Attendance
- Enrollment
- Special Programs
- Discipline Reports
- LEP Failure Reports
- At-Risk Students data
- Gender of our students and their data
- STAAR Exam Scores
- Failure Reports
- RTI data

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reflections on Common Assessment
- Hispanic Partnership
- Parental Support
- Staff Teams for collaboration
- RTI interventionists
- AIP's for all student not passing STAAR
- RTBI interventions
- Students rewarded for good attendance each 6 weeks
- Students rewarded for good grades each 6 weeks
-

Needs

- Additional support with special pops
- Additional intervention methods
- Improved Attendance
- Time for teacher collaboration
- Additional RTI support
- Training on proper implementation of AIP's
-
-
-
-

Summary of Needs

- 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
- Additional support for RTI interventists
- Additional training to properly implement AIP's
- Increased awareness for staff with students in poverty
-
-

- _____
- _____

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- 6 Weeks Common Assessment
- RTI Data & Special Program Data
- BOY and EOY universal screeners
- Readistep and Explore Results
- Class Grades
- Benchmark data
- 3 Week check points
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State Assessment above State Levels
- Willing teachers with high expectations
- Data is continuously reviewed
- Teachers implement technology in classrooms
- CARA meetings
- PLC's
- 8th grade STAAR Performance Results
- Zero to Hero for student intervention
- ExtraCurriculular success with programs
-

Needs

- 6th/7th grade for Reading Improvement
- More tools for RTI interventions
- Attendance for some students struggling
- LEP writing improvement
- More students reaching Level III
- Engagement strategies for Special population students
- 7th Grade Writing improvement in all subpopulations
-
-
-

Summary of Needs

- Focus on Reading for 6th and 7th grade grade
- Focus on RTI Intervention Improvement
- Partner with families to improve attendance
- Focus on writing for 7th grade students
- Engagement strategies training for special populations

- _____
- _____
- _____
- _____

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, and Staff
- Campus Leadership Team
- Dept. Head's input
- Parent/Teacher Conferences
- Parent informational meetings
- F.O.R. Club meetings
- Team Building Breakfasts
- PTO meetings
- Grade Level Meetings
- Google Surveys for staff

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Belief Statement - We live it
- Capturing Kids Hearts
- Teachers supportive of one another
- Rachel's Challenge
- Cyber Bulling Awareness Training
- Advisory Support for Students
- Online Bully Reporting
- Outdoor Learning Center Student Team
- Teen Leadership classes offered
- Zero to Hero with student interventions

Needs

- Fitness and Wellness strategies
- More opportunities for at-risk students
- Interventions to Bullying
- New staff trained with Rachel's Challenge
- New staff trained with CKH
- Training on LEP interventions
- Student training on conflict resolution
- Increase positive communication with parents
- Increase parent communication/involvement with student work
- Campus wide discipline system

Summary of Needs

- 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 keep Rachel's Challenge as a campus focus
- Student training on conflict resolution
- Create teacher committes for discipline, technology, advisory, positive relationships, and OLC
-
-

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- PDAS Evaluations
- State Assessments & Common Exams
- State Accountability Comparisons
-
-
-

- Highly Qualified Certification Data
-
-
-

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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
- Conference periods are the same for each subject allowing collaboration
- Teachers utilize the technology available on campus
- 16.4 student to teacher ratio
-

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
-
-
-

Summary of Needs

- Teachers are in need of additional training for varied instructional and engagement 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
-

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Walk-Through Data
- Parents Surveys
- Leadership Team
- Molina Walks
- Scope and Sequences
- PBL projects
- State Assessments
- Common Assessments/ Benchmarks
- BOY/EOY Screeners
- GT data

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Effective Curriculum at AMS
- Gateway To Technology pre-engineer class
- High school credits at middle school level can be earned by all students
- Molina Training
- Project Based Learning
- Advisory time gives students support time for homework and tutoring
- PBL showcase
- Science Fair and History Fair projects awards; Math Counts awards
- Tutoring available morning, lunch, and after school in all subjects
- Flipped Classrooms/sophia.org

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
- Additional support for GT teachers with projects
- Additional training on flipping classrooms
- Utilizing technology resource for students at home
- Increased technology for student interventions
-
-

Summary of Needs

- 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

- Utilizing technology to provide resources for students at home
-
-

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Survey
- PTO Board Input/ Meetings
- Campus Leadership Team
- Hispanic Heritage Partnership Data
- Elective Fair Night
- PBL Showcase
- NJHS Inductions
- Fine Arts Night, Choir Concerts, Band Concerts, Athletic events
- Rachel's Challenge Day/F.O.R. Club community fund raisers
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PTO Involvement
- Parent Support
- School Messenger System for info
- Online Skyward Grading System
- Twitter for classrooms and school
- Pirate Camp for 6th Grade for students and parents
- 7th and 8th Grade Orientation for students and parenst
- Principal Remind 101 texts, e-mails, and videos for students and parents
- Hispanic Hertiage Partnerships
- Parents volunteer for tutoring, awards, special days, and professional development

Needs

- More family partnerships
- improved communication from programs
- time for more teacher/parent conferences
- More Information sessions for parents
- Get tutoring schedules out to parents
- All messages sent in English and Spanish
- Master list of parents willing to volunteer at school
- Mentoring program
- Improve positive communication with parenst
- Improve parent involvement on completing assignments

Summary of Needs

- Support from school community for new outdoor learning center
- Provide information sessions for parents to be more informed
- Send more online videos to families for information
- Academic Advising for students and parents with more venues

- Continue to promote our Hispanic Partnership Dinners
- Be intentional with getting out messages and letters in English and Spanish
- Create a mentoring program utilizing community members for at-risk students
- More communication with parents on students completeing assignments
- More positive communication home with parents
-

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, & Staff
- Campus Leadership Team
- PTO Board Members
-
-
-

- Department Meetings
- Team Building Breakfasts

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- AMS Belief Statement
- Communication from school to home
- Leadership & Decision Making Processes
- Strong Teachers
- Zero to Hero
- PLC's

Needs

- Duty Rosters for school safety
- specific programs improve communication
- streamline calendar communication
- Teacher websites updated weekly
- Get all stakeholders involved with Z to H

Summary of Needs

- 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
- Teacher websites updated frequently
-

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Technology Committee
- Technology Plan
- Star Chart
- Campus Infrastructure
- Teacher survey
-
-
-
-
-

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths

- Technology Department
- Equipment upgrades
- Available Equipment
- Technology Training Opportunities
- Librarian technology support for staff
- Emerging Technology class
- Gateway To Technology
- Tech Applications class
- Technology training available during summer
-

Needs

- Diverse use of technology from teachers
- Lessons developed for technology
- more technology training for teachers
- Time to develop and implement
- better connection to Wifi
-
-
-
-
-

Summary of Needs

- 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

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Attendance
- Enrollment
- Special Programs
- Discipline Reports
- LEP Failure Reports
- At-Risk Students data
- Gender of our students and their data
- STAAR Exam Scores
- Failure Reports
- RTI data

See page 7 of the guide for probing questions related to Demographics.

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Reflections on Common Assessment	Additional support with special pops
Hispanic Partnership	Additional intervention methods
Parental Support	Improved Attendance
Staff Teams for collaboration	Time for teacher collaboration
RTI interventionists	Additional RTI support
AIP's for all student not passing STAAR	Training on proper implementation of AIP's
RTBI interventions	Additional materials for AIP tutoring
Students rewarded for good attendance each 6 weeks	
Students rewarded for good grades each 6 weeks	

Summary of Needs

- 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
- Additional support for RTI interventists
- Additional training and materials to properly implement AIP's
- Increased awareness for staff with students in poverty

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measur
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- 6 Weeks Common Assessment
- RTI Data & Special Program Data
- BOY and EOY universal screeners
- Readistep and Explore Results
- Class Grades
- Benchmark data
- 3 Week check points

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State Assessment above State Levels
- Willing teachers with high expectations
- Data is continuously reviewed
- Teachers implement technology in cla
- CARA meetings
- PLC's
- 8th grade STAAR Performance Results
- Zero to Hero for student intervention
- ExtraCurriculular success with programs
-

Needs

- 6th/7th grade for Reading Improvement
- More tools for RTI interventions
- Attendance for some students struggling
- LEP writing improvement
- More students reaching Level III
- Engagement strategies for Special population students
- 7th Grade Writing improvement in all subpopulations
-
-
-

Summary of Needs

- Focus on Reading for 6th and 7th grade grade
- Focus on RTI Intervention Improvement
- Partner with families to improve attendance
- Focus on writing for 7th grade students
- Engagement strategies training for special populations
- Need for training for staff for struggling learners
-
-
-
-

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, and Staff
- Campus Leadership Team
- Dept. Head's input
- Parent/Teacher Conferences
- Parent informational meetings
- F.O.R. Club meetings
- Team Building Breakfasts
- PTO meetings
- Grade Level Meetings
- Google Surveys for staff

See page 9 of the guide for probing questions related to School Culture and Climat

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Belief Statement - We live it
- Capturing Kids Hearts
- Teachers supportive of one another
- Rachel's Challenge
- Cyber Bulling Awareness Training
- Advisory Support for Students
- Online Bully Reporting
- Outdoor Learning Center Student Team
- Teen Leadership classes offered
- Zero to Hero with student interventions

Needs

- Fitness and Wellness strategies
- More opportunities for at-risk students
- Interventions to Bullying
- New staff trained with Rachel's Challenge
- New staff trained with CKH
- Training on LEP interventions
- Student training on conflict resolution
- Increase positive communication with parents
- Increase parent communication/involvement with student work
- Campus wide discipline system

Summary of Needs

- 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 keep Rachel's Challenge as a campus focus
- Student training on conflict resolution
- Create teacher committes for discipline, technology, advisory, positive relationships, and OLC
-
-
-
-

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, et
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- PDAS Evaluations
- Student & Parent Surveys
- State Assessments & Common Exams
- Staff Retention Rate
- State Accountability Comparisons
- Highly Qualified Certification Data
- 3 Week check points

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment a

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Quality Instruction with strong alignment	• More Professional Development
• Proven Assessment results	• Opportunities for additional certifications
• Students encouraged to advance	• Training for new state assessments
• Strong alignment with teachers	• Clear understanding of new accountability system
• Excellent support district wide with scope and assessments	• Balance with scope and PBL
• Proven Training for staff support	• Continued Technology training and support
• Conference periods are the same for each subject allowing collaboration	•
• Teachers utilize the technology available on campus	•
• 18 student to teacher ratio	•
•	•

Summary of Needs

- Teachers are in need of additional training for varied instructional and engagement 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
- Technology lunch and learns monthly
-
-
-
-

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Walk-Through Data
- Parents Surveys
- Leadership Team
- Molina Walks
- Scope and Sequences
- PBL projects
- State Assessments
- Common Assessments/ Benchmarks
- BOY/EOY Screeners
- GT data

See page 11 of the guide for probing questions related to Curriculum, Instruction a

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Effective Curriculum at AMS
- Gateway To Technology pre-engineer class
- High school credits at middle school level can be earned by all students
- Molina Training
- Project Based Learning
- Advisory time gives students support time for homework and tutoring
- PBL showcase
- Science Fair and History Fair projects awards; Math Counts awards
- Tutoring available morning, lunch, and after school in all subjects
- Flipped Classrooms/sophia.org

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
- Additional support for GT teachers with projects
- Additional training on flipping classrooms
- Utilizing technology resource for students at home
- Increased technology for student interventions
-
-

Summary of Needs

- 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 with teacher team
- Utilizing technology to provide resources for students at home
-
-
-
-
-

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Survey
- PTO Board Input/ Meetings
- Campus Leadership Team
- Hispanic Heritage Partnership Data
- Elective Fair Night
- PBL Showcase
- NJHS Inductions
- Fine Arts Night, Choir Concerts, Band Concerts, Athletic events
- Rachel's Challenge Day/F.O.R. Club community fund raisers
- Outdoor Learning Center Usage

See page 12 of the guide for probing questions related to Family and Community I

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PTO Involvement
- Parent Support
- School Messenger System for info
- Online Skyward Grading System
- Twitter for classrooms and school
- Pirate Camp for 6th Grade for students and parents
- 7th and 8th Grade Orientation for students and parents
- Principal Remind 101 texts, e-mails, and videos for students and parents
- Hispanic Hertiage Partnerships
- Parents volunteer for tutoring, awards, special days, and professional development

Needs

- More family partnerships
- improved communication from programs
- time for more teacher/parent conferences
- More Information sessions for parents
- Get tutoring schedules out to parents
- All messages sent in English and Spanish
- Master list of parents willing to volunteer at school
- Mentoring program
- Improve positive communication with parents
- Improve parent involvement on completing assignments

Summary of Needs

- Support from school community for outdoor learning center
- Provide information sessions for parents to be more informed
- Send more online videos to families for information
- Academic Advising for students and parents with more venues
- Continue to promote our Hispanic Partnership Dinners
- Be intentional with getting out messages and letters in English and Spanish
- Create a mentoring program utilizing community members for at-risk students
- More communication with parents on students completing assignments
- More positive communication home with parents
-

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Li
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School P
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, & Staff
- Campus Leadership Team
- PTO Board Members
- Department Meetings
- Team Building Breakfasts
- Lunch & Learns
-
-
-
-

See page 13 of the guide for probing questions related to School Context and Orga

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
AMS Belief Statement	Duty Rosters for school safety
Communication from school to home	specific programs improve communication
Leadership & Decision Making Processes	streamline calendar communication
Strong Teachers	Teacher websites updated weekly
Zero to Hero	Get all stakeholders involved with Zero to Hero
PLC's	

Summary of Needs

- 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
- Teacher websites updated frequently
- Teacher Teams to enhance various campus programs
-
-
-
-

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Imple
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakehold
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Technology Committee
- Technology Plan
- Bight Bytes Data
- Campus Infrastructure
- Teacher survey
- Google Training
- Summer Tech Training
-
-
-

See page x of the guide for probing questions related to Demographics.

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths

- Technology Department
- Equipment upgrades
- Available Equipment
- Technology Training Opportunities
- Librarian technology support for staff
- Emerging Technology class
- Gateway To Technology
- Tech Applications class
- Technology training available during summer
-

Needs

- Diverse use of technology from teachers
- Lessons developed for technology
- more technology training for teachers
- Time to develop and implement
- better connection to Wifi
-
-
-
-
-

Summary of Needs

- 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
- Lunch & Learn Tech Meetings
-
-
-
-
-

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

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-monitorin
Additional support for RTI Interventists
Additional training and materials to properly implement AIP's
Increased awareness for staff with students in poverty

Student Achievement

Focus on Reading for 6th and 7th grade grade
Focus on RTI Intervention Improvement
Partner with families to improve attendance
Focus on writing for 7th grade students
Engagement strategies training for special populations
Need for training for staff for struggling learners

School Culture and Climate

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 keep Rachel's Challenge as a campus focus
Student training on conflict resolution
Create teacher committes for discipline, technology, advisory, positive relationships, a

Teacher Quality

Teachers are in need of additional training for varied instructional and engagement 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
Technology lunch and learns monthly

Curriculum, Instruction and Assessment

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 with teacher team
Utilizing technology to provide resources for students at home

Family & Community Involvement

Support from school community for outdoor learning center
Provide information sessions for parents to be more informed
Send more online videos to families for information
Academic Advising for students and parents with more venues
Continue to promote our Hispanic Partnership Dinners
Be intentional with getting out messages and letters in English and Spanish
Create a mentoring program utilizing community members for at-risk students
More communication with parents on students completing assignments
More positive communication home with parents

School Context & Organization

#REF!
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
Teacher websites updated frequently
Teacher Teams to enhance various campus programs

Technology

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
Lunch & Learn Tech Meetings

ACTON MIDDLE SCHOOL COVER PAGE

COMPREHENSIVE NEEDS ASSESSMENT
2015-16

PRINCIPAL JIMMY DAWSON

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

AMS Belief Statement. AMS believes in

- Positive Contributions
- Relationship Building
- Safe and Caring Environment
- Quality Education for all students

School Profile

Acton Middle School averaged 805-820 students during the 2014-2015 school year in grades 6, 7, and 8. Acton Middle School is projected to have 733 students in the 2015-2016 school year.
Acton Middle School had 39.% Economically Disadvantaged which is 314 students enrolled in the free or reduced priced meals.

Compatibility Report for AMS 2015 Comprehensive Needs Assessment-AMS.xls

Run on 6/15/2015 13:02

The following features in this workbook are not supported by earlier versions of Excel. These features may be lost or degraded when opening this workbook in an earlier version of Excel or if you save this workbook in an earlier file format.

Minor loss of fidelity	# of occurrences	Version
Some cells or styles in this workbook contain formatting that is not supported by the selected file format. These formats will be converted to the closest format available.	5	Excel 97-2003

Compatibility Report for AMS 2015 Comprehensive Needs Assessment-AMS.xls

Run on 6/15/2015 13:03

The following features in this workbook are not supported by earlier versions of Excel. These features may be lost or degraded when opening this workbook in an earlier version of Excel or if you save this workbook in an earlier file format.

