**Notice of Regular**
**The Board of Trustees**
**Granbury ISD**
**Monday, September 18, 2017**
**5:00 PM**

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A Regular of the Board of Trustees of Granbury ISD will be held Monday, September 18, 2017, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, TX 76048, 217 N Jones 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 Employee Evaluation, Reassignment Duties, Discipline, or Dismissal.
        1. Employee Evaluation, Reassignment, Duties, Discipline, or Dismissal
        2. Consider Staff Appointments
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. Reconvene in open session - 6:00 PM
4. Moment of Silence/Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Achievement Spotlight
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the August 21, 2017 Regular Board Meeting 3
        2. Consider Budget Amendments 7
        3. Consider Renewal of Grounds Supplies & Equipment & Grounds Equipment Repair CSP 2015-14 10
        4. Consider Renewal of Electronic Target & Scoring System CSP 2016-07 30
        5. Consider Utility Costs for 17-18 35
    b. Consider Campus Improvement Plans 37
    c. Consider Procurement Method for Construction Project Valued at or Above $50,000 432
    d. Consider Nominations for the Somervell Central Appraisal District Board of Directors 434
    e. Consider Nomination for Hood County Appraisal District's Board of Directors 438
    f. Consider Adoption of the Resolution Regarding Creating a Culture of Voting 441
9. Reports
    a. Superintendent's Report
        1. Discussion on Potential School Choice Options for Granbury ISD 442
    b. 2016-17 Accountability Report 451
    c. Federal Programs Report 474
    d. Financial Statements for Period Ending August 31, 2017 476
    e. Cash Flow and Investment Reports for Period Ending August 31, 2017 479
    f. Bond Expenditures Monthly Update for Period Ending August 31, 2017 481
10. Consider action on items discussed in closed session
    a. Consider Staff Appointments
11. Adjourn

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*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 15, 2017, @ 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.**

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**Superintendent or Designee (For the Board of Trustees)**

**Minutes of Regular Meeting**
**The Board of Trustees**
**Granbury ISD**
**August 21, 2017**
**5:00 PM**

A Regular meeting of the Board of Trustees of Granbury ISD will be held Monday, August 21, 2017, beginning at 5:00 PM in the Granbury ISD Board Room, 217 North Jones, 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.

**Presiding Officer** ..... Nancy Alana, President

**Board Members Present**

Barbara Herrington
Mark Jackson (left at 6:00 p.m. and returned at 6:55 p.m.)
Chris Tackett (arrived at 6:00 pm. For Open Session)
Barbara Townsend
Rhonda Rezsofi
Micky Shearon

**Board Members Absent**

None

**School Officials Present**

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

**Others Present**

School Employees
Media
Community Members

**Meeting Called to Order**

Nancy Alana, President, called the meeting to order at 5:00 p.m. and noted that a quorum of board members were 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.

**Reconvened**

The Board of Trustees reconvened in open session at 6:01 p.m.

**Moment of Silence/Invocation**

Micky Shearon led the invocation.

**Pledge - U.S. Flag and Texas Flag**

Nancy Alana led the Pledges.

**Public comments/audience participation**
**None**

**Discussion/Action**

**Consider Consent Agenda Items**

A motion was made by Barbara Herrington seconded by Chris Tackett to approve the consent agenda items as presented: 1.Minutes of the July 24, 2017, Regular Meeting and Minutes of the August 1, 2017, Budget Workshop and Special Meeting; 2. Consider Budget Amendments; 3. Consider Continued Participation in the TASB Unemployment Program; 4. Consider Continued Participation in the Inter-local Agreement Between Granbury ISD and County of Hood Truancy Program (A.S.A.P.);5. Consider Approval of Instructional Supplies and Teaching Aids 2017-1005;6. Consider Renewal of Transportation Supplies, Equipment 2015-12; and 7. Consider Approval of Library Books, EBooks, Online Subscriptions 2017-1015.

**Motion Carried: 6 Yes – 0 No**

**Consider Nomination of Official TASB Delegate**

A motion was made by Micky Shearon seconded by Barbara Townsend to nominate Rhonda Rezsofi as the 2017-18 Official TASB Delegate for Granbury ISD.

**Motion Carried: 6 Yes – 0 No**

**Consider Revision to the Granbury ISD's 2017-18 School Calendar due to STAAR Testing Dates**

A motion was made by Barbara Herrington seconded by Mickey Shearon to approve the Revision to the Granbury ISD's 2017-18 School Calendar due to STAAR Testing Dates as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Revisions to Granbury ISD's 2017-18 Appraisal Calendar**

A motion was made by Rhonda Rezsofi seconded by Chris Tackett to adopt the Revisions to Granbury ISD's 2017-18 Appraisal Calendar as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Xerox Contract**

A motion was made by Micky Shearon seconded by Barbara Townsend to approve the Xerox Contract as presented.

**Motion Carried: 6 Yes – 0 No**

**Present Information Regarding Technology Purchases Under $100,000.00**

Director of Technology Amy Wood presented the Information Regarding Technology Purchases Under $100,000.00.

**Consider Amending The Municipal Investment Advisory Services Agreement for the Managed Asset Portfolio Program (MAPP) with Total Compensation Group Investment Advisory Services, LP and Specifically Authorize the Total Maximum Dollar Amount Approved by the Board for Investment in the Program and the Maximum Maturity Term Approved by the Board for any Given Investments in the Program, within Legal Limits**

A motion was made by Barbara Herrington and seconded by Rhonda Rezsofi to approve Amending The Municipal Investment Advisory Services Agreement for the Managed Asset Portfolio Program (MAPP) with Total Compensation Group Investment Advisory Services, LP and Specifically Authorize the Total Maximum Dollar Amount Approved by the Board for Investment in the Program and the Maximum Maturity Term Approved by the Board for any Given Investments in the Program, within Legal Limits as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Inter-local Agreement and Resolution to Join the Texas Educational Employees Benefit Cooperative (TEEBC)**

A motion was made by Barbara Herrington seconded by Micky Shearon to approve the Inter-local Agreement and Resolution to Join the Texas Educational Employees Benefit Cooperative (TEEBC) as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Adoption of the 2017-18 General Operations, Child Nutrition and Debt Service Budgets**

A motion was made by Barbara Townsend seconded by Rhonda Rezsofi to adopt the 2017-18 General Operations, Child Nutrition and Debt Service Budgets as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Adoption of 2017 Tax Rate**

A motion was made by Rhonda Rezsofi seconded by Chris Tackett to adopt the 2017 Tax Rate as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Adoption of Deaf Ed Co - Op Guidelines**

A motion was made by Micky Shearon seconded by Rhonda Rezsofi to adopt Consider Adoption of Deaf Ed Co - Op Guidelines as presented.