Minor loss of fidelity	# of occurrences	Version
Some cells or styles in this workbook contain formatting that is not supported by the selected file format. These formats will be converted to the closest format available.	5	Excel 97-2003

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Talk Read Talk Write book study for AMS	3, 6	Principal and Instructional Specialist	Staff collaborated through Google Classroom with discussions about TRTW for AMS to use as a focus for the year.				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 2) Develop and implement character education curriculum	2	Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel; Explore presentations; Counselor Team				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 3) promote relationship building between students and staff	2, 8	Principal, Teachers	Student Survey; Discipline Report; Parent Survey; Staff Survey; Positive Relations Committee; Explore team building activities				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 5 4) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	1, 4, 7	Teachers, Counselors, Principals	Notice of Parent Meeting; Parent Participation; Parent survey				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 3 CSF 5 CSF 6 5) Hispanic Heritage dinners - promote school and home connection with Hispanic families	7, 8	Principal, ESL &Spanish Teachers, Counselors; Spanish Club	Hispanic family involvement; Parent Survey;				
	Funding Sources: Local (199) - $1400.00, ESL/Bilingual (25) - $500.00						
Critical Success Factors CSF 6 6) Career Leadership classes offered to all 6th and 7th grade students	2, 4, 8	Teachers, Admin	Lesson Plans; Report Cards; Discipline Data;				
	Funding Sources: State Comp Ed (24) - $500.00						

278

State System Safeguard Strategy **Critical Success Factors** CSF 6 7) Crime Stoppers Club		Asst Principal	Crime reports being turned in; Discipline Report;				
	Funding Sources: Local (199) - $265.00						
Critical Success Factors CSF 1 8) Honor Roll Awards		PEIMS Clerk, PTO members	Student's Grade improvement each six weeks				
	Funding Sources: Local (199)						
Critical Success Factors CSF 4 9) Perfect Attendance Awards	1, 2, 8	Asst Principals; Attendance Clerk	Six Weeks Attendance Data				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 10) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter	7	Principals, Secretary	School Messenger Reports; Positive Communication' Parent survey				
	Funding Sources: Local (199)						
Critical Success Factors CSF 3 CSF 6 11) Teacher of the Month	5	Principal, Secretary	Certificate & gift card presented to teacher				
	Funding Sources: Local (199) - $300.00						
Critical Success Factors CSF 5 12) Student/Parent Handbook	7	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
Critical Success Factors CSF 5 13) Parent Informational Meetings in various school programs	7	Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Student involvement in extracurricular activities. As well as, parent involvement.				
	Funding Sources: Title I (211) - $500.00, Local (199) - $200.00						
State System Safeguard Strategy **Critical Success Factors** CSF 6 14) New students to AMS will have a Welcome Breakfast once each month in the Library with F.O.R Club	1	Counselors, Asst. Principals	Student progress in the classroom and increased relationships				
	Funding Sources: Local (199) - $200.00						
Critical Success Factors CSF 3 CSF 5 CSF 6 15) Friends of Rachel Club (F.O.R club)		Assistant Principal	Student progress in the classroom and positive relationships				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 16) Parent Academy Nights		Principal, Counselors, Teachers	All stakeholders are involved and understand school expectations; parent survey				
	Funding Sources: Title I (211)						

279

Critical Success Factors CSF 3 CSF 5 CSF 6 17) Students will participate in a Service Day at AMS on November 18th to serve our community.	7	Principal, Assistant Principal, Staff	Send all students out to serve with staff and parents and come back to campus to celebrate the day together.				
	Funding Sources: Local (199) - $300.00						
Critical Success Factors CSF 3 CSF 6 18) Teachers will receive badges for participating in different activities on campus.		Principals, Assistant Principals, Counselors	Teacher receive badges promoting school culture, and students get to see their involvement in school events.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Outdoor Learning Center Student Team	3, 7, 8	Science Teachers	Participation of others schools in district; Observation; Parent, Staff, and Student survey				
State System Safeguard Strategy **Critical Success Factors** CSF 5 CSF 6 2) Pirate Camp and Parent Connection Nights	1, 2, 4, 7	All Faculty	Smooth transition with full orientation, relationships; Sign In Sheets; Parent Survey; Positive feedback from community				
	Funding Sources: Local (199) - $2000.00						
Critical Success Factors CSF 6 3) Pirate Pride rewards for students making positive contributions		AMS Teachers & Staff, PTO incentives	Increased student positive behaviors				
	Funding Sources: Local (199) - $500.00						
State System Safeguard Strategy **Critical Success Factors** CSF 3 CSF 5 CSF 6 4) Rachel's Challenge-FOR Club	1, 2, 7	Principals & Counselors	Safe Environment; Acts of Kindness; more Pirate Pride Awards; FOR Club meets on a regular basis; Rachel's Challenge Day; Welcome Breakfasts				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 5) "Team Dadz" monthly on duty with students	7	Principals, Secretary	Positive Relations; Attendance of dads				
	Funding Sources: Local (199) - $150.00						
Critical Success Factors CSF 5 6) Parents will serve on CLT	7	Principal, Assistant principal, Secretary	Positive Relations; Sign In Sheets; Parent Survey				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 7) Student Council		Student Council Sponsors	Monthly Meetings;Communication; Positive Relations				

281

State System Safeguard Strategy **Critical Success Factors** CSF 7 8) Acton Middle School will only interview highly qualified applicants.	4, 5	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 9) I am Second Club		Teacher Sponsors	Student Relations; Sign-In Sheets				
	Funding Sources: Local (199) - $568.00						
Critical Success Factors CSF 5 CSF 6 10) National Junior Honor Society students sponsoring events	8	NJHS Sponsors	Staff and sponsor feedback from other organizations and campuses.				
	Funding Sources: Local (199) - $48.00						
Critical Success Factors CSF 6 11) Customer Care training of all office staff:	7	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
	Funding Sources: Local (199) - $200.00						
Critical Success Factors CSF 6 CSF 7 12) Develop and Review servant leadership plan with staff members		Principal and Assistant Principals	Parent and student survey; meeting agenda				
Critical Success Factors CSF 3 CSF 6 13) Librarian will post announcements on during EXPLORE. Occasionally staff & students may record special announcements.	2, 7	Librarian, Staff & Students	Improved Communication				
	Funding Sources: Local (199)						
Critical Success Factors CSF 1 CSF 5 CSF 6 14) Positive Discipline Referrals	7	Campus Administration, Discipline committee	Increased positive communication with school and parents; data				
Critical Success Factors CSF 5 15) Social Media and Electronic messaging for parents to be informed		Teachers, Counselors, Principals	Parent survey, parent involvement, enhanced student achievement, increased family engagement				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Advanced academic students will engage with innovative resources and pilot activities		Campus principal, GT teachers	Presentations to staff and students with resources				
	Funding Sources: Gifted (21) - $1840.00						
2) Teachers engage & differentiate instruction for students at the highest level of rigor to acquire Distinction Designations. (STARS)		Teachers, Principals	Increased number of advanced levels of performance on STAAR exams. Improved number of STARS for AMS				
State System Safeguard Strategy **Critical Success Factors** CSF 1 3) Target College Readiness standards for all students	1, 2, 3, 4, 5, 6, 8	Principals, Counselors, Teachers	College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data				
	Funding Sources: Local (199)						
State System Safeguard Strategy 4) Academic Advising for all students	1, 2, 4	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Scope & Sequence and Common Assessments focus teachers on TEKS	1, 2, 3, 4, 5, 6, 8	Curriculum Dept	Scope &Sequence; Guaranted & Viable Curriculum				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) CARA Meetings - teachers monitor data from CA's to look for areas of weakness	1, 2, 3, 4, 6, 8	Teachers, Curriculum Department, Instructional Specialist	CA Data &Reflection Forms;Teacher growth & collaboration				
	Funding Sources: Local (199)						

State System Safeguard Strategy **Critical Success Factors** CSF 1 7) SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students.	1, 2, 3, 4, 5, 6, 8	Teachers, Admin	Benchmarks; Instructional Walks, 3 week check points; TELPAS				
	Funding Sources: ESL/Bilingual (25) - $500.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 8) Professional Development for Teachers to teach effectively	1, 2, 3, 5, 6	Principal; Curriculum Department; Instructional Specialist	Discipline Referral data &student academic scores; STAAR Data, Report Cards				
	Funding Sources: Local (199) - $16650.00						
Critical Success Factors CSF 1 9) Meetings with Students to Extend Awareness of Post Secondary Options	2, 8	Principal, Counselors, Teachers,	Number of students taking AP Spanish, Algebra & English I				
State System Safeguard Strategy **Critical Success Factors** CSF 3 10) AP Spanish	1, 2, 3, 5	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
	Funding Sources: Gifted (21) - $1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 11) SSI Intervention will be implemented after 8th grade STAAR in Reading and Math		Principal, Teachers	2nd admin scores increased				
	Funding Sources: State Comp Ed (24) - $3500.00, Title I (211) - $3000.00						
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 12) Send 8 staff members to the AVID training.	1, 3, 6	Principal	Certificates of completion.				
	Funding Sources: State Comp Ed (24) - $9200.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

284

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 2 CSF 3 CSF 7 1) Instructional Walks in classrooms		Principals & Instructional Specialist	Instructional Walks data				
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) Differentiated instruction in the classroom.	1, 2, 3, 4, 5, 6, 8	Teachers; Instructional Specialist; Principals	Student Achievement; Teacher Growth; Instructional Walks				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 2 3) 3 Week Checkpoints, Common Assessments, and Benchmarks for core content classes	1, 2, 4, 5, 6	Principal, Instructional Specialist	Data from results				

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

285

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Merge Teen Leadership with Career Explorations course for 6th and 7th grade.	5	Principal & Teacher	Student Enrollment Data				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 2) Project Lead the Way (Gateway to Technology) implementation	1, 2, 4, 5, 8	Principal, PLTW Teachers, CTE administrator	Teacher Training, Student Participation; Math/Science Growth				
	Funding Sources: State Comp Ed (24) - $7500.00, State Comp Ed (24) - $1000.00						
Critical Success Factors CSF 6 3) Participate in Recruiting Events for GHS CTE Courses	4, 7, 8	Principal, PLTW Teachers	Student Enrollment Data				
	Funding Sources: CTE (22)						
Critical Success Factors CSF 1 4) Participation in Principles of Emerging Technologies	1, 3, 5	Principal, Technology teachers, District Instructional Technology Coordinator	Student enrollment data				
	Funding Sources: Local (199)						

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

286

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 2 CSF 7 1) Provide effective instructional leadership for all staff	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principals, Instructional Specialist	Faculty Survey; STAAR Results; Instructional Walks; Common assessment Data; 3 Week check point data				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 7 2) Summer Conference or Summer Training instruction will be used to improve classroom learning.	1, 2, 3, 4, 5, 6, 8	Superintendent, Curriculum Department, Campus Administrators, and Instructional Specialist	Sign In Forms; Instructional Walks				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 2 CSF 7 3) Horizontal and vertical team meetings/PLCs	1, 2, 3, 4, 5, 6, 8	Principal, Instructional Specialist, and Curriculum Coordinators	Meeting Agendas; Curriculum Coordination				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 4) AMS Theatre Arts department presents annual musical		Theatre Arts Teacher	Musical Performance; Musical Attendance				
	Funding Sources: Local (199) - $2000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 5) Project Based Learning training for staff with PBL opportunities	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principal, and Instructional Specialist	Final presentation of projects.				
	Funding Sources: Local (199)						

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

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 and provide input in campus decisions involving technology at AMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Annual completion of Bright Bytes chart data	3, 4	Principal; Technology Committee	Survey results; Instructional Walks				
Critical Success Factors CSF 3 CSF 7 2) Technology Committee Meetings monthly	1, 3, 5, 6	Principal and technology committee	Meeting notes and action plans				
	Funding Sources: Local (199)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

288

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 6 CSF 7 1) Technology integration and professional development at monthly Lunch and Learn	1, 3, 4, 5, 6	Principal; Technology teachers	Use of new technology in the classroom with students				
	Funding Sources: Local (199) - $3000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 6 2) Librarian as media specialist to support classroom technology.	1, 3, 4, 5, 6, 8	Librarian	Use of technology labs and number of devices checked out for student use.				
	Funding Sources: Local (199) - $6000.00, Local (199) - $700.00, Local (199) - $500.00						
State System Safeguard Strategy **Critical Success Factors** CSF 6 3) Integration of New Technologies into all classrooms	1, 3, 6, 8	Principal, Technology Department,	Use of technology in the classrooms; Instructional Walks				
	Funding Sources: Local (199) - $1400.00, Gifted (21) - $3845.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◡ = No Progress ✗ = Discontinue							

289

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Fire, Lockdown, and Bad Weather Practice Drills		Asst Principals, Teachers	AMS student knowledge of emergency plan				
	Funding Sources: Local (199) - $500.00						
Critical Success Factors CSF 6 2) Signs throughout building with teacher's names and room numbers		Office Staff	User Friendly Hallways				
	Funding Sources: Local (199) - $100.00						
Critical Success Factors CSF 3 3) All staff trained on AMS EOP and safety drill procedures		Principal and Assistant Principals	efficiency of drills				
Critical Success Factors CSF 6 4) Two Way radios will be maintained for safety communications.		Principals	Working Radios				
	Funding Sources: Local (199) - $1300.00						
Critical Success Factors CSF 3 5) Controlled Vestibules with heighten security for our campus		Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

290

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Development of new innovative classroom in 6th AND 7th Grade hallway for increased advanced class sizes	1, 3, 4, 5	Principal, Admin, Technology,	Creative scheduling to support appropriate interventions for struggling students				
2) Review facilities improvement plan each semester		Principal and Head Custodian	Request for Maintenance Completed				
	Funding Sources: Local (199)						
3) Requests for maintenance service will address facility maintenance and repairs		Principal and Head Custodian	Completion of Requested Repairs				
	Funding Sources: Local (199)						
4) The budget planning process will be used to address facility improvements.		Principal and Secretary	Budget Process				
	Funding Sources: Local (199)						

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

291

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) All students will have 90 minutes of ELA instruction per day		Principal, Counselors, PEIM's secretary	Improved reading and writing scores in all areas				
State System Safeguard Strategy **Critical Success Factors** CSF 4 2) Science & History teachers will collaborate through out the year to build student capacity for STAAR prep	1, 3, 4, 5, 8	Principal, Sci/Hist Teachers, Instructional Specialist	Schedule of Student Rotations; STAAR Data				
	Funding Sources: Local (199) - $200.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 3) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	1, 2, 3, 4, 5, 8	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials; Google form data				
	Funding Sources: Title I (211) - $5000.00						
State System Safeguard Strategy 4) Maximize Instructional Days - even when early dismissal schedule	1, 2, 3, 4, 5, 6, 8	Principal, Teachers	STAAR/CA Data; Instructional Time				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 5) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	1, 2, 4, 5	PEIMS Clerk, Counselors, Principal, Teachers	9 Period Day Schedule; STAAR & Common Assessment Data				
	Funding Sources: Local (199)						
State System Safeguard Strategy **Critical Success Factors** CSF 4 6) Explore Time 5 days a week for all students	1, 2, 3, 4, 5	Teacher, Principals	Student academic data ; STAAR Data				
	Funding Sources: Local (199)						

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 7) Tutoring Schedules Posted and in front office	1, 3, 5	Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers per Google Form				
Critical Success Factors CSF 6 8) Team Building Breakfast-Monthly	1, 2, 6, 8	Principal	Faculty well-informed &trained; Communication; Positive Relations				
	Funding Sources: Local (199) - $3000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 6 9) Implement Hallway/Huddle Meetings	1, 3	Principal and Instructional Specialist	Staff participation; grade level events				
	Funding Sources: Local (199) - $200.00						
Critical Success Factors CSF 5 CSF 6 10) Create 1 day per grading period-AMS Pirate Party where students who have completed all core assignments are able to enjoy free time and students who have not completed assignments will work with core teacher to complete quality work	1, 3, 5, 7	Campus Admin, Teachers, community volunteers, parents	Improved grades, Improved Test Scores, Reduction of "Zeros" in gradebooks				
	Funding Sources: Local (199) - $1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 11) Math Teachers will attend CAMT Conference for instructional strategy growth	1, 3, 4, 5, 6	Math teachers, admin,	increased math progress for students				
	Funding Sources: Local (199) - $1000.00						
Critical Success Factors CSF 1 CSF 2 12) Teacher 3 week check points for data to analyze, chart, and evaluate student progress to achieve Distinction Designations. STAARS	1, 3, 4, 5	Principal, Instructional Specialist, Teachers, Curriculum	Distinction Designations through TEA Accountability System				
State System Safeguard Strategy **Critical Success Factors** CSF 1 13) Reading teachers will work with Instructional Specialist and curriculum department to increase the effectiveness of reading strategies used in the classroom to improve student performance in reading including students in special education	3, 5	Teachers, Admin, Instructional Specialist, Curriculum Department	Improved reading scores in reading for all students including students in special education				
	Funding Sources: State Comp Ed (24) - $1800.00, Title I (211) - $150.00						
Critical Success Factors CSF 1 CSF 4 14) Conduct Intervention Groups for At Risk students.	1, 2, 3, 4, 5, 8	Principal, Instructional Specialist, Outside Consultant	Student Participation, Google Form Data				
	Funding Sources: State Comp Ed (24) - $1800.00, Title I (211) - $150.00						

293

Critical Success Factors CSF 1 CSF 7 15) Send ELA teachers and English I teachers to Abydos Writing Conference to learn strategies to improve writing including Hispanic and economically disadvantaged students	3, 6	Teacher, Campus Admin	Improved writing scores in writing for all students including Hispanic and economically disadvantaged students				
	Funding Sources: State Comp Ed (24) - $2000.00						
Critical Success Factors CSF 7 16) AMS will provide high quality, ongoing professional development to staff to targeted title I students.	6	Campus Admin, Teachers	Staff participation				
	Funding Sources: Local (199) - $1000.00, Title I (211) - $2000.00						
Critical Success Factors CSF 1 CSF 4 17) Targeted students will have an additional 45 of math with certified math teacher	5	Principal, Assistant Principal, Counselors, Teachers	Growth in students math scores				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

294

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Provide professional development targeting writing for all sub populations including Special Education.		Instructional Specialist, Principals, Teachers, Curriculum Department	Increased number of students successful on benchmarks, screeners, and state assessments.				
	Funding Sources: Local (199) - $1000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 2) RTI Intervention-struggling students assigned to an intervention teacher/mentor	1, 2, 3, 4, 5, 8	Counselors, Teachers, Assistant Principal, and Instructional Specialist	Numbers of RTI Students; Report Cards; STAAR/CA Data				
	Funding Sources: State Comp Ed (24) - $6800.00, State Comp Ed (24) - $500.00						
Critical Success Factors CSF 1 3) Provide strategies to RTI/struggling students to enhance their learning experience.		Counselors, Teachers, AP's, Principal, and Instructional Specialist	STAAR/CA Data; Progress Monitoring				
	Funding Sources: State Comp Ed (24) - $500.00, Title I (211) - $350.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Study Island (computer program) - used to focus on individual objectives per student	1, 4	Teachers and Instructional Specialist	Weekly Usage Report; Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $6800.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 5) Brain-Pop (computer program) - used for STAAR-type questions in the classroom	1, 3, 5	Teachers	Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $2300.00						

295

Critical Success Factors CSF 1 6) Think Through Math & IStation for Reading / Math interventions		Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
Critical Success Factors CSF 3 CSF 5 7) Utillze the Outdoor Learning Center at Acton Middle School	1, 3	Principal, Teachers	Usable learning center; teacher use				
	Funding Sources: Local (199) - $856.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 8) Strive for and maintain viable library services.	1, 3, 4, 5	Librarian	Number of classes meeting in library; Library Rating				
	Funding Sources: Local (199) - $6000.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

296

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) School Messenger-daily attendance calls & event information		Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 2) Current PTO board meeting monthly & supporting AMS students & faculty.		PTO Board; Principal	Sign In Sheets				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 3) Boy's & Girl's Athletic Booster Clubs	7	Athletic Coordinator	Positive Relations				
4) Teacher twitter pages, Remind 101, Websites, and Progress Reports		Teachers, Principals	Student and Family engagement				
Critical Success Factors CSF 5 CSF 6 5) AMS & Teacher Websites/Blogs	7	Teachers	Periodic Updates				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 6) Parent/Teacher Conferences	7	Teachers	Sign-In Reports Attendance; Positive Relations				
Critical Success Factors CSF 5 7) Teacher Emails and phone calls to parents	7	Teachers; Positive Relations Committee	Teacher Documentation; Positive Relations				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 8) Skyward Family Access - posting grades weekly for parent and student information	7	Teachers	CA's &Benchmarks; Parent Involvement; Parent Survey				
	Funding Sources: Local (199)						
9) Communicate guidelines to staff members.		Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
	Funding Sources: Local (199)						

297

10) Implement regulations from TEA and other State Agencies	6	Principal and Assistant Principal	Decisions will be in compliance with TEA and Other State Policies				
	Funding Sources: Local (199)						
11) Provide information and training to staff members to help them identify and report children who experience abuse.		Counselors and Teachers	Record of Reports to CPS; Meeting notes				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 CSF 7 12) Provide training to staff about suicide prevention		Principal and Counselors	Certificates of completion				
	Funding Sources: Local (199) - $500.00						
Critical Success Factors CSF 5 CSF 6 13) Provide training to staff on Restorative Discipline	1, 6	Assistant Principals	Changing behaviors; lower discipline referrals; positive relationships				
	Funding Sources: Local (199)						
14) Provide staff training on T-Tess the new teacher appraisal system		Principal and assistant principals	Training completed; teacher survey				
	Funding Sources: Local (199) - $300.00						
Critical Success Factors CSF 6 15) Each grade level SOP's		Each grade level; principal	Increased communication for all stakeholders, parent and student survey				
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

298

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) 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)						
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) Employees will be compensated at a rate that is competitive with surrounding school districts.		Superintendent	Salary Schedule; Number of Resignations				
	Funding Sources: Local (199)						
4) Develop a budget for the current school year		Principal, Department Heads, and Campus Leadership Team	Completed Budget; Adequate Resources for Instructional Program				
	Funding Sources: Local (199)						

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

299

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Band & Choir students perform and recruit at Elementary Schools		Band & Choir Directors	Program enrollment numbers and data				
	Funding Sources: Local (199) - $50.00, Local (199) - $50.00						
Critical Success Factors CSF 5 CSF 6	7	Theatre Arts Teacher	Student Participation				
2) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.	Funding Sources: Local (199) - $1000.00, Local (199) - $500.00						
Critical Success Factors CSF 5 CSF 6	5, 7	Choir Teachers	Choir Schedule; Competition Results				
3) Choir Students will perform in numerous concerts, as well as, competitions.	Funding Sources: Local (199) - $1700.00, Local (199) - $250.00						
Critical Success Factors CSF 6		Art Teacher	Art Schedule; Art Show Results				
4) Art students will be given the opportunity to enter their work in the Quad County Art Show.	Funding Sources: Local (199) - $500.00, Local (199) - $4000.00						
Critical Success Factors CSF 5 CSF 6	7	Band Teachers	Band Schedule; Competition Results				
5) Band students will perform in numerous concerts, as well as, competitions.	Funding Sources: Local (199) - $1000.00, Local (199) - $850.00						

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

300

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6	3, 5	Science & History Teachers	Student Participation and Science/History Fair Results				
1) Other events that are offered to students are Science Fair, History Fair (District, Area, Regional, State).	Funding Sources: Gifted (21) - $4000.00, Gifted (21) - $3000.00, Gifted (21) - $300.00						
Critical Success Factors CSF 1 CSF 6		Sponsors/Coaches	Participation; Activity/Project Results				
2) A number of scholastic activities are available including: Odyssey of the Mind, Spelling Bee, Geography Bee, Mathcounts, Academic UIL Competition.	Funding Sources: Local (199) - $740.00, Local (199) - $1000.00, Local (199) - $1100.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

301

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) 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)						
Critical Success Factors CSF 6 2) Students will be given the chance to perform in the annual Spring Talent Show.		Theatre Arts and Choir Teachers	Participation; Show Performance				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 3) Students will be given the opportunity to create the AMS Yearbook.		Yearbook Sponsor	Scheduled Deadlines; Final Product				
	Funding Sources: Local (199) - $1500.00						

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

302

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Students are offered the opportunity to participate in organized sports through the athletic department.	7	Coaches, Athletic Director	Schedule, Participation				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 2) Students are given a chance to try out for cheerleader each year, plus continue in athletics		Cheer Coach	Schedule, Practice, Final Results				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 3) Students are given the opportunity to participate in 8th Grade Dance Class.		Stowaway Coach	Schedule, Practice, Student Development				
	Funding Sources: Local (199)						

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

303

State Compensatory

Budget for Acton Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 042 0 24 000	6117 Career Ladder - Locally Defined	$51,049.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$7,000.00
199 E 11 6125 00 042 0 24 000	6125 Salary Support - Locally Defined	$23,866.00
199 e 11 6141 00 042 0 24 000	6141 Social Security/Medicare	$1,087.00
199 e 11 6142 00 042 0 24 000	6142 Group Health and Life Insurance	$8,393.00
199 e 11 6143 00 042 0 24 000	6143 Workers' Compensation	$726.00
199 e 11 6144 00 042 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$4,669.00
199 e 11 6145 00 042 0 24 000	6145 Unemployment Compensation	$65.00
199 e 11 6146 00 042 0 24 000	6146 Teacher Retirement/TRS Care	$2,450.00304
	6100 Subtotal:	**$99,305.00**
6300 Supplies and Services		
199 e 11 6395 00 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,952.00
199 e 11 6395 AV 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$4,520.00
199 e 11 6395 GW 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,000.00
	6300 Subtotal:	**$13,472.00**
6400 Other Operating Costs		
199 e 13 6411 00 042 0 24 000	6411 Employee Travel	$2,000.00
199 e 13 6411 AV 042 0 24 000	6411 Employee Travel	$11,000.00
199 e 23 6411 AV 042 0 24 000	6411 Employee Travel	$4,074.00
199 e 31 6411 AV 042 0 24 000	6411 Employee Travel	$4,074.00

199 e 11 6497 AV 042 0 24 000	6497 Fees - Locally Defined	$3,880.00
	6400 Subtotal:	**$25,028.00**

305

Personnel for Acton Middle School:

Name	Position	Program	FTE
Jon Allen	GTT Teacher	State Comp	83%

306

Title I Personnel

Name	Position	Program	FTE
Mindy Badgett	Instructional Specialist	Title I Targeted	1

Granbury Independent School District

Granbury Middle School

2016-2017 Campus Improvement Plan

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
- Academic interventions for at-risk students, low performing students, and any student who fails to perform satisfactorily through the role of the Instructional Interventionist and Academic Tutors
- Before/after school tutoring for all students by Campus Teachers and Academic Tutors
- Adult Mentors for students in need of positive adult role models (currently partner with Christian Service Center who provides them at no cost)
- Collaborative Instructional Support/Staff Development for teachers and staff through the mode of professional learning communities led by campus and district leadership
- Exposure to real-world settings through field trips to local entities and community attractions, including, but not limited to, museums, parks, library, historical places and events, nuclear power plant, and colleges
- Information for parents to help them support students at home and at school
- Federal and State monies would also be used to transport students as needed for field trips and various events
- Opportunities for parents and community members to visit the school and participate in campus activities with their students

310

Opportunities for parents and community to serve on the Campus Advisory Committee (Site-Based Decision Making Committee) alongside administrators, teachers, and staff to create plans for school improvement and help problem solve through-out the school year.

Demographics Strengths

GMS has a diverse population of students. Data below compares the campus vs district numbers:

- White – 67.2% vs 73.7%
- Hispanic – 29.1% vs 22.5%
- Economically Disadvantaged – 59.4% vs 48.4%
- English Language Learners - 4.9% vs 6.7%
- Two or more races – 2.0% vs 1.6%
- Special Education – 14.5% vs 12.0%
- Gifted & Talented Students - 9.7% vs 8.6%
- Students enrolled in Career & Technical Education (CTE) – 2.6% vs 5.1%

The diverse population of students closely mirrors the demographics of the community and brings a rich variety of cultures to the campus. This diversity creates a culture of acceptance of all students regardless of their ethnicity, race, socio-economic status, and/or background.

311

Campus showed an increase in the percent of students achieving Level III (Commended) from the previous year in the following areas:

- 6th Reading 9% vs 7% *(This was previous year data as this year's scores have not arrived from TEA)*
- Algebra I 36% vs 10%
- English I 8% vs 8%

8th Social Studies maintained the 7% from the previous year for Level III. *(This was previous year data as this year's scores from TEAM have not arrived.)*

8th Reading also maintained 6% for Level III in the First Administration of STAAR.

Twenty (20) of the 38 - 8th-Grade students who failed the First Test passed the Second Administration of the STAAR 8 Reading Test to raise the percentage total from 60% to 74% passing. Reading Blitz strategies worked to prepare students for the 2nd Administration of the STAAR 8 Reading.

The passing percentage of students taking the Algebra 1 EOC test was 98%, while the percentage of students who passed the English 1 EOC exam was 83%.

312

Data also indicates:

- At the time of completion of this document, scores for 6th Grade, 7th Grade, or 8th Grade Science or Social Studies were not yet made available.

The Principal hosted the Second Academic Awards Celebration Night in May to recognize students for Perfect Attendance, A and A/B Honor Roll, Top Academic Performers in each of the Core Academic Subjects, and Participation in UIL Academic Events, Science Fair, History Fair, and Spelling Bee.

Demographics Needs

A majority of the Economically Disadvantaged students are lacking in the areas of:

- Financial support to provide fundamental needs like food and clothing

- Financial support to provide basic school supplies such as backpacks, paper, and pencils
- Academic support at home due to lack of parental supervision or parents having to work
- Cultural opportunities like exposure to community events and local celebrations
- Access in the form of transportation to local entities, such as museums, parks, library, and places that provide cultural advantages.
- The English Language Learners also require extra language support at school since English is not spoken at home.

Teachers and Staff need additional training/staff development:

- To better understand the needs of their students
- To be able to motivate their students to attend school
- To be able to provide the academic supports necessary for students to be successful
- To be able to bridge the gaps in their learning and in their cultural experiences.

Campus Administration and Staff will continue to work on maintaining campus and classroom procedures to ensure a safe and positive learning environment for all students and staff.

Campus Administration, Instructional Specialist, Interventionist, and Staff will continue to look for ways to raise the rigor of Academic Excellence so that more students have opportunities to be successful at higher levels. 313

Student Achievement

Student Achievement Summary

- Campus will use Title I funds to provide an Instructional Specialist and an Interventionist.
- The Instructional Specialist and the Interventionist will work together with teachers and students to monitor student learning and behavior. They will provide instructional strategies and academic tools for teachers to help them create meaningful and purposeful instruction.
- They will also work with students to monitor their progress and to provide academic tutoring and interventions as needed.
- The Instructional Specialist and the Interventionist will meet regularly with the academic core subject teachers to train them in implementing new strategies for the classroom, to help them create lessons, to evaluate data and use the information to improve learning, and to participate in staff development related to their current need(s).
- GMS will continue to provide interventions and accelerated instruction for students who failed one or more STAAR Tests, are not showing academic progress through their daily grades, and/or are in in need of extra assistance. The Title I funds continue to be used to pay for tutors, instructional programs & or supplies, and for snacks for students.
- Federal and State funds will be used for incentives to improve attendance rates, and ultimately to improve student learning.
- Federal and State monies will pay for programs or speakers that educate students on the importance of attending school and its impact on higher student achievement. The goal is to increase student participation at school of all students on campus.
- Federal and State Monies will be used to educate and inform Parents of new attendance policies and mandates, and other school related policies and procedures. 314
- Campus staff will apply for local grants from the Educational Foundation to help meet the academic need of students and to provide educational opportunities to help students be successful.
- Federal and State Monies will be used to provide medals, ribbons, and certificates for the Academic Awards Celebration.

Federal and State Monies will be used to purchase invitations and snacks for the parents of the students being recognized at the Academic Awards Celebration.

Student Achievement Strengths

Campus showed an increase in the percent of students achieving Level III (Commended) from the previous year in the following areas:

- 6th Reading 9% vs 7% *(This was previous year data as this year's scores have not arrived from TEA)*
- Algebra I 36% vs 10%
- English I 8% vs 8%

th

8 Social Studies maintained the 7% from the previous year for Level III. *(This was previous year data as this year's scores from TEAM have not arrived.)*

8th Reading also maintained 6% for Level III in the First Administration of STAAR.

Twenty (20) of the 38 - 8th-Grade students who failed the First Test passed the Second Administration of the STAAR 8 Reading Test to raise the percentage total from 60% to 74% passing. Reading Blitz strategies worked to prepare students for the 2nd Administration of the STAAR 8 Reading.

The passing percentage of students taking the Algebra 1 EOC test was 98%, while the percentage of students who passed the English 1 EOC exam was 83%.

Data also indicates:

- At the time of completion of this document, scores for 6th Grade, 7th Grade, or 8th Grade Science or Social Studies were not yet made available.

The Principal hosted the Second Academic Awards Celebration Night in May to recognize students for Perfect Attendance, A and A/B Honor Roll, Top Academic Performers in each of the Core Academic Subjects, and Participation in UIL Academic Events, Science Fair, History Fair, and Spelling Bee.

315

Student Achievement Needs

Campus and State data indicate:

- Students showed a decline in reading, writing, and math across all three grade levels 6th, 7th, and 8th
- 7th Grade Science showed improvement according to Common Assessments and local data but 8th STAAR Science Scores were down by 11%
- 8th Grade Social Studies STAAR scores were down 5% from last year (This was last year's data as TEA scores have not arrived and will adjust)
- The class rosters indicate a large number of students are involved in extra-curricular activities like band, choir, and athletics. Therefore, it is important that the campus support Fine Arts, Athletics, Career and Tech, and other electives to keep students engaged in school.
- Likewise, it is important these electives support the campus goals to improve reading, writing, and math skills.
- Attendance data continues to show a significant number of students are not coming to school as regularly as they should and do not attend 90% of the time as required by State Law. The campus administration and staff will continue to be proactive by monitoring student attendance daily, by providing incentives for perfect attendance each six weeks, and by working closely with Parents & Students who have excess absences to create prevention plans to increase their attendance rate and to reduce the number of Truancy Offenses.
- The campus will continue to support the District Initiatives including Project Based Learning and incorporating the Four C's (Critical Thinking, Collaboration, Communication, and Creativity) into the educational process in order to prepare our students for success in high school and post-

secondary life experiences.

School Culture and Climate

School Culture and Climate Summary

- Federal and State monies will be used to provide supplies and snacks for activities and or committees that promote positive relationships with students, parents, community, and each other.
- Federal and State monies would be used to provide incentives, medals, and certificates for student attendance, A/B Honor Roll, participation in events such as Science Fair, History Fair, UIL competitions, Fine Arts, Athletic Events, and other campus events to be given out regularly and at the end of the year Academic Awards Celebration Night.
- Federal and State monies will be used to pay for field trips and incentives related to academics and attendance.
- Federal and State monies will be used to seek out and purchase Character Building Programs.
- Federal and State monies will be used to continue and promote Customer Care on campus with staff, students, parents, and community.
- Federal and State monies will be used to implement positive, innovative, intentional discipline/behavioral initiatives that provide training and support for teachers and students.
- Federal and State monies will be used to pay for supplies, materials, and snacks for students who participate in the student ambassador committee and in leadership-type clubs and committees.
- State and local monies will be used to pay for teacher incentives and awards including, but not limited to the Gold Apple and Teacher of the Month.
- State and local funds will be used to support the new AVID program.

State and local funds will be utilized to purchase safety equipment and programs to ensure student safety including, but not limited to, cameras, radios, computer programs, and other technologies.

School Culture and Climate Strengths

- The "Customer Care" philosophy in our district has helped to create a positive attitude with staff, students, parents, and community.
- The Principal and Assistant Principals participate in the "Snack Wagon" and bring treats and refreshments to teachers and staff in appreciation of their service at least once every six weeks.
- The campus and staff will continue encourage students to do "random acts of kindness" and service-oriented activities throughout the school year.
- The campus continues to recite the Bully Proof Pledge daily. Bully Proof Week will continue this next school year and in the future.
- Students reported a variety of offenses to campus personnel this year and it led to the removal of drugs, weapons, and inappropriate behaviors from the campus. This shows that students want to be part of having a safe school and trusted the teachers, staff, and administrators on the campus.
- The campus has other committees, clubs, and organizations that allow for students, staff, and community to have a voice in school decisions.
- The PTO provided incentives and awards every six weeks to students for perfect attendance, passing grades, and good behaviors.
- The PTO and other Community partners also provided snacks and positive rewards to teachers and staff throughout the school year.

Technologies are available to ensure student safety including, but not limited to cameras, radios, secured access to the building, intercom system, alarms, and other technology.

School Culture and Climate Needs

Campus surveys and staff input indicate the need for better communication and more consistency for meetings.

Campus surveys and staff input indicated the need for a more intentional, streamlined, and campus-wide approach to discipline procedures.

The Campus Leadership Team will participate in a variety of activities that recognize and show appreciation for the contribution of all staff members throughout the year.

Campus Administration will look for ways to give teachers and staff input and voice on campus decisions, such as surveys, plus/deltas, participation in campus committees, and various meetings. 318

The campus will continue to participate in character building activities, such as Rachel's Challenge, Random Acts of Kindness, Finish Strong, Bully-Proof Week, and other positive initiatives.