**Motion Carried: 6 Yes – 0 No**

**Consider Approving Job Order Contract (JOC) Proposal for the Demolition of the OId Administration Annex**

A motion was made by Micky Shearon seconded by Chris Tackett to approve the Job Order Contract (JOC) Proposal for the Demolition of the Old Administration Annex as presented.

**Motion Carried: 6 Yes – 0 No**

**Discuss Granbury ISD's After School Program**

The Board opened discussion regarding Granbury ISD's After School Program. After discussion, the Board requested more information regarding the current after school program and postponed the agenda item.

**Reports**

**Superintendent's Report**

**Beginning of School Year Report**
Superintendent Dr. James M. Largent reported that all campuses had a smooth start to the 2017-18 school year with the district enrollment at 6866.

**Summer School Report**
Director of Curriculum Sharon Williams presented the annual Summer School Report to the board.

**Financial Statements for Period Ending July 31, 2017**
Assistant Superintendent Dobie Williams presented the Financial Statements for Period Ending July 31, 2017, to the board.

**Cash Flow and Investment Reports for Period Ending July 31, 2017**
Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Reports for Period Ending July 31, 2017, to the board.

**Bond Expenditures Monthly Update for Period Ending July 31, 2017**
Assistant Superintendent Dobie Williams presented the Bond Expenditures Monthly Update for Period Ending July 31, 2017, to the board.

**Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL)**
Assistant Superintendent Dobie Williams presented the Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL) to the board.

**Consider action on items discussed in closed session**

**Consider Staff Appointments**
A motion was made by Barbara Herrington seconded by Rhonda Rezsofi to approve staff appointments presented.
**Motion Carried: 6 yes – 0 no – 1 abstained**

**Adjourn**
There being no further business, the meeting was adjourned at 7:13 p.m.

_____ _____

Nancy Alana, President Barbara Herrington, Board Secretary

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: September 18, 2017
For: Approval

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
Asst. Supt. for Finance and Operations
**DATE**: September 11, 2017
**RE**: Budget Amendments

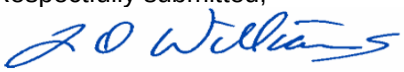
**SUMMARY:**

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 as presented.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 11, 2017

**2017-2018**
**Budget Amendment #1**

| | September<br>Proposed Budget Amendment #1 | Increase | Decrease | Net Effect |
|---|---|---|---|---|
| **Object** | **Revenue** | | | |
| **5700** | Revenue Generated | 0 | 0 | |
| **5800** | | 0 | 0 | |
| **5900** | | 0 | 0 | |
| | **Total** | **0** | **0** | **0** |
| | | | | |
| **Function** | **Expenses** | | | |
| **11** | Curriculum - Amend funds for homebound accounts | 10,000 | 0 | |
| | **Overall effect on Function 11** | **10,000** | **0** | **10,000** |
| **12** | **Overall effect on Function 12** | **0** | **0** | **0** |
| **13** | Curriculum - Amend funds for homebound accounts | 0 | 10,000 | |
| | **Overall effect on Function 13** | **0** | **10,000** | **(10,000)** |
| **21** | **Overall effect on Function 21** | **0** | **0** | **0** |
| **23** | **Overall effect on Function 23** | **0** | **0** | **0** |
| **31** | **Overall effect on Function 31** | **0** | **0** | **0** |
| **32** | **Overall effect on Function 32** | **0** | **0** | **0** |
| **33** | **Overall effect on Function 33** | **0** | **0** | **0** |
| **34** | **Overall effect on Function 34** | **0** | **0** | **0** |
| **36** | **Overall effect on Function 36** | **0** | **0** | **0** |
| **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** | **Overall effect on Function 53** | **0** | **0** | **0** |
| **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** | **10,000** | **10,000** | **0** |

**Granbury Independent School District**

**Fiscal Year 2017-2018**

| | | Adopted Budget | Prior Budget Amendments | Budget Amendment 9/18/2017 | Revised Budget |
|---|---|---|---|---|---|
| | **REVENUE** | | | | |
| 5700 | Local Revenue | 57,376,645 | 0 | 0 | 57,376,645 |
| 5800 | State Revenue | 6,656,433 | 0 | 0 | 6,656,433 |
| 59/7900 | Federal Programs/Other Sources | 860,000 | 0 | 0 | 860,000 |
| | **Total** | **$64,893,078** | **-** | **0** | **$64,893,078** |
| | **EXPENDITURES** | | | | |
| 11 | Instruction & Instr. Related Services | 34,299,076 | 0 | 10000 | 34,309,076 |
| 12 | Instructional Resources & Media Serve | 748,645 | 0 | 0 | 748,645 |
| 13 | Curriculum & Instr. Staff Development | 883,226 | 0 | (10000) | 873,226 |
| 21 | Instructional Leadership | 641,172 | 0 | 0 | 641,172 |
| 23 | School Leadership | 3,530,092 | 0 | 0 | 3,530,092 |
| 31 | Guidance, Counseling & Evaluation Serve | 2,678,284 | 0 | 0 | 2,678,284 |
| 32 | Social Work Services | 65,000 | 0 | 0 | 65,000 |
| 33 | Health Services | 373,156 | 0 | 0 | 373,156 |
| 34 | Student (Pupil) Transportation | 3,356,050 | 0 | 0 | 3,356,050 |
| 35 | Food Service | 0 | 0 | 0 | 0 |
| 36 | Co curricular/Extracurricular Activities | 1,984,166 | 0 | 0 | 1,984,166 |
| 41 | General Administration | 2,309,642 | 0 | 0 | 2,309,642 |
| 51 | Plant Maintenance and Operations | 6,118,702 | 0 | 0 | 6,118,702 |
| 52 | Security & Monitoring Services | 290,669 | 0 | 0 | 290,669 |
| 53 | Data Processing Services | 1,312,453 | 0 | 0 | 1,312,453 |
| 61 | Community Services | 107,881 | 0 | 0 | 107,881 |
| 71 | Debt Service (M&O) | 0 | 0 | 0 | 0 |
| 81 | Facilities Acquisition | 0 | 0 | 0 | 0 |
| 91 | Contracted Instruction Services - Chapter 41 | 5,050,081 | 0 | 0 | 5,050,081 |
| 93 | Shared Services Arrangement | 25,500 | 0 | 0 | 25,500 |
| 99 | Other Governmental Charges | 1,119,283 | 0 | 0 | 1,119,283 |
| 00 | Other Uses | 0 | 0 | 0 | 0 |
| | **Total Budgeted Expenditures** | **$64,893,078** | **-** | **0** | **$64,893,078** |
| | **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 18, 2017
For: Approval