The campus will also continue:

- Safe & Positive Learning Environment
- Students of the Month
- Teacher of the Month
- Golden Apple Awards
- "Customer Care"
- "Snack Wagon"
- Clubs for students

- Campus Committees (relevant to campus needs) such as, but not limited to Spirit, Technology, and Customer Care.
- Campus Team Building
- Campus Site Based Decision Making Committees (Campus Advisory Committee and Student Advisory Committee), that allow for students, staff, parents, and community to have a voice on campus decisions.
- Collaborate with local law enforcement to provide a STOP program.

The discipline data, types of referrals, comments from counselors and teachers, and student surveys are indicating a need for character building with our students and everyone on campus.

The campus will begin its enrollment in the AVID program in 2016. The program seeks to provide students with various tools to help them be successful in school and prepare them for post-secondary education. This first year of the program, teachers will be trained in program implementation.

In order to continue to insure the safety of all students on campus, GMS will continue to monitor and update technologies utilized for safety.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Principal will provide common planning time for the ELA department.
- Principal and designees (Assistant Principal, Instructional Team, and Counselors) will facilitate regular meetings with each department.
- Principal create opportunities to give core teachers extra time during the week to look at data for planning and collaboration.
- The Principal will provide each new teacher with a mentor for the year.
- Campus Administrators will evaluate teachers using the T-TESS model and use monies to purchase an on-line training program for teachers.
- Campus Administrators will evaluate campus staff who are not teachers using an alternate district evaluation form.
- Federal and State monies will be used to pay for Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.
- Federal and State monies will also be used to provide staff development to our elective teachers in Fine Arts, Spanish, CTE, and Athletics.
- The Principal will work with other District Departments including Technology, Special Education, Curriculum, Human Resource, Business/Finance, and other departments to seek and provide professional development as needed.
- The Principal will continue to partner with Tarleton University through the Effective Schools Project and send to teachers to Professional Development opportunities provided by them.
- The Principal and/or designee will coordinate and facilitate a Campus PBL Committee that will oversee the work on campus.

320

Principal will incorporate time during faculty meetings and grade level meetings for staff to share what they are learning in their professional development.

Staff Quality, Recruitment, and Retention Strengths

- The Principal and the Human Resource Department work closely together to ensure that the teachers and personnel they hire are highly qualified.
- The Curriculum Department works closely with Principals, Instructional Specialists, and campus staff to provide academic support, resources, and professional development as needed for core subject areas and electives.
- English Language Arts teachers will continue working with the Instructional Specialist and the Curriculum Department to improve reading and writing instructional strategies.
- The Core subject teachers (Math, ELA, Science, and Social Studies) for grades 6th thru 8th will meet with Curriculum Coordinators, Instructional Specialists, and Campus Administrators regularly throughout the school year as a Professional Learning Community (PLC) to analyze data and create plans for successful student learning.
- The campus Instructional Specialist and the Interventionist will work closely with students and teachers to seek out staff development that addresses current needs.

The District Calendar has included professional development days for staff before school starts and during the school year.

Staff Quality, Recruitment, and Retention Needs

Input from teachers, staff, parents, and community indicated the following:

- New Teachers would like to have a peer mentor and be provided more support from the campus during their first year
- Teachers and Staff suggested we continue the "Customer Care" philosophy but focus on Team building and improving overall staff morale
- Continue to hire a high quality professional who understands the needs of our students, campus, and community
- Continue to value staff input and provide opportunities for them to participate in campus decisions
- Teachers expressed a need to be trained to better utilize technology to engage students and to create instruction with real world application.

The STAAR Data shows a need to continue professional development in the areas of Math, Reading, Writing, Science, and Social Studies.

Minutes from Grade Level Meetings reflects a lack of communication with staff when teachers participate in workshops and trainings. Staff would like for them to come and present what they have learned.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Principal and Administrators will continue to collaborate and work with Curriculum department to meet the academic needs of the campus.
- Administrators, Instructional Specialist and selected staff will create and maintain a campus PBL committee to provide support and feedback for teachers and vet at least one PBL project for the year.
- Instructional Specialist and Interventionist will work with Curriculum Department and with teachers to better evaluate assessment so the data is used to improve instruction and learning focused primarily on reading, writing, and math.
- The Principal will work with leadership staff on campus to:
    - Create academic instructional times in the master schedule including double-blocking ELA classes for increased academic time on task
    - Provide support and interventions for students who failed STAAR tests in reading, writing, and math
    - Provide acceleration and enrichment for GT students and students who want to succeed at a higher level
    - Utilize the advisory period for additional academic acceleration, interventions and/or instructional strategies that promote student growth
- Principal expects that all campus staff will continue to monitor progress of all students and provide interventions and support continually throughout the year
- Administrators and leadership team will facilitate content driven Professional Learning Communities with departments in addition to meeting periodically with Curriculum for District PLC's
- Federal and State monies will be used to pay the salaries of the Instructional Specialist and Interventionist
- Federal and State monies will be used to pay for additional instructional tutors throughout the year
- Federal and State monies will be used to pay for programs, supplies and incentives for student success
- New scheduling provides the opportunity for ELA teachers to have more time in the classroom with students as well as having a conference period and common planning period each day.
- New scheduling provides math teachers to utilize a new period for remediation and enrichment.

322

Curriculum, Instruction, and Assessment Strengths

The District's Curriculum Department collaborates with campuses in many ways, such as:

- Working with teachers to implement the Scope and Sequence for their subject area
- Maintaining online resources for teachers to access lesson plans and a variety of instructional and assessment tools.
- Reviewing Common Assessments and Benchmarks for the core/tested subject areas
- Coordinating Screeners and other online assessments such as college readiness
- Training teachers on using DMAC, an online assessment tool
- Continue training teachers on district initiative "PBL" Project Based Learning" through the Buck Institute

- Disaggregating STAAR Data and other Assessment Data and sending it to campus Principal
- Provide resources, materials and supplies for teachers related to their content area
- Provide various training and staff development related to campus needs
- Create opportunities and facilitate Professional Learning Communities
- Instructional Specialist, Interventionist and teachers will continue to work with Curriculum Department to evaluate assessments and improve instruction

Curriculum, Instruction, and Assessment Needs

Comments from Teachers and Staff:

- Want to be able to provide input on the Common Assessments before printing
- Want over-arching goals for instruction
- Liked PBL but want to know how do Common Assessments fit in this model
- Restructure Cara Meetings to use DATA more effectively
- Be more purposeful in utilizing the Instructional Specialist and Interventionist to improve instruction
- Provide training and support for students to access online textbooks and resources
- Teachers invite the Curriculum Department to model lessons and strategies in their classrooms
- Want to continue working with Curriculum Department to improve instruction for English Language Learners and meet the needs of our 504 and GT students.

Campus Needs:

- Improve in the following area:
  - Reading
  - Writing
  - Math
  - Improve the academic performance of the following subpopulations:
    - At-Risk
    - English Language Learners
    - Special Education
    - Hispanic
    - Economically Disadvantaged
    - Addressing the various needs of growing dyslexic population
    - Increase the number of students achieving level III STAAR performance
    - Continue to provide opportunities for students to participate in higher level classes (ex: Algebra 1, GTT, English 1)
    - To provide support for teachers in PBL through the campus PBL committee

Family and Community Involvement

Family and Community Involvement Summary

- Federal and State monies will be used to pay for snacks and supplies for Family and Community Events throughout the year
- Federal and State monies along with donations from PTO and other community entities will be used to fund 6th Grade Pirate Camp.
- Each event will include a sign-in sheet with name of parent and student attending
- After each event, a short survey will be given out to rate the event and offer suggestions for improvement.
- The Principal will work with Technology Department and Information Officer to create a website where Parents and Community can give feedback on recent events they attended.
- Principal will encourage staff to regularly attend campus events.

Family and Community Involvement Strengths

GMS provides many opportunities for parents, families, and community to participate in school events such as, but no limited to:

- Open House in Fall
- Veterans' Night Celebration
- PTO Student Activities
- Band Concerts
- Choir Concerts
- Theater Arts Plays
- Art Exhibit and Show
- Parent/School Involvement Activities
- UIL events
- 6th Grade Pirate Camp
- Breakfast with the Principal
- Mentors for students
- 5th Grade Parent Night
- Spring Open House and Elective Fair for 6th & 7th
- District Health Fair
- Athletic Events – Football, Basketball, Volleyball & Track

- Science Fair, History Fair, Spelling Bee, Geography Bee
- National Junior Honor Society
- GMS Big Event
- Weekend-Snack Packs provided by Christian Service Center in Community
- Speakers Bureau
- Talent Show
- Campus Advisory Committee
- Volunteers
- Perot Science Night
- End of Year Awards
- PBL exhibits

Family and Community Involvement Needs

- Increase Parent and Community participation in the events that are scheduled throughout the year
- Continue partnership with Christian Family Services as they provide many items our students need like clothes, jackets, shoes, backpacks, and food.
- Be purposeful in creating meaningful activities to connect parents, students and school
- Need to recruit more parents and community to serve various committees such as:
    - Campus Advisory Committee
    - LPAC
    - PTO
    - Other committees as needed
- Through the PBL process, need to create more opportunities for community and business members to interact with students and present real world applications to everyday lessons.
- Need more teachers and staff to attend school events

School Context and Organization

School Context and Organization Summary

- Federal and State Monies will be used to pay for Career surveys to help students begin to select courses and Career pathways for high school.
- Federal and State Monies will be used for snacks and supplies in advisory classes that target our at-risk students and provide additional instruction by way of remediation and or enrichment
- Campus monies will be allocated to help pay for supplies needed in clubs.

Principal will work with campus staff, district staff, parents, and community to evaluate current class offerings and make decisions for future course offerings that meet the need of our 21st Century Learners.

School Context and Organization Strengths

- Campus is aligning with the District's 2020 Goals and preparing students with 21st Century Skills (communication, collaboration, critical thinking, and creativity).
- These are also the same skills involved in Project Based Learning that was implemented in the 2013-2014 school year.
- The 8th Grade students also have opportunities to participate in high school credit classes such as Algebra I, English I, Spanish I, Gateway to Technology, Fine Arts, and Fitness & Wellness.
- 6th grade students will have more elective options including classes on emerging technologies.
- Campus admin team will meet weekly to review campus concerns, successes and plan for upcoming activities.
- Every department has a Department Head that leads and organizes meetings to address their needs.
- Administration communicates with the campus through a variety of ways such as:
    - Emails/notes
    - Phone calls
    - Text Blasts
    - Announcements
    - Weekly meetings

School Context and Organization Needs

- Provide opportunity to meet as a grade level
- Work together to create a more purposeful plan for advisory time

- Need to have a purposeful focus on incorporating reading, writing and math across contents

Principal and District leaders work together to provide course selection that meet the needs of the community

Technology

Technology Summary

- Federal, State, and Local monies will be used to buy technology for student use including, but not limited to, laptops for teachers and staff, computers, IPADS, mobile devices, and video cameras.
- Principal will work with Curriculum Department and Technology Department to schedule trainings and staff development that help teachers integrate technology in their lesson design and delivery.
- Federal and State Monies will be used to provide supplies and snacks for these meetings.
- The Principal will continue to meet with the Student Ambassador Committee to hear their concerns and ideas on technology and learning.
- Federal and State Monies will be used to provide supplies and snacks for these meetings.
- Principal will continue to meet with staff, parents, and community to address concerns/ideas pertaining to the use of technology for instruction and how well they believe we are equipping our students for real world situations. Monies will be used to provide supplies and snacks for these meetings.
- Federal and State monies will be used for Principal and designated staff to attend workshops/conferences to learn about the new innovative technology for teachers and student learning.

Technology Strengths

328

- GMS campus has:
    - Each classroom is equipped with a technology cart that contains Chromebooks or iPads for student use.
    - Two computer labs dedicated to special classes (Emerging Technology and Gateway to Technology Class).
        - Three computer labs are available for all teachers to use.
        - Each department has two dedicated COWs are available to teachers to use in their rooms.
        - One Lecture Lab with seating for approximately 70 students, LCD projector, large screen, and other technology equipment.
- Each classroom teacher has a mounted smart board, mounted LCD projector, document camera, microphone, and other technology equipment in their room.
- Technology has been utilized to bring in outside resources such as virtual field trips and guest speakers through SKYPE.
- The campus has a Technology Committee that meets regularly to discuss campus and student needs.
- The District's Technology Department is aligned with the Strategic 2020 Plan and has been working to get all campuses in compliance of this goal.
- Technology is a very important and integral part of how the campus functions on a daily basis. The Technology Department provides support and assistance to campus staff through training and staff development as needed throughout the school year.
- Surveys are conducted yearly to review the use and integration of technology for staff and students.

District has bought various programs such as Edivate and Plan 4 Learning to help Administrators provide Staff Development online to staff and to create Campus documents such as Comprehensive Needs Assessment and the Campus Improvement Plan.

Technology Needs

- Teachers have requested more access to computer labs or more availability of the mobile computer on wheels.
- Teachers anticipate more technology use with Project Based Learning.
- Current Trend is moving to on-line testing versus pencil and paper tests.
- Teachers are also utilizing more on-line programs to help provide remediation and/or enrichment for students.
- Math teachers used a computer based program to provide tutoring for students after school.
- Technology Committee needs to be more active and seek out student and campus needs.
- Technology Committee needs to be communicating with Technology Department and reporting back to staff.
- Although the Bryte Bytes Survey indicated teachers were integrating technology more often in their lesson design and delivery, data indicated that students were not utilizing this technology to improve their learning.
- Principal needs more training on how to effectively implement and use technology equipment, software programs, and tools for staff meetings, staff development, and campus meetings/presentations.

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: Teachers will participate in Project Based Learning and encourage peers, community members, and parents to be involved from the beginning to the final process of student public presentations.

Summative Evaluation: Evidence of Project Based Learning and Community Involvement. Teachers and staff will be able to post dates on campus event calendar, school marquee, and websites. They will also be able to send out notices via school social media such as twitter, Facebook, and Remind 101. Campus staff will be able to post photos and updates on the GMS and GISD website.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Collect good quality examples of PBL projects throughout the school year and have presentations for the public.	1, 6	Administration, teachers, PBL Lead Team, and Instructional Specialist.	Vetted projects, photos, presentations, and social media updates.				
	Funding Sources: Title I (211) - $279.00						

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

330

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: GMS staff will create events for incoming sixth graders and their parents prior to the beginning of the school year for the purpose of transitioning students smoothly from elementary school to GMS.

Summative Evaluation: 5th Grade parent nights in the spring, "transition day" for 5th graders in the spring, and Pirate Camp.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create procedures and schedules for events.	1, 6	Campus administration, teachers, and other campus personnel.	Attendance at events, sign-in sheets, and surveys submitted by parents.				
	Funding Sources: Local (199) - $1511.00						

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

331

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: GMS will continue to host a variety of events that allow parents and community to participate throughout the school year. These events include, but are not limited to, Open House, Veterans Night, Hispanic Heritage Night, Band and Choir Concerts, a musical production, Theater One-Act Plays, Talent show, district Health Fair, and Reader's theater.

Summative Evaluation: GMS Parent and Community Involvement Events Calendar posted on website, school marquee, and written schedule of events available to parents in front office.

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				
	Funding Sources: Title I (211) - $1500.00						

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

332

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: Teachers will access resources such as the GISD Speakers Bureau and other venues, 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, 10	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. Survey community members and members of the GISD Speakers Bureau to find out how much they were utilized by teachers during the school year.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

333

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: Students from each grade level will be able to participate in various student organizations including, but not limited to, Student Council, National Junior Honor's Society, and the Principal's Student Advisory Committee (Student Ambassadors). leadership skills.

Summative Evaluation: Student organizations will meet on a regular basis. Copies of sign-in sheets, agendas, and minutes will be given to the campus secretary at the end of each meeting.

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 at least once per six weeks.	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.				
	Funding Sources: Local (199) - $1216.00						
2) Student Council will be formed and will meet regularly.		Teacher sponsors	Sign-in sheets and minutes from meetings, service projects, and other leadership services provided for the school.				
3) National Junior Honor Society will hold regular meetings and induct new members in the Spring.		Teacher Sponsors	Sign-in sheets and minutes from meetings, service projects, and other leadership services provided for the school.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

334

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 of the month will be selected by the teachers and staff on campus. The Teacher of the Month will be selected by the administration.

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.				

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

335

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: GMS will continue a mentoring program for students who are in need of positive adult role models. Students are assigned a mentor from the campus staff or from our community partners.

Summative Evaluation: Mentors will meet weekly with students during lunch time, advisory time, and or any other time as approved by the principal.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide positive role models for student well-being and success	1, 10	Counselors & Administrators	Campus sign-in log. Student Survey.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 8: GMS will create a positive culture for learning by motivating students and providing incentives for attendance, academic progress, good behavior, and participation in campus activities that help promote a positive school climate.

Summative Evaluation: A variety of campus staff and organizations will provide the incentives including, but not limited to, PTO, Assistant Principals, Counselors, Teachers, and other organizations. These incentives will be awarded at different times throughout the school year, such as the End of Six Weeks, the End of the Semester, at the end-of-the-year Academic Awards Celebration, and other times. Incentives may include food items or other privileges.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) To provide incentives to increase attendance rate, improve academic performance, promote good behavior and to motivate students to participate in campus activities that promote a culture/climate.	1, 2, 9, 10	Administrators, teachers, counselors, campus staff, PTO, support staff	Improved attendance, lower number of discipline referrals, increased academic performance, increased participation in campus activities				
	Funding Sources: Local (199) - $1000.00, Title I (211) - $1000.00						

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

337

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 focus on improving individual student Reading scores in order to increase academic performance across all content areas in all grade levels.

Summative Evaluation: Improvement in formative and summative assessments across all grade levels in all contents.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) GMS will utilize a daily schedule that supports a 90 minute ELA block in all grade levels.	1, 2, 3, 8, 9	Administration, Instructional Specialist, and ELA department.	Improved local and state assessments. Improvement in regular and ongoing formative assessments.				
2) Social Studies teachers will partner with ELA teachers to utilize reading and writing strategies to teach Social Studies content.		Administration, Instructional Specialist, District Curriculum staff, Social Studies teachers, ELA teachers.	Improved local and state assessments. Improvement in regular and ongoing formative assessments.				

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

338

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: The GMS Principal, Assistant Principals, and Instructional Specialist will work with Curriculum to train all teachers, especially those in the core content areas, on classroom strategies that develop high levels of rigor and student engagement so students can attain a higher level of understanding and critical thinking.

Summative Evaluation: GMS Administration will conduct walk-throughs and classroom observations to monitor implementation of strategies. Classroom, campus, district, and state assessment data will be used to determine effectiveness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research and obtain innovative resources that compliment the 21st century competencies for all content areas.	1, 2, 4	Campus principal, IS's, Curriculum Dept	PO's, PD				
	Funding Sources: Title I (211) - $1000.00						

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

339

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. They will use data to reflect and set academic goals.

Summative Evaluation: Data Folders will be incorporated into the campus "Explore" class.

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 "Explore" classes to document their progress.	1, 9	Teachers, Principal and Assistant Principals. Data Folders will be checked on a regular basis.	Increased campus, district, and state assessments.				
	Funding Sources: Title I (211) - $419.40						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

340

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: All content areas will be encouraged to continue to bring in people from the Speakers Bureau as well as other community and business members to foster real-world connections and experiences to enhance learning.

Summative Evaluation: Teachers will schedule specific speakers in the classroom in order to compliment classroom instruction in all subject areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Spark career interest for all students, create an opportunity for community involvement, and make real-world connections to learning.	1, 10	Administrators and teachers	Sign-in Campus Sheet and Survey students				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

341

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: The principal will ensure that all staff will be trained in Project Based Learning (PBL).

Summative Evaluation: All new staff will be PBL trained before the beginning of the 2017-2018 school year.

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.	1, 2, 4, 5	Administration and district curriculum personnel	To have current staff trained by 2015-2016 and additional staff on a continual basis.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

342

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 staff will be provided with professional development opportunities that equip them to provide a rigorous curriculum, innovative instruction strategies, and more effective technology application and usage for the purpose of improving student academic success.

Summative Evaluation: Ongoing professional development opportunities provided throughout the year and surveys to evaluate the effectiveness of each training opportunity.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct regular 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, 4	Teachers, Principal, Assistant Principals, Instructional Specialist, and Curriculum Staff	Information from meetings and data from classroom assessments including, but not limited to quizzes, tests, exit tickets, and mini assessments 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) - $3182.00, Title I (211) - $3182.00						
2) Departments will collaborate with the Instructional Specialist and curriculum to identify and implement resources that positively impact student learning and success.		Principal, Instructional Specialist, Curriculum Department	Data from formative and summative assessments.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

343

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 7: GMS will utilize assessment instruments and the Career Cruiser program for all grade levels to assist in preparing students for post-secondary education and career opportunities.

Summative Evaluation: Counselors will use information gleaned from surveys and the Career Cruiser program to academically advise students.

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, 10	Counselors and Administrators	Data Reports with student results				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 8: Campus Staff will seek outside professional development opportunities to address areas of need in various contents and for different grade levels.

Summative Evaluation: Campus and District Assessments will identify the needs and travel authorizations and purchase orders will document the outside professional development, programs, and supplies needed.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Staff will attend professional development opportunities outside of our district.	1, 4	Administration, department heads, campus secretary.	PO's, travel authorizations, certificates				
	Funding Sources: Title I (211) - $1500.00, Title I (211) - $1500.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

345

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 9: GMS will utilize a variety of instructional resources including, but not limited to, textbooks, workbooks, online textbooks, online programs, dictionaries, calculators, technology equipment and technical applications to provide service and assistance to our special populations, such as: ELL, Hispanic, SPED students, Low SES, GT, and 504 students.

Summative Evaluation: Demographic data, surveys, assessment data, and other information will be utilized to purchase instructional resources.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use of a variety of resources.	1, 10	Department heads, curriculum staff, Instructional Specialist, administration, librarian.	PO's				
	Funding Sources: Title I (211) - $1500.00, Title I (211) - $1500.00						
2) SSI Intervention will be implemented after 8th reading and math STAAR		Principal and teachers	Increased numbers passing on 2nd admin				
	Funding Sources: State Comp Ed (24)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 consisting of staff, teachers, administrators, and 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 at the beginning of the new school year	1, 2	Administrators, teachers, technology department	Growth in Bright Bytes survey				

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

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 its alignment with Technology Goals and provide technology training resources to GMS staff on a regular basis.

Summative Evaluation: Campus Technology Goal Alignment and Training

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

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.	I	GMS Technology committee members and Campus Secretary	Inventory List				
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

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

350

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 will provide updated technological resources to help special populations of GMS students such as ESL students, GT students, SPED students, Hispanic students, and Economically Disadvantaged students, as well as the school's general population of students.

Summative Evaluation: Purchase new technological resources.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Purchase new resources for special populations.	1	Campus Intervention Coordinator, Instructional Specialist, Dylsexia Coordinator, teachers, and Principal	New resources and integration of resources.				
	Funding Sources: Local (199) - $270.00, Local (199) - $270.00, Local (199) - $270.00						

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

351

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 6: GMS Administration will continue to work with the campus staff, Technology Committee, Campus Advisory Committee, and Technology Director to provide state-of-the-art technology equipment for current and future needs and to maintain such equipment. GMS will continue to maintain and utilize technology equipment purchased between 2014 and 2016.

Summative Evaluation: The campus librarian and the campus administrators will manage the inventory, oversee the work orders, and communicate with the District Technology Department to maintain the equipment in optimal working condition, as well as solicit input from student and teacher groups for future technology needs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) GMS will maintain equipment in optimal working condition and procure new technology.	1, 2	Principal, secretary, instructional team, teachers, librarian, and district technology staff	Integration of technology during classroom instruction.				

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

352

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 administration will continue to work with district personnel to maintain a safe and secure campus including entrance areas for visitors and parents, as well as maintain the security of the teacher lounge that connects to a secured front office entrance.

Summative Evaluation: The GMS administration and district personnel will continue to work together to maintain secured entrances, camera equipment, radio equipment, and other safety equipment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to adhere to district safety policies.	2	Principal, Architects, Superintendent, front office staff, technology staff	Secure facilities				
✓ = Accomplished  = Considerable  = Some Progress = No Progress ✗ = Discontinue							

353

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	I	Principal, Assistant Principals, and Staff, District facilities and safety staff	Monthly Drills and Staff Safety Training certificates				

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

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 meet with each Fine Arts Program staff to determine current and future needs for students and teachers.

Summative Evaluation: Each Fine Arts Program will create a list of needs to include equipment that would create a state-of-the-arts facilities and set goals for the current year.

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						

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

355

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 provide various Parent/Community trainings throughout the school year pertaining to safety, technology, and other issues as they arise.

Summative Evaluation: Parent/Community Trainings Sign-in Sheets.

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 usage.	1, 6	Administration, Office Staff, and Campus Advisory Committee.	Regular parent phone calls and emails and Sign-in sheets for trainings. Online registration completed.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

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 will continue to work with the Technology Department and the Curriculum Department to provide Administrators, Counselors, teachers, and staff with creative ideas for classroom use of technology, new technological advances with equipment and software applications, innovative classroom strategies, as well as workshops and trainings to keep them abreast of current school issues with respect to safety, security, bullying, discipline, and other important issues.

Summative Evaluation: Staff Development Attendance

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ATTENDANCE OF THE WORKSHOPS	1, 4, 10	PRINCIPAL, ASSIST PRINC	Better knowledge of current safety training, bulling training, etc, to keep students safe.				
	Funding Sources: Title I (211) - $2500.00						

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

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: The GMS principal will continue to survey staff and students to determine current needs to support rigorous academic curriculum.

Summative Evaluation: Surveys and Scope and Sequence for a Rigorous Academic Curriculum.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Survey sent out.		Principal and Curriculum Department	Results of survey				
✓ - Accomplished ◕ - Considerable ◔ - Some Progress ○ - No Progress ✗ - Discontinue							

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: The GMS principal will continue to collaborate with other middle school principals to research and investigate school day schedules that provide optimal learning time for students and instructional time for teachers.

Summative Evaluation: School Day Schedules and Master Schedule.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Middle School Principal meetings.	1	Middle School Principals and Staff.	Similar schedules for both middle schools				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

359

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: The GMS Principal will continue to 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 with regard to schedules	1	Campus Leadership Team and PEIMS Clerk	Develop and implement of an effective master schedule				

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

360

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 will utilize an "Explore" class to provide academic opportunities for all students based on their individual needs. Opportunities for tutoring, organizational skills training, counselor guidance, GT/enrichment, and/or remediation will be provided during "Explore" time.

Summative Evaluation: Monitor data from grades, campus and district assessments, and STAAR tests.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Support rigorous academic curriculum through "Explore" class time.	1, 2, 8, 9, 10	Instructional Team, Administration, Teacher providing interventions/enrichment	Growth in local and state assessments				

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

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 5: GMS will utilize a nine-period schedule in order to provide extra time and increased rigor for ELA classes.

Summative Evaluation: Monitor data from campus, district, and state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ELA will be double-blocked in the master schedule.		Campus administration, counselors, PEIMS personnel, Instructional Specialist, and ELA teachers.	Improvement on campus, district, and state assessments.				

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

362

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 6: GMS will provide two enrichment math classes for each grade level on campus.

Summative Evaluation: Monitor data from campus, district, and state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) A double-blocked math enrichment class will be incorporated into the master schedule.		Campus administration, counselors, PEIMS personnel, Instructional Specialist, and Math teachers.	Master schedule that incorporates two math enrichment classes per grade level. Improvement on campus, district, and state assessments.				

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

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 Principal and Curriculum Department will provide support to teachers through a Project Based Learning initiative.

Summative Evaluation: The PBL Lead Team will work with the District Curriculum Department and the campus instructional specialist to provide support for teachers who are implementing and using PBL in their instruction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) PBL Lead Team meetings and teacher training opportunities.	1, 2, 3, 4, 8, 10	Principal, PBL Lead Team, Curriculum Department	Student products and presentations, increased growth in local and state assessments.				

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

364

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 will continue to work with the district Curriculum Department to train new staff in the Project Based Learning (PBL) system.

Summative Evaluation: All new staff will be PBL trained by the 2017-2018 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have all teachers trained in PBL.	1, 2, 3, 8, 10	Principal, Curriculum Department	PBL Certificates, Implementation of PBL in the classroom.				
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

365

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 core content teachers will continue to meet regularly with the District Curriculum department in Professional Learning Communities (PLCs) before and after school for the purpose of improving student engagement, creating rigorous lessons, and improving student performance.

Summative Evaluation: District calendar invites, notebooks with pertinent student data, and sign-in sheets will provide documentation for participation in PLCs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of District PLC meetings.	1, 2, 3, 8	Administration, Instructional Team, District Curriculum staff	Improved instruction and growth in student achievement.				
✓ = Accomplished  = Considerable  = Some Progress = No Progress ✗ = Discontinue							

366

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 core content teachers will meet regularly with the assistant principals and the Instructional Specialist to review data pertaining to district common assessments to discuss how this information will drive instruction, improve learning, and promote academic growth for students.

Summative Evaluation: Collect, Analyze, Reflect, and Act (CARA) meeting notes, DMAC data pertaining to district common assessments, sign-in sheets, and lesson plans.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of CARA meetings to review progress, data, and instruction.	1, 2, 3, 8	Administration, Instructional Specialist, core content teachers	Improved instruction and improvement in academic progress.				
✓ = Accomplished  = Considerable  = Some Progress = No Progress ✗ = Discontinue							

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 continue to provide learning opportunities for students through field trips and innovative technological devices. These opportunities and technologies will be funded through various state and federal monies as well as GISD Educational Foundation Grants.

Summative Evaluation: Student participation in field trips and integration of technologies in the classroom.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize monetary resources to provide students with real-world learning opportunities.	1, 9, 10	Administration, Department Heads, school secretary, Instructional Team	Attendance of field trips, events, and other learning-related activities.				
	Funding Sources: Title I (211) - $1500.00, Local (199) - $1500.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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 will provide a variety of opportunities for parents and community to support students in their Learning during school hours as well as after school events.

Summative Evaluation: GMS will provide parents the opportunity to participate in various programs and events during and after school.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) GMS will host the following events: Teen Read Week, Veteran's Day Program, Book Fair Week, Band and Choir Concerts, One-Act Play Productions, Project Based Learning Presentations, Various Athletic Games and Events, Pirate Camp, Open House, Grade-Level Parent Nights, GMS Musical, Academic Awards Night, and other related school activities.	6	Administrators, teachers, and staff.	Posters, Flyers, Programs, and sign-in sheets.				
	Funding Sources: Title I (211) - $1000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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 Staff and Teachers will provide tutoring outside of the normal school hours before and after school.

Summative Evaluation: Tutoring Logs

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 4:15-6:15. Offer activity bus.	1, 9	Administrators, teachers	Attendance/Tutoring Sign-in Sheets				
	Funding Sources: Title I (211) - $2800.00						

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

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

Performance Objective 8: 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.				

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

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

Performance Objective 9: GMS will intentionally and continually assess the needs of GMS students to ensure equitable access to the curriculum, academic success, and optimal health and well-being. Parent surveys, staff surveys, parent phone calls, fitness grams, physical screenings, and other forms of data collection will be utilized on a regular basis.

Summative Evaluation: GMS will utilize assessment instruments to assess student needs and respond to those needs accordingly.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize assessment instruments.	1, 6, 10	Counselors, Campus Advisory Committee, Nurse, Administrators and campus staff	Identification of needs, completed surveys				
2) GMS will provide health and academic services based upon needs identified.		GMS administration, nurse, counselors, Instructional Specialist, teachers	Reduction of health and academic needs				

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

372

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

Performance Objective 10: Teachers and staff of non-core subjects/contents such as fine arts, fitness and wellness, library, counselors, etc. will support core curriculum in a variety of ways. This will be accomplished primarily through "Explore" classes but will also be accomplished indirectly in a variety of other ways including, but not limited to, guidance classes taught by counselors, library activities, and integration of core content in non-core curriculum.

Summative Evaluation: Seamless integration of core curriculum across all content areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Motivate and provide support for non-core teachers to support math, reading, and writing in their varied content areas.	1, 2, 3	Administration, Department Heads, Instructional Team.	Student work that illustrates integration of core curriculum.				

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

373

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

Performance Objective 11: GMS will begin the implementation of the AVID program, which provides additional assistance to students who would potentially be first-generation college graduates.

Summative Evaluation: GMS will begin preparations and procedures for full implementation of the program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Hold regular AVID meetings among AVID team members to begin AVID implementation.		AVID coordinator, campus administration, AVID team.	Regular meetings and workable plan for implementation.				

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

374

State Compensatory

Budget for Granbury Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 041 0 24 000	6117 Career Ladder - Locally Defined	$56,896.00
199 e 11 6141 00 041 0 24 000	6141 Social Security/Medicare	$677.00
199 e 11 6142 00 041 0 24 000	6142 Group Health and Life Insurance	$4,911.00
199 e 11 6143 00 041 0 24 000	6143 Workers' Compensation	$552.00
199 e 11 6144 00 041 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$3,405.00
199 e 11 6145 00 041 0 24 000	6145 Unemployment Compensation	$50.00
199 E 11 6146 00 041 0 24 000	6146 Teacher Retirement/TRS Care	$1,972.00
	6100 Subtotal:	**$68,463.00**
6300 Supplies and Services		
199 e 11 6395 00 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$9,618.00
199 e 11 6395 AV 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$4,520.00
199 e 11 6395 GW 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,000.00
199 e 11 6397 00 041 0 24 000	6397 Other Equipment - Locally Defined	$10,350.00
	6300 Subtotal:	**$27,488.00**
6400 Other Operating Costs		
199 e 13 6411 00 041 0 24 000	6411 Employee Travel	$5,000.00
199 e 13 6411 AV 041 0 24 000	6411 Employee Travel	$11,000.00
199 e 13 6411 GW 041 0 24 000	6411 Employee Travel	$2,000.00
199 c 23 6411 AV 041 0 24 000	6411 Employee Travel	$4,074.00

375

199 e 31 6411 AV 041 0 24 000	6411 Employee Travel	$4,074.00
199 e 11 6497 AV 041 0 24 000	6497 Fees - Locally Defined	$4,520.00
	6400 Subtotal:	**$30,668.00**

Personnel for Granbury Middle School:

Name	Position	Program	FTE
Jillian Parsons	Teacher	State Comp Ed	1

377

Title I Personnel

Name	Position	Program	FTE
Polly Pooler	Instructional Specialist	Title I	100%

Granbury Independent School District

Granbury High School

2016-2017 Campus Improvement Plan

Granbury High School

Every Student Every Day

379

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.

Vision

Value Statement

380

Comprehensive Needs Assessment

Demographics

Demographics Summary

THis is the first year in several years (approximately 10) that the high school campus is comprised of all 9th-12th grade students. All four cohort groups are under one roof.

Latest information suggests that our racial demographics are as follows: White 74.4%, Hispanic/Latino 21.2%, Two or more races 2%, and >1% American Indian, >1% Asian, >1% African American. Our campus percentage ended the 2016 school year at 39.74% for Free-Reduced Lunch recipients. District-wide, our Free and Reduced Lunch percentage is 51.75%.

The Male/Female split on our campus is 53%-47% respectively.

Other campus numbers: SPED 13.8%, CTE 92.5%, ESL 2%, GT 8%.

381

Demographics Strengths

Our Hispanic/Latino students typically perform very well on state and local assessments. We have a very high participation in extra-curricular activities across all demographics.

The students seem to thrive in an extremely economically diverse campus.

92.5% of our students at GHS are in one or more CTE classes.

Demographics Needs

Student performance on Algebra 1 and English assessments are 3-5% lower for economically disadvantaged students that the all students category. At-Rist students in generally also performed lower on Alg 1 and English assessments (STAAR/EOC).

As the Hispanic/Latino segment of our population continues to increase in size, GHS needs to support the needs of those students accordingly.

The GHS needs to offer programs and informative meetings presented in Spanish for our parents who do not speak English.

Childcare for for families needs to be a consideration, too, for meetings outside of the general school day.