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 12, 2017
**RE**: Grounds Supplies and Equipment and Grounds Equipment Repair Services CSP 2015-14 (2R)

**SUMMARY:**

Competitive sealed proposal #2015-14 was let September 19, 2105 to provide vendors for grounds supplies and equipment and grounds equipment repair services on an "as needed" basis. Vendors were asked to quote a fixed price on certain items and a percentage discount on supplies. This proposal was a combination of two separate proposals. The original term was from written notification of award through September 30, 2016 with the option to renew for two additional one-year terms at the sole option of the district. The first renewal period was October 1, 2016 through September 30, 2017. This will be the last renewal option.

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

Mr. Randy Leach, Director of Facilities was contacted regarding the option of a new process or a renewal with the current vendors, he requested a renewal. A request for a renewal was sent to all current vendors, and all vendors indicated their intention to renew. The Home Depot did not return the renewal request during the first renewal period. Their original response was tied to a U.S. Communities contract that was expiring. We do have access to The Home Depot through a new U.S. Communities Contract.

The following is the recommendation of Mr. Leach.

**RECOMMENDATION:**

It is recommended the Board approve the renewal of CSP 2015-14 for the period of October 1, 2017 through September 30, 2018 with the following vendors. Approximate annual expenditures will be $50,000 - $125,000.

> Tom Loftus Inc. dba Austin Turf and Tractor, John Deere Landscapes/Site One Landscape Supply, Leonard's Farm & Ranch dba Lake Lawn Equipment, Horizon Distributors, Inc. dba Metro Irrigation Supply Company (Fort Worth, TX) & Metro Irrigation Supply (Arlington, TX), Texas Multi-Chem, Ltd, Tomlinson Ball Field Material, Zimmerer Kubota & Equipment, Inc.

Respectfully submitted,



Dobie Williams, RTSBA
Asst. Superintendent for Finance and Operations

Staff Person Responsible: Randy Leach
Scott Campbell
Debbie Johnson

Date Submitted: September 12, 2017

# BOARD APPROVAL FORM (Original Award)

**Board Meeting Date:** October 19, 2015

**Bid Number:** CSP 2015-14
Grounds Supplies and Equipment and Grounds Equipment Repair Services

1. **Item, material or service (specific or classification):** Maintenance grounds supplies equipment and grounds equipment repair services.

2. **Brief description:** A proposal was let to provide vendors for the purchase of ground supplies and equipment and grounds equipment repair services on an as needed basis. Vendors were asked to quote a fixed rate percentage discount on parts and supplies and a fixed cost on some specific items.

3. **Period of time bid covers:** From written notification of award through September 30, 2016 with the option to renew for two additional one-year periods

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

   Randy Leach – Director of Maintenance and Facilities

5. **Number of bid notification letters sent to vendors:** 85

6. **Number of bids received from vendors:** 9

7. **Listing of recommended vendors and total prices**: Purchases will be on an as needed basis so an accurate expense cannot be identified. Recommendation is to the following vendors:

   Tom Loftus Inc. dba Austin Turf and Tractor, John Deere Landscapes, The Home Depot of Granbury #6571, Leonard's Farm & Ranch dba Lake Lawn Equipment, Metro Irrigation Supply Company (Fort Worth, TX), Metro Irrigation Supply (Arlington, TX), Texas Multi-Chem, Ltd, Tomlinson Ball Field Material, Zimmerer Kubota & Equipment, Inc.

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

9. **Last bid date (bid of comparable nature within last 5 years):** 04/23/2014

10. **Percentage increase or decrease from last bid**: N/A - Prices vary with each brand by line item so an accurate comparison cannot be made.

11. **Budget information:**

    Expenditures for supplies, equipment and services will come from the following budgeted amounts.

| | |
|---|---|
| 199.e.51.6317.00.951.0.99.000 (supplies) | $50,000 - $75,000 |
| 199.e.51.6247.00.951.0.99.000 (services) | $14,000 - $25.000 |