382

Student Achievement

Student Achievement Summary

According to the Texas Education Agency's 2016 Accountability Summary, Granbury High School has met the state standards. In the four calculated indexes, GHS scored 73 over a target score of 60 in Index 1 (Student Achievement), Index 2 did apply to GHS (Student Progress) this year and we scored a 21 over a target of 17. GHS scored a 36 over a target score of 31 in Index 3 (Closing Performance Gaps), and 81 over a target score of 60 in Index 4 (Postsecondary Readiness).

Separetely, Crosland scored an 86 out of a target score of 60 in Index 1. Index 2 saw a score of 29 out of a target score of 17. Index 3 was a 45 out of a target score of 30. Index 4 was 59 out of a target score of 21.

This year, our campus accountability will be combined.

Student Achievement Strengths

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Science. Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation). 383

The Crossland campus (9th Grade) performs well overall on State testing initiatives.

Student Achievement Needs

Granbury High School will add any and all required references to systems safeguards when those are announced later this school year.

GHS will be targeting all student peformance in the Algebra EOC and the English I and II EOC. These assessments saw a diminished performance among at-risk and economically disadvantaged students.

While we met targets for LEP/ELL students in 2016, GHS must continue to support and monitor that demographic sub-group.

Any **retested student** will remain a focus of our attention and resources.

384

School Culture and Climate

School Culture and Climate Summary

Granbury High School has transitioned from a 10-12 campus to a 9-12 campus with a comprehensive CTE Center. The additional space, students, and staff will continue to have an affect on our school climate and culture. Working through this transition will remain a focus for our students and their families.

School Culture and Climate Strengths

Constant focus on customer service and user-friendliness remains a goal for GHS--especially as we have approximately 1000 students on campus for the first time. Adding the homeroom/quest time serves as a "home base" for students. Multiple groups facilitate spirit days and charitable events to support needs on our campus and throughout the community.

Several 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 as well as in competition venues.

385

School Culture and Climate Needs

1. As a campus, 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. Our ca mpus needs to provide more engagement opportunities for students outside of the already-established extra-curricular activities and groups.

2. We need to monitor the needs of students who are new to GHS/GISD by providing more opportunities to make meaningful social and academic connections.

3. To foster a positive climate and school culture, GHS needs to provide opportunities for 9th graders, new students, and new staff members to integrate and create a cohesive community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GHS offers some highly-specialized courses that can be difficult to staff. Some of these courses include foreign languages and certain CTE courses.

Staff Quality, Recruitment, and Retention Strengths

All core academic teachers are highly qualified for their assignments. GISD offers competitive pay and benefits as well as stipends for high-needs areas.

Staff Quality, Recruitment, and Retention Needs

GHS needs to recruit more Hispanic/Latino teachers/professionals to serve as role models for our growing Latino/Hispanic student population.

GHS is in need of a more formal new teacher mentoring process.

The campus clinic is a concern. Securing and maintaining a quality nurse for this size of campus is proving difficult.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our focus for grades 10-12 will continue to be progress in English 2, United States History, and any state requirement that was missed from grade 9. (English 1, Algebra 1, and Biology).

Our focus for grade 9 will be achievement in English 1, Algebra 1, and Biology.

Additionally, our concentration will shift from state-mandated tests to college entrance requirements (ACT, SAT, PSAT, PLAN).

GHS will utilize specialized scheduling and tutoring to assist the 2017 and 2018 Cohort Group with meeting its EOC graduation requirements.

Regarding instruction, GHS is incorporating strategies 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. Two cohort groups of 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 perform well with the low socio-economic demographic in multiple content areas. Achievement gaps are closing.

Test Performance: ELA (Eng 2 1st Admin/Eng Retesters/Eng 2 Retesters): 59%; Alg 1 Retesters: 55%; Bio Retesters: 66% and Social Students 1st Admin: 90%

9th Grade Perfromancce: ELA: (Eng 1/2 1st Admin): 78%; Alg 1: 86%; Bio: 93% and SS is not taken until grade 11.

Curriculum, Instruction, and Assessment Needs

Collectively, the staff is in need of training regarding student expectations, high rigor tasks, formative assessments, and accommodating nontraditional learners.

We will continue to improve and solidify our Project-Based Learning initiatives.

Accommodation implementation for special ed, LEP/ELL, 504 and ELL students remains a need for our staff.

GHS needs to increase active student engagement in the classroom.

GHS students need to be evaluated individually based upon past and present progress data as well as formal and informal evaluations and assessments. Staff members need to be prepared to make meaningful, data-based instructional decisions.

GHS staff members needs to study the Fundamental Five by Sean Cain.

Family and Community Involvement

Family and Community Involvement Summary

Current activities for parent and community involvement include

- Expansion of the GHS Parent Academy focusing on parent-needs throughout the school year.
- Whole-school orientation in August 2016.
- 9th Grade Parent Meeting August 2016.
- 10th Grade Parent Meeting (January).
- 11th Grade Parent Meeting (to discuss courses and graduation requirements).
- 12th Grade Parent Meeting (to discuss transition to post-secondary life).
- Gifted and Talented Parent Meeting.
- Title I Parent meeting.
- Workplace partnerships and advisement for CTE tracks.
- College and Career Fair/Financial Aid Expo for all students.
- Superior support for all extracurricular activities through parent and community booster clubs.
- The GHS Campus Leadership Team consists of several parents/business owners/community members.

389

Family and Community Involvement Strengths

Our families and community members are highly supportive of groups, clubs, and organizations. Local business are willing and ready to accept our intern-level students in CTE areas.

Our counseling staff meets face-to-face with every student for academic advising.

Project-Based Learning is showcased for Family and Community through CTE nights, Fine Arts Concerts/shows, and even PBL Showcase for general classroom.

Family and Community Involvement Needs

GHS needs to foster parent support and involvement in more educational processes.

GHS needs to foster strong community relationships and partnerships.

GHS needs to provide parent/community resources and materials presented in a home language.

GHS needs to offer Parent Academy meetings to meet community and student needs (without language barriers).

School Context and Organization

School Context and Organization Summary

Granbury High School receives support from the district level in terms of personnel, advisement, and financial resources. This allows our administrative and teaching teams to work together to find solutions to the problems of our under-performers. They are afforded smaller classes, more individualized instruction, special scheduling, and other resources as needed.

Teachers and parents are given a voice in the decision-making process through the Campus Leadership Team. Teachers select representatives to sit on this committee (as well and parents/community members).

Students participate in a Student-Superintendent Advisory Committee where their input is received by our district leadership regarding multiple issues ranging from drug awareness to construction issues.

School Context and Organization Strengths

Central Administration Support

391

Support for special populations of students (LEP. BIL, SPED, etc.)

Superintendent/Student Advisory Committee meets with Dr. Largent quarterly to discuss issues.

School Context and Organization Needs

GHS could use more opportunities for parents and community members to have access to and input into the decision-making process.

GHS needs to make us of the new Mobile Learning Unit through curriculum and transportation.

Technology

Technology Summary

Every teacher has a laptop computer. The campus has a few stationary labs, which are CTE specialized. Additionally, we have six mobile computer labs that can be checked out on an as-needed basis.

Each campus department is going to receive sets of chromebook carts as well as an iPad cart for use in the Learning Commons.

With the completion of the Bond Initiative of 2013, the campus will be fully prepared for a 1:1x experience for our students. Each department is going to multiple chromebook carts. Additionally, the library will have a couple of iPad carts.

Technology Strengths

All teachers are proficient on the administrative use of tech tools.

Bandwidth to and from the campus is capable of students and teachers using digiital devices on a regular basis.

392

Technology Needs

GHS needs to provide teachers with continued professional development and resources to increase student use of technology in the classroom.

Each staff member needs to establish a growth-goal for integration of tech in their classroom or office.

GHS needs to establish PLCs (professional learning communities) focused on appropriate use of tech in the classroom.

When we receive the BrightBytes report, we will add to this.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates 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 utilized and researched new 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus utilizes Twitter, Facebook, and Instagram for information blasts (including clubs, organizations, parent boosters, and classrooms).	7	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) Use of School Messenger to share information about school meetings in English and Spanish	1, 7	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger				
	Funding Sources: Local (199)						
3) 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						
4) GHS will share information about attendance and how it affects various aspects of accountability and funding with all stakeholders.	7	Administration, Intervention	Info-graphic/letter mailed home to parents.				
5) GHS will utilize technology to produce a digital newsletter that appears on Instagram, Twitter, and Facebook.	7, 8	Administration	Newsletters appear on various sites.				
	Funding Sources: Local (199) - $500.00						

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

393

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Model PBL tenets by giving teachers some "voice and choice" regarding professional development opportunities	3, 6	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 are included in campus-level opportunities.		Campus Principal, Assistant Principals, Asst Superintendent, Director of Curriculum	District 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.	6	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
	Funding Sources: Title II (255)						
4) Expand utilization of Google Docs and Google Drive systems on campus.		Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	75% of the GHS Staff will be using Google Docs/Google Drive on a regular basis.				

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

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates 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	Title I	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.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

395

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates 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 multiple transition-focused events during the 2016-2017 School Year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual scheduling meetings--counselors meet with each and every student and their parents individually to develop a personal graduation plan.	7	Counselors	Meetings are held in early spring semester				
2) Freshman and Sophomore Orientation	4, 7, 8	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.	4, 7, 8	Counselors	Freshmen-August Sophomores-September Seniors-October Juniors-January				
5) Meet-the-Teacher Night at GHS (open house).	4, 7, 8	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.	8	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.	1, 7	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.	7	Counselors	Event is hosted and we have at least 100 students attend. (February)				
9) Parent Academy: Once-per-month meeting about pre-designated topics for targeted parents.	1	Jeremy Ross and Amanda Burruel, Counselors	Parent Academy sign-in				
	Funding Sources: Title I (211) - $1000.00						

396

10) Transition Night-Meet with 8th Grade parents and students about GHS	7, 8	Counselors, Administrators, CTE Program advisors, Fine Arts, Coaches	Transition night is on the calendar and completed.				

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

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

Performance Objective 5: Improve the attendance rate of Granbury High School for 2016-2017.

Summative Evaluation: GHS will have at least a 1% increase in attendance over the 93.6% registered for last year.

Strategy Description	Title I	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 of truancy are counseled, given a warning letter, home visits, and, if needed, charges are 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 recognized at the end of the six weeks for perfect attendance.				
	Funding Sources: Local (199) - $2000.00						
4) Create and share in info-graphic that explains the importance of student attendance and how this affects accountability and funding.	7	Campus Leadership Team, Administration, Intervention, Public Relations.	Document is created and shared.				
	Funding Sources: Title I (211) - $1000.00						
Critical Success Factors CSF 1 CSF 5 5) Staff "Attendance Team" that meets regularly to discuss trends and possible solutions to attendance problems.		Administration, team members.	Team is created and meeting at least 1x per six weeks.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

398

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 continue to expand Project Based Learning into the curriculum plan for the campus.

Summative Evaluation: More teachers will be trained and will implement 2 PBL activities by the end of the school year, closing in on almost all of our core academic and CTE teachers PBL trained.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	3, 6	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.	3	Administration, Teachers	Project Launches, Lesson Plans,				
3) Share PBL activities with the community in a public forum (district level) to encourage buy-in from parents and community members.	7	PBL Adopting Teachers, Administrative Support	Event is scheduled and held.				
4) GHS will be fully represented in the local and regional Science and History Fairs.		Administrators, Fair Coordinators, Curriculum Support.	Projects entered and advancing.				
	Funding Sources: Gifted (21) - $1200.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

399

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) Under-performing students are scheduled into a special EOC Prep course where they work with a mentor teacher	1, 2, 3, 4, 8	Campus Principal, Counselors, Intervention Specialists	EOC Prep classes on the schedule and students are experiencing academic success.				
2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with testing strategies and content support.	1, 2, 3	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests and student results.				
	Funding Sources: State Comp Ed (24) - $2000.00						
State System Safeguard Strategy 3) Math Teachers will work in Spiral Activities for the first ten minutes to highlight mathematical thinking, conversations, planning, and problem-solving.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration) and increase student-to-student discourse.				
	Funding Sources: State Comp Ed (24) - $2500.00, Title I (211) - $500.00						
State System Safeguard Strategy 4) Provide daily academic coaching individually or in small groups for non-proficient students in EOC testes areas. (Individual student performance data is provided to every content teacher for every non-proficient subject.)	1, 2, 3, 4	Administration, Intervention, Select Teachers,	Weekly progress reports, portfolios, and grading period report.				
	Funding Sources: Title I (211) - $6000.00						
5) Research and obtain new resources, strategies, activities that are innovative and highly motivational for targeted students		Campus Principal, Intervention Coordinator, Curriculum Dept	PO's, PD, EOC scores				
	Funding Sources: Title I (211), State Comp Ed (24)						

400

6) Social Studies teachers will work in Spiral Activities for the first ten minutes 2x per week to highlight testing strategies for SS EOC.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring), and Curriculum (for materials help).	Observation documentation.				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 7) Students will be assessed using data from formative assessments and benchmarks.	1, 3	Instructional Specialists, Curriculum Coordinators, Admin, Intervention Specialists	DMAC use and benchmark data				
	Funding Sources: State Comp Ed (24)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

401

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. GHS will increase in the number of students in AP and DC courses. GHS will increase in the number of students scoring Level III on EOC in Reading and Math.

Strategy Description	Title I	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) - $2750.00							
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) - $4000.00							
3) Math Teachers that are not in a State Tested area will continue the Spiraling Activities (Molina) to prepare students for SAT/ACT/STAAR re-test items.	4	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)				
4) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content.		Teachers, Administration	Event is completed.				
5) ELA teachers complete a "Daily Oral Discussion" (DOD) where they spend 3-5 minutes 2-3 times a week disaggregating a question that students might see on SAT/ACT/AP/STAAR.	1, 2, 3, 4	Teachers, Curriculum Coordinators, Intervention Staff.	Completed bell-ringers and walk-through observations. (Occasionally a written product.)				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◡ = No Progress ✗ = Discontinue							

402

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	Title I	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 and grade 12 still needing to pass an EOC.	4, 7, 8	Counselors, Campus Principal	Regular attendance, crediting (passing) in classes, on-time completion with their cohort group.				
2) Utilization of Odysseyware in the SOAR classroom to accelerate or recover credits.	4, 8	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
	Funding Sources: Local (199)						
3) Leaver processes will be reviewed and improved as necessary.	2	Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				
4) GHS will offer tutorials and credit recovery opportunities before and after school in order to assist students in extracurricular activities.	1	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
	Funding Sources: State Comp Ed (24) - $3000.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

403

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 access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	1, 2, 8	ARD committees, all teachers, SPEd Department Chair, Administrators	SPED students are scheduled into on-level classes (and are successful).				
2) Support SPED students and general classroom teachers by utilizing our Inclusion Support teachers in a case-manager system.	2, 8	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, limitations, and learning differences.	6	Jeremy Ross, SPED Director, Director of Curriculum, Intervention Staff	Professional development activities are held.				
	Funding Sources: Special Education (23)						
4) Create a campus level team to seek out innovative strategies and highly engaging strategies for targeted students		Principal, Campus Intervention Coordinator	Provide PD with new strategies, attend PD and conferences to gain new strategies				
	Funding Sources: Title I (211)						
Critical Success Factors CSF 1 5) Utilize technology to support the Inclusion teachers by providing a system for oral delivery of content when needed.	1, 3, 4, 8	Intervention Specialists, SPED personnell, teachers	System is established and teachers are using it.				

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

404

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: Maintain reading and writing achievement for all students, but targeting At-Risk and Low SES demographics.

Summative Evaluation: While standard was met in 2016, we will continue the strategies listed below to maintain a high level of achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.	1, 2, 3, 4, 8	Campus Principal, Intervention Specialist, Central Administration	Positions created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00, Title I (211) - $80000.00						
State System Safeguard Strategy 2) Concentrated instruction for targeted students by providing ongoing writing and vocabulary coaching.	1, 2, 3, 4, 5, 7, 8	Campus Principal, Intervention Specialist, Select Teachers	Student success in writing as demonstrated on assignments				
	Funding Sources: State Comp Ed (24)						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Teachers will participate in Professional Learning Communities to address the needs of our LEP/ESL population.	3, 6	Curriculum Coordinators, ELL Interventionist	PLC Participation				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◡ = No Progress ✗ = Discontinue							

405

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 science and mathematics achievement for targeted students.

Summative Evaluation: Improve EOC performance by 5% as measured in our State data in math and science to meet safeguards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) Intervention Specialist teacher who specifically monitors progress for targeted sub-groups.		Campus Principal, Intervention Specialist, Director of Curriculum, Asst Superintendent	Position created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	8	Teachers, Intervention Specialists	Student success in reading as demonstrated on assignments and assessments.				
2) Concentrated instruction for ESL and targeted students by providing ESOL/EOC Prep class time.	Funding Sources: State Comp Ed (24) - $40000.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

406

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 technology 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	Title I	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)				
3) Campus Tech Team evaluates and discusses with staff the Bright Bytes survey data from our teachers, students and parents.		Technology, Administration, Tech Team (Library)	Data is collected, analyzed and summarized for staff.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

407

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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide technology offerings during the summer for professional development activities.	6	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer PD agenda and certificates				
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.	6	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).				
3) Encourage teachers to have student use of technology in the learning process.	3	Administration, Tech (for support)	Use of tech in lessons as seen through lesson plans and walk-through data.				

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

408

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 Quest teacher will document completion of the Student Lessons on digital citizenship before October 1.

Strategy Description	Title I	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.				
2) Utilize the Quest period for digital citizenship updates.		Teachers	Content delivered during Quest				
3) Parent Academy focuses on strategies of supervision of students in the digital age		Admin, law enforcement, technology	Parent Academy agenda and sign-in documentation				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

409

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: Provide regular updates to staff, students, parents, and community about the changes in our campus due to construction.

Summative Evaluation: Regular digital updates provided as campus admin attends each weekly construction meeting.

Strategy Description	Title I	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.				
3) Students and teachers will be surveyed formally and informally to categorize optimal classroom furnishings and technology.		Administration and Technology.	Changes and amendments to furniture placements and future purchases are made.				

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

410

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	Title I	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.	7, 8	Counselors, Administrators, Intervention Specialists.	Student schedules reflect individual needs.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) GHS Master Schedule allows for core academic departments in 9th grade tested areas to each have a common lunch period for the purpose of team-building. (Eng 1, Eng 2, Alg 1, Bio)	1, 2	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.				

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

411

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: Provide teachers with meaningful professional development activities to enrich their teaching strategies.

Summative Evaluation: Professional development sessions are held.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide the teachers "voice and choice" over certain professional development activities.	6	Administration	Professional development schedules offer choices.				
2) Conduct a school-wide PLC with a book study, "The Fundamental Five" by Sean Cain.	6	Administration	PLC Book study is completed.				
	Funding Sources: Title II (255) - $3000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 3) Host LYS Nation/Sean Cain to do a workshop for the GHS Staff on "The Fundamental Five."	3, 6	Administration (to schedule and budget)	Workshop hosted on a PD day and completed.				
	Funding Sources: Title II (255) - $10000.00						

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

412

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 an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

Strategy Description	Title I	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, and others.	2, 8	Teachers, Administrators, Coaches, Counselors (and parents).	Number of students involved in an extracurricular activity.				
2) Support Career and Technical programming through the elective fair and scheduling.	7, 8	CTE Director, Administrators, Teachers.	Number of students enrolled in a CTE program.				
3) Provide opportunities for learning extensions and accelerations for GT students (AP/DC/Science Fair/History Fair).	7, 8	Teachers, Administrators	Enrollment in advanced classes (AP, Pre-AP, DC) and Participation in Science/History Fair				
4) National Test "Sign-Up Night" to provide support for parents to sign up for SAT/ACT tests.	7	Amanda Burruel, Claudia Hurst	Sign-Up Night Participation, Sign-in Sheets.				
5) Investigate and track extracurricular participants and non-participants to compare their success, attendance, etc.		Administration, Office Staff, CLT	Review any information in December CLT meeting.				
6) Parent Academy topics to include endorsement explanations and collection of advanced academic credits.	7	Administration, Counselors	Parent Academy agendas, sign-ins.				

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

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, similar content 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus-wide professional development opportunities, when possible, are planned in small groups so that more meaningful discussion and interaction might take place.	1, 2	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.				

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

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	$28,093.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$195,786.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	$43,921.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	$3,810.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	$20,037.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	$2,548.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$16,835.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	$226.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	$8,239.00
	6100 Subtotal:	**$319,495.00**
6300 Supplies and Services		
199 e 11 6326 00 001 0 24 000	6325 Library Books - Locally Defined	$5,000.00
199 e 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
	6300 Subtotal:	**$10,000.00**
6400 Other Operating Costs		
199 e 13 6411 00 001 0 24 000	6410 Travel, Subsistence and Stipends	$7,532.00
199 e 13 6411 AV 001 0 24 000	6411 Employee Travel	$3,800.00
199 e 23 6411 AV 001 0 24 000	6411 Employee Travel	$4,074.00
199 e 31 6411 AV 001 0 24 000	6411 Employee Travel	$2,554.00
	6400 Subtotal:	**$17,960.00**

415

Personnel for Granbury High School:

Name	Position	Program	FTE
Beth McCauley	Teacher	State Comp	100%
Cody Watkins	Teacher	State Comp	43%
Colin Contreas	Teachers	State Comp	28%
Dene Carter	Teacher	State Comp	43%
Diane Harris	Teacher	State Comp	14%
Kirk Kreiling	Teacher	State Comp	28%
Landree Page	Teacher	State Comp	14%
Liliana Torres	Paraprofessional	State Comp	100%
Michael Turner	Teacher	State Comp	28%
Ruthanne Stoup	Teacher	State Comp	14%
Steven Bailey	Teacher	State Comp	43%

416

Title I Personnel

Name	Position	Program	FTE
Aimee Tolleson	Campus Intervention Coordinator	Title I Schoolwide	1
Jayme Duckett	Instructional Specialist	Title I	1

Granbury Independent School District

Stars Accelerated High School

2016-2017 Campus Improvement Plan

Mission Statement

The Mission of STARS Accelerated High School is to provide students who may be 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 and are able to access services to help achieve post-secondary goals.

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 students enrolled. Of that:

- 13.2 % Hispanic,
- 84.2 % White/ Non Hispanic,
- 0 % African American,
- 0% American Indian
- 2.9% are Two or More Races

Socio Ecomomically -

- 52.6% of its students reported to be Ecomomically Disadvantaged,
- 2.6% are English Language Learners
- 92.31 % are considered At-Risk
- Mobility rating of 78%.
- 18.4% of STARS students recieve Special Education services.
- 23% of its students are considered Homeless.
- 15.4% of the students have had Career and Technology Courses

STARS student Population at the end of the 2014 school year consist of

- 18 % classifed as 12th graders,
- 28% 11th graders,
- 42% 10th graders
- 12% 9th graders..

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are at-risk of not graduating to earn a high school diploma and access appropriate post-secondary opportunities.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- students attend 7 hours a day
- Transportation and meals are provided
- Teachers are invested in the program

Demographics Needs

Because our students struggle with issues outside of school, attendance can be afffected. STARS needs to utilize strategic plans/positive environments/incentives to increase attendance and prevent withdrawal without completion.

421

Student Achievement

Student Achievement Summary

Last year STARS graduated 26 students. As an accelerated program, students are able to advance at an individual rate allowing them to complete a course within 6-9 weeks instead of a semester at a time. The campus also met the System Safeguards of student participation in Reading and Math with 95% and met the state safeguards Reading, Math, Science and Social Studies. STARS Accelerated High School met alternative standards on Student Achievement , Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

The students get a chance to advance at their own rate and earn multiple credits throughout the year. Once a student is finished with a class, he or she is moved into another class immediately. This allows them to accomplish their goal of an accelerated graduation. When a student completes their last class and has passed the required state tests they are officially a graduate with a graduation ceremony at the end of both the fall and spring semester. Last year more students graduated than in the previous year. We were able to meet our performance targets in math.

422

Student Achievement Needs

Because we are accelerated, students who have had attendance issues, are identified in either special education or 504, and/or have difficulties outside of school that keep them from making their eduation a priority have learning gaps which make it a challenge at times to bring them up to grade level. System safeguards have defined the campus of having a need in Federal Performance in both reading and mathematics. STARS will continue to address address the needs of each student in an attempt to close these gaps utilizing innovative teaching methods and individualized assistance in the areas of deficit.

School Culture and Climate

School Culture and Climate Summary

STARS HS culture and climate is self-paced, more individualized, and includes high expectations for all students enrolled. Social issues and pressures inherent at a traditional high school are minimized allowing for more focus on learning and individualized teaching. The school climate and culture allows us to meet the needs of all student groups through constant communication, counseling, and formative assessments.

School Culture and Climate Strengths

We are able to facilitate 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 assisting students in navigating challenges that keep them from obtaining their goals. Students now attend 4 to 7 hours per day depending on the number of credits they need to graduate. Transportation is provided at the beginning and end of the day. Breakfast and lunch are available to students. We provide counseling as needed and work to help students make connections after graduation with either vocational schools or community colleges by having students complete the FAFSA, TSI testing, and Texas Common Application prior to leaving us or just after they graduate.

423

School Culture and Climate Needs

Because of the many adversities our students have outside of school, attendance rates and attitudes about achievement are affected. Increasing student resiliency when outside challenges arise is a challenge. Connections for students and their families is paramount to meeting these challenges and preventing drop outs.

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 eight STARS staff members: four core teachers who are full time, two part time teachers for Spanish and CTE, one secretary, and principal. In addition, we have one counselor and two special education teachers who serve both STARS and the Behavior Transition Center (BTC).

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%. Current staff is dedicated to the mission/vision of STARS.

424

Staff Quality, Recruitment, and Retention Needs

We need to continue to explore innovative and engaging ways of teaching using OdysseyWare and other methods to increase student interest and productivity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Study Island, Learning Ally, and many other supplemental sources are used to deliver instruction as well as the use of textbooks. Project based learning, field trips, and partnerships with local organizations through a grant from GEF enhance learning opportunities for students.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs and print based materials for their classes. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop individualized plans based on student needs. They get to know their students well and change up the curriculum depending on how a student responds to instruction.

425

Curriculum, Instruction, and Assessment Needs

At times it is difficult for teachers to meet all needs when there are a wide array of learning levels within a class. Teachers need to continue to be trained in strategies that meet the needs of several different kinds of students. Participating in district wide professional development with other campus teachers will assist our teachers in learning innovative ways to assist student to achieve their goals.

Family and Community Involvement

Family and Community Involvement Summary

We involve families from the beginning in the interview process. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent progress, and behavioral expectations. Student progress reports are mailed home each six weeks. Additional conferences are called as needed if a student is losing focus or if an attendance contract becomes necessary. School Messenger is used to communicate absences, upcoming information, holidays, and testing dates.

Family and Community Involvement Strengths

We keep in constant communication with parents regarding progress and attendance. We mail six week progress reports and call conferences when necessary to stimulate student progress. We facilitate meetings with parents when students are not meeting their progress goals. Our counselor is knowledgable about resources in the community to assist families in need.

Family and Community Involvement Needs

Many of our students live independently, are parents themselves, and work to sustain a livelihood. This can create an issue with attendance due to work needs, transportation, and child care.

School Context and Organization

School Context and Organization Summary

When a student enrolls at STARS, an individualized plan is created for him or her. The plan is created with student involvement and his or her specific needs in mind. At the beginning of each school year, using "Capturing Kid's Hearts" training, the campus faculty guide students through the creation and use of a "Social Contract" which will be used and revisited throughout the year. Students who enroll later in the year are guided through that contract by another student and sign with their initials to agree to the contract.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual 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. We are working to create more courses to fill both academic and Career & Technology needs. Our students need help in accessing appropriate post-secondary opportunitites in order to create a life for themselves after graduation.

Technology

Technology Summary

Each classroom has 8-10 computers per classroom 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.
- High student to computer ratio

Technology Needs

Internet outages and licensing restrictions can sometimes make it difficult to complete computer-based learning. Teachers need to continue to work to provide learning opportunities that are hands-on or in a project based learning format. Training needs to be provided to increase use of Google learning environments (Classroom/Apps) for student courses.

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/completion rate				
2) Students will be involved in creating a Student Contract	Teachers & Staff	Student Contract posted in building				
3) Improve students attendance through a positive reward system. a.Sonic Friday b. Pizza Friday c. Dress Up Days d. Field Trip e. Curriculum related movie w/activity	Principal, attendance clerk	Improvement in student attendance				
	Funding Sources: Local (199) - $2500.00					
4) Parent involvement in student attendance through a. 6 week progress report b. parent phone calls c. parent conference d. attendance contracts e. truancy filings	Principal, teachers counselors	Increase in attendance and completion rate.				
5) "What You Do Matters" incentive program increases recognition for students when they work diligently, accomplish a short-term goal, behave in a way that increases positive relationships, or other accomplishments as recognized by the teachers.	All faculty, secretary, principal	Increase in positive environment, increased student productivity, increased teacher/student rapport when students are recognized for their efforts, increase in internal motivation to reach individual goals resulting in faster completion of requirements for diploma.				
	Funding Sources: Local (199) - $500.00					

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

429

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	Use of PBL strategies that promote critical thinking.				
	Funding Sources: Local (199)					
3) Use computer software program to enhance individualized needs	campus principal, teachers	Odysseyware, completion of courses at a regular rate (6 weeks maximum).				
	Funding Sources: State Comp Ed (24) - $10000.00					
4) Provide individualized instruction to meet student needs	campus principal, teachers	personal graduation plans, preparation for success on state assessments				
	Funding Sources: Local (199)					
5) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget.	Faculty/Principal/Counselor	STARS will obtain at least one grant per year that will directly affect student instruction/opportunity				

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

430

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: Teachers will be trained and implementing for 2015-16

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers have been trained and will begin implementing PBL projects in their disciplines.	Principal	Lesson Plans/Classroom Observations				
	Funding Sources: Local (199) - $1000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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
State 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, use of attendance incentives				
State 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; School Messenger will be utilized to broadcast information regarding testing				
State System Safeguard Strategy 3) Identify students with transportation needs and arrange district transportation for students who need transportation.	Principal and secretary	Transportation log				
	Funding Sources: Local (199)					
State 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				

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

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				
	Funding Sources: State Comp Ed (24) - $10000.00					
2) Students usage of technology in classroom	Teachers	Increased number of elective/CTE courses offered, credits awarded				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

433

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

434

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 to meet the new graduations requirements and receive endorsements in the various stem programs as well as participate in and Other Language courses.

Summative Evaluation: Students enrollment in CTE courses at STARS and plans for addition of a LOTE teacher for a portion of the day to offer Spanish to students on the Foundation plan with or without endorsement.

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. A partial day CTE teacher has been added to assist students with completion of these courses.	Counselor, principal	Students enrolled and credits earned				
	Funding Sources: State Comp Ed (24), CTE (22)					
2) Students who are on the Foundation plan will be instructed in Spanish at STARS by a partial day teacher	Principal	Courses completed, student enrollment				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

435

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) PBL Training and Advanced Summer Workshops	Superintendent and Curriculum Department	Signed In form, Certificates				
	Funding Sources: Local (199)					
3) Teachers will be competent in technology and in the integation of technology into their curriculum	Principal & Staff	STARR Chart				
4) Increase attendance at offerings through ESC 11 or other sources for professional development	Principal & Staff	Certificates of Completion				
	Funding Sources: Local (199)					

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

436

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) Develop 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				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

437

State Compensatory

Budget for Stars Accelerated High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6115 00 002 0 26 000	6115 Career Ladder - Locally Defined	$1,536.00
199 E 31 6117 00 002 0 26 000	6115 Career Ladder - Locally Defined	$20,907.00
199 E 11 6116 00 002 0 26 820	6116 Extra Duty Stipend - Locally Defined	$500.00
199 e 11 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$228,223.00
199 E 23 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$46,442.00
199 e 23 6125 00 002 0 26 000	6125 Salary Support - Locally Defined	$15,822.00
199 e 23 6135 00 002 0 26 000	6133 Cell Phone Allowance - Locally Defined	$245.00
199 e 23 6141 00 002 0 26 000	6139 Employee Allowances	$907.00
199 e 11 6141 00 002 0 26 000	6141 Social Security/Medicare	$3,311.00
199 E 11 6141 00 002 0 26 820	6141 Social Security/Medicare	$7.00
199 E 31 6141 00 002 0 26 000	6141 Social Security/Medicare	$303.00
199 e 11 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$3,939.00
199 e 23 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$12,088.00
199 E 31 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$1,479.00
199 e 11 6143 00 002 0 26 000	6143 Workers' Compensation	$2,215.00
199 e 23 6143 00 002 0 26 000	6143 Workers' Compensation	$667.00
199 e 23 6144 00 002 0 26 000	6143 Workers' Compensation	$3,949.00
199 E 31 6143 00 002 0 26 000	6143 Workers' Compensation	$203.00
199 e 11 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$14,505.00
199 E 31 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,349.00
199 e 11 6145 00 002 0 26 000	6145 Unemployment Compensation	$271.00
199 e 23 6145 00 002 0 26 000	6145 Unemployment Compensation	$129.00

199 E 31 6145 00 002 0 26 000	6145 Unemployment Compensation	$25.00
199 c 11 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$7,248.00
199 c 23 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$2,000.00
199 E 31 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$648.00
	6100 Subtotal:	**$368,918.00**
6200 Professional and Contracted Services		
199 e 13 6239 00 002 0 26 000	6239 ESC Services	$100.00
199 E 11 6268 00 002 0 26 000	6268 Rentals - Other/Graduation Costs - Locally Defined	$2,600.00
199 E 11 6297 TP 002 0 26 990	6297 Miscellaneous Contracted Services - Locally Defined	$3,500.00
199 E 11 6299 LL 002 0 26 000	6299 Miscellaneous Contracted Services	$25.00
	6200 Subtotal:	**$6,225.00**
6300 Supplies and Services		
199 c 11 6325 00 002 0 26 370	6325 Library Books - Locally Defined	$125.00
199 c 11 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$1,100.00
199 e 11 6395 00 002 0 26 180	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 11 6395 00 002 0 26 370	6395 Supplies, DP Operations - Locally Defined	$700.00
199 c 11 6395 00 002 0 26 390	6395 Supplies, DP Operations - Locally Defined	$700.00
199 c 11 6395 00 002 0 26 450	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 23 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 31 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$100.00
199 e 11 6396 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$500.00
199 e 31 6397 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$100.00
199 e 11 6399 00 002 0 26 000	6397 Other Equipment - Locally Defined	$90.00
199 e 11 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$200.00
199 e 11 6397 00 002 0 26 990	6397 Other Equipment - Locally Defined	$1,175.00
199 E 11 6397 CR 002 0 24 000	6397 Other Equipment - Locally Defined	$10,000.00

199 E 11 6399 00 002 0 26 000	6399 General Supplies	$90.00
	6300 Subtotal:	**$16,780.00**
6400 Other Operating Costs		
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	$350.00
199 e 23 6411 00 002 0 26 000	6411 Employee Travel	$500.00
199 e 23 6411 75 002 0 26 000	6411 Employee Travel	$1,250.00
199 E 11 6412 00 002 0 26 000	6412 Student Travel	$100.00
199 E 33 6412 00 002 0 26 000	6412 Student Travel	$35.00
199 e 11 6495 00 002 0 26 000	6495 Membership Fees	$120.00
199 e 11 6497 00 002 0 26 000	6495 Membership Fees	$50.00
199 E 23 6495 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 31 6495 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 11 6498 00 002 0 26 000	6498 Athletic/PE Supplies - Locally Defined	$2,500.00
199 e 11 6499 CF 002 0 26 000	6499 Miscellaneous Operating Costs	$500.00
199 e 11 6499 00 002 0 26 000	6499 Miscellaneous Operating Costs	$100.00
	6400 Subtotal:	**$6,105.00**
6600 Capital Outlay Accounts		
199 e 11 6644 00 002 0 26 000	6649 Capital Assets - Locally Defined	$300.00
199 E 23 6649 00 002 0 26 000	6649 Capital Assets - Locally Defined	$100.00
	6600 Subtotal:	**$400.00**

Personnel for Stars Accelerated High School:

Name	Position	Program	FTE
Brandon Helton	Teacher	State Comp Ed	100%
Ginna Marks	Principal	State Comp Ed	100%
Greg Brown	Teacher	State Comp Ed	100%
Misty Walters	Counselor	State Comp Ed	100%
Rhonda Naylor	Teacher	State Comp Ed	100%
Terry Keith	Teacher	State Comp Ed	100%

School Priority Month Resolution

Acknowledgement of Engagement

Whereas the system of Texas Public Education is founded on the principle of necessity for a prosperous society and for individual opportunity; and

Whereas the success of our local public schools is dependent on the axiom of community engagement and a shared responsibility; and

Whereas the collective efforts by parents, educators, and the community foster the opportunities for student success; and

Whereas these accomplishments represent the fabric of local education, therefore;

Be it resolved that as a biennial event, the Granbury Independent School District hereby acknowledges the value of engagement by inviting into our local school a representation of elected official from all levels of government during the month of October, 2016; and

Be it resolved that this engagement period known as "School Priority Month" provides a pathway for honor, respect, and communication between our elected officials and our local public schools; and

Be it resolved that beneficial experiences are shaped as our public officials observe and interact with students and educators alike; and

Be it resolved that these engagements create new partnerships with our public officials and foster long term meaningful relationships for the benefit of our future- our children.