Dobie Williams
Assistant Superintendent for Finance and Operations

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Exceptions to the discount:** | N/A | All Discounts/Pricing are based off of Texas Buyboard contract 447-14. Please visit buyboard.com for catalogs, specific discounts, price lists, etc. | N/A | Net 30 days, pickup/delivery charges $70 per occurance. Freight Charges Special order parts $10. regular stocking parts Free, Motor freight is freight charges + 10%. Restock fee 15%special order parts and electrical parts not allowed. Shop warranty labor 30 days, fuel related repairs 15 days. | | | None | 1) Pricing for repair parts and small items does not include delivery to GISD facility, parts can be shipped via UPS at prevailing UPS rates or can be picked up via "will call" at no additional charge. Large items picked up/delivered via Zimmerer Kubota truck will incur chares of $3. per loaded mile per MapQuest directions. 2) Zimmerer Kubota will be responsible for damage to GISD equipment if the damage is caused by a Zimmerer Kubota employee. We will not be held responsible for damage or loss due to illegal "break in" after hours. |
| **Percentage discount for catalogs, printed price list and on-line prcing:** | JD Equipment 10% JD Parts 0%<br>Stihl hand held 15%<br>Stihl chainsaws 10%<br>Stihl parts 5% | 0-70% | 0% | 0% | 0% | 0% | 0% | 10% shelf |
| **Catalog Title/price list name:** | www.deere.com golf, commercial, CNP Stihl. Price page date vary. | Please see exceptions to discounts | N/A | attached to bid document | | n/a | n/a | Kubota Parts, Scag Parts, Stihl Parts, Echo Parts |
| **Website** | www.austinturf.com | www.johndeerelandscapes & www.buyboard.com | www.homedepot.com | www.leonardsfarmstore.com | | www.texasmultichem.com | | www.zimmererkubota.com |
| **PO number for on-line orders** | NO online ordering | Yes, through buyboard | NO | NO | Yes | yes | no | Yes |
| **Pricing posted on web site:** | NO online ordering | buyboard | Yes | NO | No | no | no | No |
| **Fuel surcharges:** | No | No | No | NO | No | no | no | No |
| **If yes, identify how they will apply:** | | | | | | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Minimum order amount for purchases:** | No Minimum | N/A | 0 | $ 25.00 | 0 | none | n/a | None |
| **Shelf pricing:** | No | Offering shelf also | Yes | Yes | No | no | no | Yes |
| **Nearest location to GISD:** | 5709 Airport Pkwy Haltom City, TX 76117 | 0-15% based on buyboard contract 447-14 | 415 E Hwy 377 Granbury, TX 76048 | 3600 E Hwy 377 Granbury TX 76049 | 1622 Rogers Rd Fort Worth TX | n/a | n/a | 5165 Mark IV Pkwy, Fort Worth, TX 76106 or 2825 N Nolan River Rd Cleburne, TX 76033 |
| **Normal business hours:** | 7:00-4:30 M-F | 8 am-4 pm | 6am-10pm mon-sat 8am-8pm Sunday | 8-5:30 Monday-Friday 8-1 on Saturday | 7:30-5 M-F 8-noon Sat. March-Oct. | 7:30-4:30 mon-thurs, 7:30-noon Friday | 7:00 am-5:00 pm | m-f 7:30-5:00 sat 7:30-12:00 |
| **Do you have after hour and weekend supply capabilities?** | No | Yes | N/A | No | Yes | no | Yes | Yes |
| **Hot shot deliveries during regular hours:** | No | No | No | Yes | Yes | yes | No | No |
| **One hour cost** | | | | $ 70.00 | $ - | | | |
| **Three hour cost** | | | | $ 210.00 | $ - | | | |
| **Five hour cost** | | | | $ 350.00 | $ - | | | |
| **Same day** | | | 65.00 orders received by 2pm | $ 75.00 | $ - | | | |
| **Minimum order amount for delivery:** | | | | $ 1,000.00 | $ - | | | |
| **Hot shote after hours and weekend supplies?** | No | No | | No | N/A | no | No | No |
| **One hour cost** | | | | | $ - | | | |
| **Three hour cost** | | | | | $ - | | | |
| **Five hour cost** | | | | | $ - | | | |
| **Same day** | | | 65.00 orders received by 2pm | | $ - | | | |
| **Minimum order amount for delivery:** | | | | | $ - | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **What is the guaranteed delivery time for 95% of the orders** | | | | N/A | | | | |
| **Next day** | | | Yes | | | | | |
| **Two day** | | | | | x Unless special order | | x | x |
| **Other** | 30 days for equipment. 3-5 days for parts standard ground. Other options available upon request and prices are quoted upon request. | 2-10 days aro | | | | 14 days | | |
| **Describe your method of delivery** | | BEST | | | | | | |
| **Company truck** | Equipment | x | x | x | x | x | | x |
| **UPS** | Parts | x | | | x | | | x |
| **Other** | | x | | | x fedex | | Contract carriers | |
| **Does your company have a "will call"** | No | No | Yes | Yes | Yes | yes | No | Yes |
| **Average time to place an order into "will call"** | | | 2 hours | 1-2 days | 8 hour | 2 days | | 2 hours |
| | | | | | | | | |
| **Are you a dealer in equipment/parts for** | | | | | | | | |
| **Toro** | NO | Yes, irrigation | Yes | Yes | yes | no | No | No |
| **John Deere** | YES | no | Yes | no | No parts only blades, trimmer line, oil | no | No | No |
| **Snapper** | NO | no | NO | no | yes | no | No | No |
| **Mott** | NO | no | NO | no | No parts only blades, trimmer line, oil | no | No | yes |
| **Stihl** | YES | no | NO | Yes | yes | no | No | yes |
| **Scagg** | NO | no | NO | Yes | yes | no | No | yes |
| **Ferris** | NO | no | NO | no | yes | no | No | No |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **other manufacturers and suppliers for which your company is a distributor** | For the NO answers is for OEM parts only. We have after market or will fit parts available for most listed. | Hundreds-see buyboard.com for info on awarded contract 447-14 for all manufacturers. | | Kohler, Kawasaki , Honda, Brigg &Stratton engines and parts. Rotary, Stems, Gravely, Billy goat, Dr. Power equipment, Bearcat, Zama, Walbro, Tecumseh, Oregon, Echo, Shindaiwa, McLane, MTD products, Hydro-gear. | Steines | Lely, Broyhill, First Products, Befco | | Kubota, Billy Goat, Echo, Aerway, Lely, Rhino, Bush Hog, Landpride, Honda, Shindawa, Trimax |
| | | | | | | | | |
| **EPCNT Interlocal:** | YES | No | N/A | yes | Yes | No | Yes | Yes |
| | | | | | | | | |
| **Location of shop where work will be performed** | 2098 Valley View Farmers Branch, TX 75234 | N/A we provide products only, no service. We do have local branches | N/A | 3600 E Hwy 377 Granbury TX 76049 | Do not do any repair work | No equipment repairs | N/A | 5165 Mark IV Pkwy, Fort Worth, TX 76106 or 2825 N Nolan River Rd Cleburne, TX 76033 |
| **Will any of the work be subcontracted to another company** | NO | No | N/A | No | | | N/A | No |
| **If yes, what is the name of that company** | | | N/A | | | | N/A | |
| **Will your company or will the other company provide insurance coverage when subcontracting repairs** | | | N/A | Insurance provided by my company | | | N/A | N/A |
| **Number of years in business under current company name** | | 14 years | N/A | 6 | | 35 | N/A | 36 |
| **How many other school districts have your repaired equipment for in the past twelve months** | | | N/A | 3 | | | N/A | 10 |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Has your firm been named in any litigation or lawsuit within the last five (5) years** | NO | NO | N/A | No | No | No | No | no |
| **If yes, please explain** | | | N/A | | | | N/A | |
| **Do you maintain a stock of replacement parts on hand or will you have to order replacement part from another source** | Maintain | Maintain and order replacement parts | N/A | Maintain Stock | Maintain and order blades only | | N/A | Maintain and order replacement parts |
| **If you maintain an inventory of replacement parts, identify the size of that inventory** | $600,000 Plus | varies based on branch location | N/A | 100K | 100 of standard blades | | N/A | |
| **Can your invoice be broken down to show material cost, labor cost, etc** | YES | N/A | N/A | Yes | | | N/A | Yes |
| **If not explain what information will appear on the invoice** | | Provide products only. No labor, service, etc. will be performed | N/A | | Do not apply to metro as we do not do repair work | | N/A | |
| **Materials & Products - prices held firm for contract.** | | | | | | | | |
| **Top Soil- screened black top soil Price per cubic yard** | No Bid | No Bid | N/A | No Quote | 0 | N/A | No Bid | No Bid |
| **Sand-washed silica sand screened through a #10 mesh screen. Price per cubis yard.** | No Bid | No Bid | N/A | No Quote | 0 | N/A | No Bid | No Bid |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
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| **Compost- 50% quality screened sand, 50% compost, nitrate 1013 lbs per acre, zinc at 36 ppm, iron 224 pm, mangancese at 4 ppm, & Polyphosphate 292 lbs per acre. Price per cubic yard.** | No Bid | No Bid | N/A | No Quote | 0 | N/A | $ 32.00 | No Bid |
| **Infield clay- reddish brown screened to 1/4 inch 605% sand 20% clay and 20% silt. Placticity index of 8-15%. Price per ton.** | No Bid | No Bid | N/A | No Quote | 2700.00 ton | N/A | $ 25.00 | No Bid |
| **Mound clay- reddish brown screened to 1/2 inch 605% sand 37% clay and 3% silt. Price per 50 lb bag.** | No Bid | $20.49 Turface Mound Clay | N/A | No Quote | 0 | 14.05 see notes below | R2 9-9-15 6.75 | No Bid |
| **Mulch hardwood. Price per square ft.** | No Bid | 3.45 cubic foot | N/A | No Quote | 2.87 per/ .96 3 cu ft bag | N/A | No Bid | No Bid |
| **Char-Finer clay particles to be used for shot put, discus ring and running tracks. Price per cubic yard.** | No Bid | No Bid | N/A | No Quote | 0 | N/A | Decomposed granite 1/4"minus Ton 20.00 | No Bid |
| **Gravel- County approved road base. Price per cubic yard.** | No Bid | No Bid | N/A | No Quote | 0 | N/A | No Bid | No Bid |
| **Asphalt type D hot mix Price per ton** | No Bid | No Bid | N/A | No Quote | 0 | N/A | No Bid | No Bid |
| **Sod- tiff 419 Price per square ft.** | No Bid | No Bid | N/A | No Quote | 0 | call for pricing when needed | No Bid | No Bid |

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| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Sod- Bermuda turf Price per square ft.** | No Bid | No Bid | N/A | No Quote | 0 | call for pricing when needed | No Bid | No Bid |
| **High performance cold in place asphalt Price per ton** | No Bid | No Bid | N/A | No Quote | 0 | N/A | No Bid | No Bid |
| **Pricing should include F.O.B. delivery to Granbury ISD. If delivery is not included above please describe cost.** | No Bid | No Bid | N/A | No Quote | | Delivery is 80.00 for 1st pallet plus 40.00 for each additional pallet. 40 bags per pallet. | Calcined Clay Infield Conditioner 50lb bag 12.50 delivered. Freight will be charged at the current freight rates. | |
| | | | | | | | | |
| **Funnel Top – Hand Pump – Sprayer 2-gallon** | No Bid | No Bid | | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | 210-739 | | | | | |
| **Alternate Brand** | | | rl flo master | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | $ 9.97 | | | | | |
| **16” Drain Spade 5-1/ 2” x 16”, 30”D Handle** | No Bid | No Bid | | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | 1000-022-986 | | | | | |
| **Alternate Brand** | | | razorback | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | $ 34.97 | | | | | |
| **Round Point Shovel 8-3/ 4” x 11-1/ 2” Bade, 27”D handle** | No Bid | No Bid | No Bid | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | | | | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | | | | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Pick/Mattock, Hickory handle 5-lb head, 36" handle** | No Bid | No Bid | | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | 682-989 | | | | | |
| **Alternate Brand** | | | tru-temper | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | $ 13.97 | | | | | |
| **Forged Bow Rake, 16-3/ 4"** | No Bid | No Bid | | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | 1000-023-001 | | | | | |
| **Alternate Brand** | | | Raza-back | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | $ 25.97 | | | | | |
| **Fork Tines, 60" Straight Handle** | No Bid | No Bid | | No Quote | 0 | No Bid | N/A | No Bid |
| **Part #** | | | 553-152 | | | | | |
| **Alternate Brand** | | | Ames | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | $ 24.97 | | | | | |
| **4.10 x 4 NHS 4-Ply Tubeless Mower Tire** | | No Bid | No Bid | | 0 | No Bid | N/A | No Bid |
| **Part #** | 4.10x3.50-4 | | | 7328 | | | | |
| **Alternate Brand** | Deestowe | | | | | | | |
| **Catalog price & page #** | $ 16.99 | | | $ 15.78 | | | | |
| **% off** | 0% | | | 10% | | | | |
| **GISD Cost** | $ 16.99 | | | $ 14.20 | | | | |
| **Complete head for Stihl Weed Eater Model F S110R** | | No Bid | No Bid | | 0 | No Bid | N/A | No Bid |
| **Part #** | 4002-710-2168 | | | 4002-710-2191 | | | | |
| **Alternate Brand** | | | | | | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
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| | Austin Turf & Tractor | SiteOne Landscape Supply formly John Deere Landscapes | Home Depot, The | Lake Lawn Equipment | Metro Irrigation Supply Co. Fort Worth | Texas Multi-Chem, LTD | Tomlinson Ball Field Material | Zimmerer Kubota & Equipment, Inc. |
| Catalog price & page # | $ 22.99 | | | $ 27.99 | | | | |
| % off | 5% | | | 10% | | | | |
| GISD Cost | $ 21.84 | | | $ 25.19 | | | | |
| 5 lb roll of .95 weed-eater line | | No Bid | No Bid | | | No Bid | N/A | |
| Part # | 0000-930-2718 | | 506-560 | 0000-930-2246 | 380-642-round<br>380-243-square | | | 316 095 053 echo |
| Alternate Brand | | | | | | | | n/a |
| Catalog price & page # | $ 37.99 | | | $ 56.99 | | | | 54.99 shelf |
| % off | 5% | | | 10% | 10% | | | 10% |
| GISD Cost | $ 36.09 | | No Bid | $ 51.29 | 33.00<br>37.00 | | | $ 49.49 |
| Sprockets for Stihl Chainsaw 025 with 16 inch bar | | No Bid | No Bid | | 0 | No Bid | N/A | |
| Part # | 11236402073 | | | 1123-640-2074 | | | | stihl 11236402006 |
| Alternate Brand | | | | | | | | n/a |
| Catalog price & page # | $ 14.99 | | | $ 14.99 | | | | 16.86 shelf |
| % off | 5% | | | 10% | | | | 10% |
| GISD Cost | $ 14.24 | | | $ 13.49 | | | | $ 15.17 |
| Chain for Stihl Pruning Saw HT75 with 12 inch bar | | No Bid | No Bid | | 0 | No Bid | N/A | |
| Part # | 61pmm344 | | | 61pmm3-44 | | | | Stihl 61pmm344 |
| Alternate Brand | | | | | | | | n/a |
| Catalog price & page # | $ 16.99 | | | $ 16.99 | | | | 15.99 shelf |
| % off | 5% | | | 10% | | | | 10% |
| GISD Cost | $ 16.14 | | | $ 15.29 | | | | $ 14.39 |
| 1 set of (3) mower blades for Skag Mower Model STT-72-31BSG | | No Bid | No Bid | | 0 | No Bid | N/A | |
| Part # | bisc2806 | | | 482882 | | | | 3x482880 @42.30 each |
| Alternate Brand | Sunbelt American Made | | | rotary 6026 | | | | n/a |
| Catalog price & page # | $ 76.80 | | | $ 75.30 | | | | 42.30 each shelf |