We hereby adopt this **School Priority Month Resolution** as an acknowledgment of engagement on this 19th day in the month of September, during the year of 2016 by the Granbury ISD's Board of Trustees.

_____

Presiding Officer

_____

Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 13, 2016
RE: August 31, 2016 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended August 31, 2016 for the general operating fund.

The statement for the period ended August 31, 2016, includes only those transactions that occurred between the period of September 1, 2015, and August 31, 2016 as well as estimated year end activity for TEA settle-up on state revenue and recapture payments. Revenue collected to date for the financial statement ended August 31, 2016 equals 100.08% of the budgeted amount compared to 102.14% last year. Expenditures to date for the financial statement ended August 31, 2016 represent 95.58% of the budget compared to 95.63% last year.

Please Note:

The August Financials are representative of revenues and expenses that have been booked as of the date the report was generated, 9/13/2016. And while these financials are an indication of how the fiscal year will end up, keep in mind there will be changes and adjustments made that will impact the final numbers. The revenue figures include an estimate of $791,752 for the District settle-up with TEA on earned state revenue as well as an estimate of $176,827 for the recapture overpayment settle-up. This revenue and expenditure settle-up is a positive impact to the budget bottom line totaling $968,579. In addition, 2016-17 revenues will be accrued back into the 2015-16 year and expenditure payments will change somewhat by August payroll amounts that will be accrued into the 2016-17 year. There will also be deferred revenues and expenses that will be moved between the two fiscal years for various other revenues and expenses that have yet to be received. Lastly, there will be final adjusting entries made by the auditors to the 2015-16 year once they perform our annual audit later this fall.

Respectfully submitted,

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 13, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2016

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	48,573,905	48,258,436	315,469	99.35%	101.04%
INVESTMENT INCOME	29,000	155,342	-126,342	535.66%	135.98%
OTHER LOCAL INCOME	553,954	534,382	19,571	96.47%	189.59%
5800 STATE					
STATE FUNDING	9,179,309	9,344,369	-165,060	101.80%	98.17%
5900 FEDERAL					
FEDERAL PROJECTS	835,000	925,640	-90,640	110.86%	202.14%
TOTAL REVENUES	**59,171,168**	**59,218,170**	**-47,002**	**100.08%**	**102.14%**
EXPENDITURES					
11 INSTRUCTION	31,687,310	30,895,570	791,740	97.50%	98.15%
12 INSTRUCTIONAL RESOURCES & MEDIA	729,195	723,261	5,934	99.19%	93.06%
13 CURRICULUM & STAFF DEVELOPMENT	803,488	760,678	42,810	94.67%	93.58%
21 INSTRUCTIONAL LEADERSHIP	505,308	498,568	6,740	98.67%	90.07%
23 SCHOOL LEADERSHIP	3,361,464	3,300,578	60,886	98.19%	98.45%
31 GUIDANCE/COUNSELING	2,663,216	2,622,273	40,943	98.46%	98.21%
32 SOCIAL WORK SERVICES	65,000	64,648	352	99.46%	100.00%
33 HEALTH SERVICES	431,690	429,121	2,569	99.41%	94.02%
34 TRANSPORTATION	2,817,573	2,468,226	349,347	87.60%	94.65%
35 FOOD SERVICE	0	0	0	0.00%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	1,886,259	1,756,040	130,219	93.10%	92.95%
41 GENERAL ADMINISTRATION	2,345,426	2,163,705	181,721	92.25%	99.36%
51 PLANT MAINTENANCE	6,170,008	5,572,706	597,302	90.32%	92.68%
52 SECURITY & MONITORING SERVICES	565,292	454,685	110,607	80.43%	81.12%
53 DATA PROCESSING	1,252,711	1,243,380	9,331	99.26%	95.23%
61 COMMUNITY EDUCATION	85,103	44,796	40,307	52.64%	80.84%
71 DEBT SERVICE	0	0	0	0.00%	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	419,414	359,864	59,550	85.80%	94.15%
91 CONTR INSTRUCTIONAL SERVICES	3,199,338	3,018,831	180,507	94.36%	85.18%
93 PAYMENTS TO FISCAL AGENT	25,620	25,620	0	100.00%	0.00%
99 OTHER INTER GOV CHARGES	840,000	804,118	35,882	95.73%	96.63%
TOTAL EXPENDITURES	**59,853,415**	**57,206,668**	**2,646,746**	**95.58%**	**95.63%**
	0				
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(682,247)**	**2,011,501**	**(2,693,748)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2016

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	49,156,859	48,948,161	208,698	99.58%
5800 STATE SOURCES	9,179,309	9,344,369	-165,060	101.80%
5900 FEDERAL SOURCES	835,000	925,640	-90,640	110.86%
TOTAL REVENUES	**59,171,168**	**59,218,170**	**-47,002**	**100.08%**
EXPENDITURES				
6100 PAYROLL COSTS	44,141,664	43,645,920	495,744	98.88%
6200 PROFESSIONAL & CONTRACTED SERVICES	9,702,614	8,611,978	1,090,636	88.76%
6300 SUPPLIES/MATERIALS	2,769,543	2,321,259	448,284	83.81%
6400 OTHER OPERATING	1,301,362	972,722	328,640	74.75%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	1,938,231	1,654,789	283,442	85.38%
TOTAL EXPENDITURES	**59,853,415**	**57,206,668**	**2,646,746**	**95.58%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(682,247)**	**2,011,501**	**(2,693,748)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 12, 2016
RE: Cash Flow and Investment Report as of August 31, 2016

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending August 31, 2016.

Respectfully submitted,

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 12, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM AUGUST 1, 2016 TO AUGUST 31, 2016

FOR BOARD MEETING September 19, 2016

	FIRST FINANCIAL BANK								INVESTMENTS				MAPP	
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS TERM	PROGRAM	TOTAL
BEGINNING BALANCE-AUGUST 1, 2016	$ 828,650	$ 6,156	$ 76,505	$ 1,445,486	$ 480,299	$ 197,930	$ 30,336	$ 629,255	$ 2,655,084	$ 31,391,688	$ 2,278	$ 9,400,104	$ 5,020,855	$ 52,164,623
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 85,267.93		$ -					$ 78,139						$ 163,407
														$ -
TAX COLLECTIONS	$ -	$ -								$ 326,165				$ 326,165
														$ -
TEA COLLECTIONS:														$ -
CHILD NUTRITION	$ 15,517							$ 19,792						$ 35,310
FOUNDATION	$ 1,052,318													$ 1,052,318
TITLE FUNDS	$ -													$ -
AVAILABLE SCHOOL FUND	$ 272,524													$ 272,524
IDEA-B FUNDS	$ -													$ -
IMA	$ 187,523													$ 187,523
PERKINS	$ -													$ -
MAC/SHARS	$ 5,824													$ 5,824
TRANSFERS IN	$ 4,000,000	$ 34,000	$ 4,040,000	$ 1,331,786	$ 2,228,083	$ 30,958	$ 15,226		$ -	$ -	$ -	$ -	$ -	$ 11,680,053
														$ -
BOND PAYMENT														$ -
OPERATING EXPENSES	$ (1,672,214)	$ -	$ (4,079,481)		$ (1,613,705)	$ (4,931)	$ (17,114)	$ (79,923)	$ -				$ (720)	$ (7,468,087)
PAYROLL	$ (3,386,055)		$ -	$ (1,401,575)				$ (105,223)						$ (4,892,852)
TEA RECAPTURE	$ (435,439)	$ -			$ -									$ (435,439)
TRANSFERS OUT	$ -	$ (34,515)	$ -			$ -			$ -	$ (4,134,000)	$ -	$ (3,940,000)		$ (8,108,515)
MARKET APPRECIATION / (DEPRECIATION)													$ (9,818)	$ (9,818)
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 103	$ 1	$ 37	$ 187	$ 66	$ 37	$ 4	$ 102	$ 1,402	$ 15,679	$ 1	$ 2,452	$ 6,265	$ 26,335
ACCRUED INTEREST PAID														$ -
ENDING BALANCE-AUGUST 31, 2016	$ 954,019	$ 5,641	$ 37,061	$ 1,375,885	$ 1,094,742	$ 223,993	$ 28,452	$ 542,142	$ 2,656,486	$ 27,599,532	$ 2,278	$ 5,462,555	$ 5,016,582	$ 44,999,369
INTEREST ACCRUED, NOT PAID AT MONTHS END														$ -
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	48 Days	42 Days	44 Days	5 Days	1.382 Years	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.720%	0.614%	0.374%	0.480%	0.907	
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.580%	0.580%	0.369%	0.440%	0.908	
												CDs Various		

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

L..O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

Emmett J. Whitefield

2015-16 INTEREST			
ACCRUED (as of 8/31/16)			
Sep-15	$ 22,209.02	Mar-16	$ 35,114.58
Oct-15	$ 6,291.89	Apr-16	$ 29,811.29
Nov-15	$ 5,974.21	May-16	$ 28,377.81
Dec-15	$ 72,324.60	Jun-16	$ 54,594.65
Jan-16	$ 16,796.29	Jul-16	$ 49,978.25
Feb-16	$ 25,033.27	Aug-16	$ 26,334.58
		TOTAL	$ 372,840.44

AUGUST INTEREST ACCRUED	$ -
AUGUST INTEREST EARNED & PD	$ 26,334.58

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 12, 2016
RE: Bond Expenditure Update
As of August 31, 2016

SUMMARY:

Attached are bond expenditures through the period ended August 31, 2016. Expenditures are divided into two categories - "Construction" and "Other Areas". The Construction category includes expenditures related to the construction or renovation/remodeling of buildings. The Construction category also includes a breakdown of expenditures by vendor. The Other Areas category includes expenditures for non-construction related expenditures from bond funds.

Respectfully submitted,

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: September 12, 2016

GRANBURY ISD

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 08/31/16)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 4,840,832.58	$ 12,141.88	$ 4,605,937.53
Hard Cost	$ 58,314,152.26	$ 9,192,844.10	$ 49,368,681.91
Contingency	$ 555,449.12	$ 1,465.04	$ 542,164.83
Construction Total	***$ 63,710,433.96***	***$ 9,206,451.02***	***$ 54,516,784.27***

Summary Status - Other Areas

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.21	$ 24,164.86	$ 259,704.21
Bus Replacement	$ 1,600,000.00	$ -	$ 1,599,999.98
Classroom Furniture	$ 999,827.67	$ -	$ 226,360.77
Furniture, Fixture, Equip	$ 4,461,564.48	$ 1,987,172.58	$ 1,695,883.55
Technology	$ 10,800,000.39	$ 1,045,226.73	$ 5,439,520.23
Other Areas Total	***$ 18,261,392.75***	***$ 3,056,564.17***	***$ 9,221,468.74***

Construction Vendor Status

Contract / Service	Paid to Date	Description
Alliance Geotech	$ 253,392.06	*Materials Testing*
Buford-Thompson	$ 49,622,733.91	*Construction Mgr*
City of Granbury	$ 186,743.30	*Permits*
DFW Waste Oil	$ 650.00	*Oil Disposal - GHS Auto Shop*
Elliott Electric	$ 10,682.75	*CTE Move to Ag Complex*
ERI Consulting	$ 5,925.00	*Asbestos Abatement Consultant GHS*
GCA Services	$ 12,431.00	*Scrub & Finish New VCT - GHS*
G&G Electric	$ 6,678.00	*AG Complex Welder Plugs; Misc Svc*
Gomez Floor	$ 2,764.53	*Dressing Rm Floors (due to abatement)*
Grainger	$ 1,720.86	*Hoists for Ag & Auto Shop*
Granbury Glass	$ 2,292.00	*Mirrors - GHS*
Granbury Winnelson	$ 5,833.84	*Rods for Band & Choir Uniform Storage*
HC News	$ 196.50	*Public Notice Ad*
HD Snow House Moving	$ 13,600.00	*Move Portables*
Henson's	$ 2,311.00	*JROTC Metal Plate*
Home Depot	$ 7,441.13	*Ramps to Portables; Misc.*
Huckabee	$ 4,098,027.17	*Architect*
IESI	$ 13,182.90	*Temporary Roll-Off*
JPH Land Surveying	$ 44,900.00	*Survey*
JSK Company	$ 7,480.00	*Video Surveillance Supplies - GHS*
Kelly-Moore	$ 2,622.18	*JROTC Floor*
Lone Star Communications	$ 3,380.00	*AES & EES Gym Intercom*
Mark's Plumbing	$ 392.48	*Temporary Training Rm*
Mobile Modular	$ 12,472.30	*Pods - GHS*
1 Priority	$ 31,700.00	*Abatement - GHS*
Print One	$ 133.25	*Signage - OW*
Rental One	$ 578.10	*Equipment Rental*
Quality Sound	$ 28,100.00	*PA System Upgrade - BIS, OWS*
School Specialty	$ 367.71	*White Board - OW*
STS360	$ 91,631.64	*Video Surveillance Upgrade - GHS*
TASB	$ 21,382.00	*Asbestos Testing - All campuses*
The Rios Group	$ 22,875.00	*Subsurface Utility*
TX Dept of State Health Svc	$ 238.00	*Asbestos Abatement Notification Fee*
Woodard Builders	$ 1,925.66	*Glass in Receptionist Door - BES*
Construction Vendor Total	***$ 54,516,784.27***	

Summer School 2016

~~Accelerated Instruction (SSI) 2016~~

450

September 19, 2016

Summer School

- LEP Students Entering Kindergarten and 1st Grade
- ~~5th/8th Grade Intervention for 3rd Administration of STAAR Reading and Math~~(suspended by TEA due to multiple discrepancies in new testing system with ETS)
- Credit Recovery and Acceleration
- STAAR Intervention and Assessments

  ELA I, ELA II, Algebra I, Biology,

  US History

451

Summer School

- LEP
  - 120 hours
  - 41 students attended
  - Transportation, Breakfast and Lunch provided
  - Objective – maintain and improve receptive and expressive language skills

Credit Recovery/Acceleration

- June 6 – July 1 (no Fridays)
- 2 sessions per day
- $100 per ½ credit
- 26 students attended
- 37 credits awarded
- Transportation, Breakfast, and Lunch Provided

453

SSI and Accelerated Instruction - EOC

- Intervention Program
  - June 22-25 and July 6-9
  - 57 students attended at least 1 of 4 days
- Transportation, Breakfast and Lunch Provided

SSI and Accelerated Instruction Results

- Attended Summer Intervention

	Passing	Number Tested
ELA I	51%	59
ELA II	41%	37
Algebra I	63%	16
Biology	67%	6
US History	67%	6

455

SSI (1st and 2nd Administrations) and Accelerated Instruction Other Intervention Strategies

- 2015-2106
  - Before and after school intervention programs
  - Tutoring during the school day
  - Software programs
    - Odyssey Ware
    - Study Island
    - iStation
  - STAAR Blitz
  - EOC Course

GISD Federal Budgets 2016-2017

PROGRAM	TOTAL	DESCRIPTION
	6100 *Payroll Costs*	
Title I	1,073,820	Salary, benefits, district costs - 1 1/2 Campus Intervention Coordinators, 8 Instructional Specialists, 1 Title I Aide, 1 Acceleration Aide, 1/2 Federal Coordinator, tutoring
Title II	17,800	Substitutes for Profesional Development or classroom visits
Title III	12,500	Bilingual paraprofessional Emma
CTE	0	
SPED	746,263	Salaries, benefits, district costs for SLP's, Diagnosticians, Aides
	6200 *Contracted Services*	
Title I	9,141	Professional development
Title II	126,871	Results Coaching, ESC Contract, PD 360, summer training (district initiatives), PLC Conference
Title III	10,000	Seidlitz professional development, Conintuation of Sheltered and ELPS PD
CTE	0	
SPED	317,529	Contracted services PT, O&M, VI, assessment
	6300 *Supplies and Materials*	
Title I	48,428	Supplies materials for parent involvement (Ready Rosie and Bringing It Down) and homeless, materials to support STAAR Intervention
Title II	43,000	Supplies and materials to support PBL Implementation
Title III	25,379	Imagine Learning Software, Bilingual iStation
CTE	49,752	Software Renewal and equipment
SPED	1,000	
	6400 *Other Opertaing Costs*	
Title I	8,327	Homeless, Program Travel to ACET, and various items to support innovative activities
Title II	5000	Program Travel - Empowering Writers
Title III	1,000	Program Travel - Seidlitz Training
CTE	22,200	PLTW and other professional development; Certifications
SPED	154,640	Student Travel,

GISD Federal Budgets 2016-2017

6500 *Debt Service*

Title I	0	
Title II	0	
Title III	0	
CTE	0	
SPED	0	

6600 *Capital Outlay*

Title I	0	
Title II	0	
Title III	0	
CTE	0	
SPED	10,000	Speech communication devices

	Indirect Costs
Title I	21,282
Title II	2,111
Title III	540
CTE	1,145
SPED	22,956

	Total Grant
Title I	1,160,998
Title II	194,782
Title III	49,419
CTE	63,338
SPED	1,252,388