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| | Austin Turf & Tractor | SiteOne Landscape Supply formly John Deere Landscapes | Home Depot, The | Lake Lawn Equipment | Metro Irrigation Supply Co. Fort Worth | Texas Multi-Chem, LTD | Tomlinson Ball Field Material | Zimmerer Kubota & Equipment, Inc. |
| % off | 30% | | | 10% | | | | 10% |
| GISD Cost | $ 53.76 | | | $ 67.77 | | | | $ 114.21 |
| Stihl Blower BG 86 C-E | | No Bid | | | 0 | No Bid | N/A | |
| Part # | bg86c-e | | 857-582 | bg86c-e | | | | bg86c-e |
| Alternate Brand | | | Echo | | | | | n/a |
| Catalog price & page # | $ 259.99 | | $ 149.00 | $ 259.99 | | | | $ 259.99 |
| % off | 15% | | | 20% | | | | 23% |
| GISD Cost | $ 220.99 | | | $ 207.99 | | | | $ 200.19 |
| Stihl Edger FC90 | | No Bid | | | 0 | No Bid | N/A | |
| Part # | fc90 | | 637-001 | fc90 | | | | fc90 |
| Alternate Brand | | | Echo | | | | | n/a |
| Catalog price & page # | $ 349.99 | | $ 369.00 | $ 349.99 | | | | $ 349.99 |
| % off | 15% | | | 20% | | | | 21.50% |
| GISD Cost | $ 297.49 | | | $ 279.99 | | | N/A | $ 274.74 |
| Stihl Hedge Trimmer HS86R | | No Bid | | | 0 | No Bid | | |
| Part # | hs86r | | 1000-023-303 | hs86r30 | | | | hs86r-30 |
| Alternate Brand | | | black & decker | | | | | n/a |
| Catalog price & page # | $ 519.99 | | $ 89.00 | $ 519.99 | | | | $ 592.79 |
| % off | 15% | | | 20% | | | | 33% |
| GISD Cost | $ 441.99 | | | $ 415.99 | | | | $ 395.19 |
| Stihl Line Trimmer FS110R | | No Bid | | | 0 | No Bid | N/A | |
| Part # | fs110r | | 306-575 | f2110r | | | | fs110r |
| Alternate Brand | | | Echo | | | | | n/a |
| Catalog price & page # | $ 369.99 | | $ 219.00 | $ 369.99 | | | | $ 369.99 |
| % off | 15% | | | 20% | | | | 23% |
| GISD Cost | $ 314.49 | | | $ 295.99 | | | | $ 284.89 |
| Additional percentage discount off manufacturer's list price for other equipment items needed and not listed above | | | | | | | | |

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| | Austin Turf & Tractor | SiteOne Landscape Supply formly John Deere Landscapes | Home Depot, The | Lake Lawn Equipment | Metro Irrigation Supply Co. Fort Worth | Texas Multi-Chem, LTD | Tomlinson Ball Field Material | Zimmerer Kubota & Equipment, Inc. |
| Part # | | | | | | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | | | | | | | |
| GISD Cost | | | | | | | | |
| 2" Rain Bird Valve | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 200pga | | | 200pe | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | 40% | | | | | | |
| GISD Cost | | $ 55.20 | | | $ 104.00 | | | |
| Rain Bird R-50 Adjustable | No Bid | | No Bid | No Quote | 0 | No Bid | N/A | No Bid |
| Part # | | nla | | | | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | 70% | | | | | | |
| GISD Cost | | no longer available | | | | | | |
| Hunter I-25 Full & Adjustable | No Bid | | No Bid | No Quote | iz504 | No Bid | N/A | No Bid |
| Part # | | i2504 | | | | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 23.65 | | | $ 27.43 | | | |
| Hunter Pro-C Controller | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | pc400i | | | pc300 out | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 73.10 | | | $ 94.68 | | | |
| Rain Bird Diaphragm 2" | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 209005p | | | 202615 | | | |

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| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 50.50 | | | $ 43.91 | | | |
| **Rain Bird Diaphragm Kit 1”** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 210746-03 | | | 202868 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 9.80 | | | $ 14.08 | | | |
| **Rain Bird Solenoid** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 236239 | | | 20692001 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 25.02 | | | $ 43.61 | | | |
| **Rain Bird Pop-up Spray Heads** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 18042 | | | 1804 4" | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 1.05 | | | $ 1.29 | | | |
| **Hunter Adjustable Pop-up Risers** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | pr0504 | | | 1h 15 a nozzle pro504 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 1.10 | | | $ 1.29 | | | |

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| **Hunter Full to ¼" Pop-up Nozzles** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | h6a,h10a,h12a | | | 1h 15 a | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 0.67 | | | $ 0.79 | | | |
| **1" x ½" 90 ST** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 407-130 | | | 407-130 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 0.66 | | | $ 0.94 | | | |
| **1" x 1" x ½" Tee SST** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 402-130 | | | 402-130 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 0.53 | | | $ 0.81 | | | |
| **6" x 4" Reducer Bushing** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | 437-532 | | | 437-532 | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | $ 9.42 | | | $ 13.43 | | | |
| **4" x 1" Reducer Bushing** | No Bid | No Bid | No Bid | No Quote | | No Bid | N/A | No Bid |
| **Part #** | | | | | 437-420 | | | |
| **Alternate Brand** | | | | | 437-249 | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | | | | | | | |
| **GISD Cost** | | | | | 5.42<br>1.02 | | | |
| **3" x 3" x 2" Tee SSS** | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |

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| Part # | | 401-338 | | | 401-338 | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 5.60 | | | $ 8.35 | | | |
| 1” x ¾” 90 ST | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 402-131 | | | 407-131 | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 0.76 | | | $ 0.98 | | | |
| 1” x ¾” All Thread Reducer Bushing | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 439-131 | | | 439-131 | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 0.66 | | | $ 0.94 | | | |
| 1” PVC, Schedule 40, 20 foot | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 1pvcbe | | | 40010 | | | |
| Alternate Brand | | | | | 20ft | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | 6.68 20 ft | | | .35 ft 7.00 stkk | | | |
| 1- 1/ 4” PVC, Schedule 40, 20 foot | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 125pvcbe | | | 40012 | | | |
| Alternate Brand | | | | | 20ft | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | 10.68 20 ft | | | .46 ft 9.20 stkk | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | Austin Turf & Tractor | SiteOne Landscape Supply formly John Deere Landscapes | Home Depot, The | Lake Lawn Equipment | Metro Irrigation Supply Co. Fort Worth | Texas Multi-Chem, LTD | Tomlinson Ball Field Material | Zimmerer Kubota & Equipment, Inc. |
| 2" PVC, Schedule 40, 20 foot | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 2pvcbe | | | 40020 | | | |
| Alternate Brand | | | | | 20ft | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | 17.48 20 ft | | | .76 15.20 stkk | | | |
| 4" PVC, Schedule 40, 20 foot | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 4pvcbe | | | 40040 | | | |
| Alternate Brand | | | | | 20ft | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | 48.66 20 ft | | | 2.093ft 41.86 stkk | | | |
| 6" PVC, Schedule 40, 20 foot | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | 6pvcbe | | | 40060 | | | |
| Alternate Brand | | | | | 20ft | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | 94.68 20 ft | | | 3.80ft 76.00 stkk | | | |
| 3/ 4" Cut-Off Riser | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | m481-007 | | | m481-007 | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 0.65 | | | $ 0.69 | | | |
| 1/ 2" Cut-Off Riser | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |
| Part # | | m481-005 | | | m481-005 | | | |
| Alternate Brand | | | | | | | | |
| Catalog price & page # | | | | | | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | Austin Turf & Tractor | SiteOne Landscape Supply formly John Deere Landscapes | Home Depot, The | Lake Lawn Equipment | Metro Irrigation Supply Co. Fort Worth | Texas Multi-Chem, LTD | Tomlinson Ball Field Material | Zimmerer Kubota & Equipment, Inc. |
| % off | | buyboard 447-14 | | | | | | |
| GISD Cost | | $ 0.46 | | | $ 0.40 | | | |
| 50# 20-0-10 Fertilizer | No Bid | | No Bid | No Quote | 20-10-10 | | N/A | No Bid |
| Part # | | 98623 | | | 20-10-10 | | | |
| Alternate Brand | | 28-3-10 50% Polyflies | | | | | | |
| Catalog price & page # | | | | | | $ 32.00 | | |
| % off | | 0-10% | | | | 0% | | |
| GISD Cost | | 23.30 50lb bag | | | $ 19.00 | $ 32.00 | | |
| 50# 20-0-08 Fertilizer | No Bid | | No Bid | No Quote | 28-3-10 5090 | | N/A | No Bid |
| Part # | | 98638 | | | 28-3-10 | | | |
| Alternate Brand | | 28-0-0 35% bio 20% polyflies | | | | | | |
| Catalog price & page # | | | | | | $ 28.35 | | |
| % off | | buyboard 447-14 | | | | 0% | | |
| GISD Cost | | 21.60 50lb bag | | | $ 20.31 | $ 28.35 | | |
| 50# Perennial Rye Grass | No Bid | | No Bid | No Quote | royal flush | | N/A | No Bid |
| Part # | | 32-52-950 | | | royal flush | | | |
| Alternate Brand | | overseeding eagle | | | | | | |
| Catalog price & page # | | | | | | $ 74.50 | | |
| % off | | buyboard 447-14 | | | | 0% | | |
| GISD Cost | | 69.50lb bag | | | $ 67.65 | $ 74.50 | | |
| 50# Bermuda Grass-Hulled | No Bid | | No Bid | No Quote | 25 lb | 25# bermuda triangle | N/A | No Bid |
| Part # | | st6240 | | | 25 lb | | | |
| Alternate Brand | | sports field seed w/hulled | | | | | | |
| Catalog price & page # | | | | | | $ 192.50 | | |
| % off | | buyboard 447-14 | | | | 0% | | |
| GISD Cost | | 155.41 50lb bag | | | $ 112.50 | $ 192.50 | | |
| 50# Annual Rye Grass Seed | No Bid | | No Bid | No Quote | | No Bid | N/A | No Bid |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Part #** | | 20-02-850 | | | Annual rye | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 31.24 50lb bag | | | $ 22.50 | | | |
| **50# 22-0-6 with .75% pecw fertilizer & pre-emergent** | No Bid | | No Bid | No Quote | 3090 uhex | | N/A | No Bid |
| **Part #** | | 702044 | | | plodiamine | | | |
| **Alternate Brand** | | pre-m 86% 25-2-5 30%polyplus | | | | | | |
| **Catalog price & page #** | | | | | | $ 45.00 | | |
| **% off** | | buyboard 447-14 | | | | 0% | | |
| **GISD Cost** | | 22.89 50lb bag | | | $ 18.10 | $ 45.00 | | |
| **50# Fertilizer Blend 18-24-12** | No Bid | | No Bid | No Quote | 18-24-12 | No Bid | N/A | No Bid |
| **Part #** | | 98627 | | | | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 23.73 50lb bag | | | $ 20.79 | | | |
| **Revolver 32 oz.** | No Bid | | No Bid | No Quote | 87 oz if available | 87 oz | N/A | No Bid |
| **Part #** | | 79850980 | | | 32 oz 87 oz only | | | |
| **Alternate Brand** | | | | | | | | |
| **Catalog price & page #** | | | | | | $ 756.00 | | |
| **% off** | | buyboard 447-14 | | | | 0% | | |
| **GISD Cost** | | 268.64 1qt | | | 240.15 556.00 | $ 756.00 | | |
| **Amdro, 1#** | No Bid | | No Bid | No Quote | adyion 2# | No Bid | N/A | No Bid |
| **Part #** | | 53212 | | | 2# adyion | | | |
| **Alternate Brand** | | advion fire ant bait | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 38.73 2lbs | | | $ 36.56 | | | |

| Grounds Supplies & Grounds Equipment Repair Services CSP 2015-14 (R1) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| September 9, 2015 @ 2 p.m. | | | | | | | | |
| | **Austin Turf & Tractor** | **SiteOne Landscape Supply formly John Deere Landscapes** | **Home Depot, The** | **Lake Lawn Equipment** | **Metro Irrigation Supply Co. Fort Worth** | **Texas Multi-Chem, LTD** | **Tomlinson Ball Field Material** | **Zimmerer Kubota & Equipment, Inc.** |
| **Roundup Pro herbicide, 2.5 gallon** | No Bid | | No Bid | No Quote | ranger plo | ranger pro | N/A | No Bid |
| **Part #** | | 069291, 069289 | | | 2.5 gl | | | |
| **Alternate Brand** | | prosecuter pro | | | | | | |
| **Catalog price & page #** | | | | | | $ 93.75 | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 55.29 2.5 gal | | | $ 43.76 | $ 93.75 | | |
| **Wasp & Hornet Spray, 15 oz. Can** | No Bid | | No Bid | No Quote | case x12 17.5 | No Bid | N/A | No Bid |
| **Part #** | | 10046033 | | | 17 oz | | | |
| **Alternate Brand** | | Spect wasp/hornet killer | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 5.25 20oz can | | | $ 9.26 | | | |
| **Diazonon, 25# bag** | No Bid | | No Bid | No Quote | wisdom (bifen) | No Bid | N/A | No Bid |
| **Part #** | | 10059032 | | | | | | |
| **Alternate Brand** | | crosscheck EZ | | | | | | |
| **Catalog price & page #** | | | | | | | | |
| **% off** | | buyboard 447-14 | | | | | | |
| **GISD Cost** | | 22.81 25lbs | | | $ 20.72 | | | |
| | | | | | 13 caravan insect, ants, grubbs, summfn | | | |
| | | | | | 1 each 30 lb bag | | | |
| | | | | | 70.65 | | | |
| | | | | | Diazonon is no longer being made. | | | |

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: Sept. 18, 2017
For: Approval

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 12, 2017
**RE**: Electronic Target & Scoring System
CSP 2016-07

**SUMMARY:**

A proposal was let to provide an annual contract for the purchase and installation of an electronic target and scoring system for the JROTC program at Granbury High School. The electronic HS10 target system with control unit monitors and target lifters is used by the JROTC program for practice and competitions. The original term of the contract will expire September 30, 2017. However, the proposal included the option for two renewals in one year increments.

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

The following is the recommendation of Lt. Col Casey, JROTC Teacher and Mr. Jeremy Ross, Granbury High School Principal. Additional lanes may be added as donations are received so an accurate expenditure under this renewal cannot be provided.

**RECOMMENDATION:**

It is recommended the Board accept the renewal with SIUS Target System USA, Inc. for the period of October 1, 2017 through September 30, 2018. Since the original award was brought to the Board for approval, the renewal is also brought for your consideration.

Respectfully submitted,

D O Williams

Dobie Williams, RTSBA
Assistant Superintendent of Finance and Operations

Staff Person Responsible: Dobie Williams
Debbie Johnson

Date Submitted: September 12, 2016

# BID FOR BOARD APPROVAL

Original Award

**Board Meeting Date:** October 17, 2016 **Bid Number:** CSP 2016-07

1. **Item, material or service (specific or classification):** Electronic Target & Scoring System

2. **Brief description:** A proposal was let to provide an electronic target and scoring system for the Granbury High School JROTC program.

3. **Period of time the award covers:** From written notification of award through September 30, 2017 with the option to renew for two additional years.

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

   Jeremy Ross – GHS Principal
   Lt. Col. Casey – JROTC Teacher

5. **Number of proposal notification letters sent to vendors:** Notification letters were sent to the vendors known to provide an electronic target system, the proposal was advertised in the Hood County News and posted on the district website.

6. **Number of proposals received from vendors: 2**

7. **Listing of recommended vendors and total prices:** Recommendation for award is to SIUS Target System USA, Inc. for an initial expenditure of $30,041.18 for the six lane system with the Remote Connection Kit. Should additional donations be received during the initial term of the contract, it is recommended the Board grant authorization to make subsequent purchases of additional lanes as funds allow.

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

9. **Last bid date (bid of comparable nature within last 5 years):** N/ A – This is the first proposal of this type.

10. **Percentage increase or decrease from last bid:** N/A

11. **Budget information:** Purchase of the electronic target and scoring system will come from funds in account 461.e.36.6499.RC.001.0.99.000.

12. **Other Comments:** This proposal is brought to the Board for approval as the expenditures may exceed $50,000 during the term of the contract.

Dobie Williams
Assistant Superintendent for Finance & Operations

| | Electronic Target and Scoring System CSP 2016-07 | | |
|---|---|---|---|
| | Tabulation September 20, 2016 | | |
| | Vendor: | **Martin Edmondson Enterprises** | **SIUS Target Systems USA, Inc.** |
| **1** | **Travel Expenses** | | |
| | Are travel costs included in the cost of services: | Yes | Yes |
| | If travel costs are included, provide cost information for travel: | All travel is estimated: Hotel @$175.00 per day Meals $75.00 per day mileage @.55 per mile technical pay $137.50 per travel day & $275.00 per full work day | Travel cost is included in the quotes under the section VI--installation and training. Travel cost includes roundtrip airfare ticket, rental car, accommodation and meals for one SIUS technician. The travel cost is $2675.00. |
| **2** | **Company Background and Staff Information** | | |
| | Year company was established: | 2016 | 1997 |
| | Number of employees: | 1 | 3 |
| **3** | **Power Requirements** | | |
| | Identify the requirements for the power source to support the system to include, power needed per target lane and power needed for the command deck. (Break it down per item or component.) | 120 volt power for control box 120 volt power for Range Officer Stand 120 volt for lift power | Total power requirement will be based on the number for lanes purchased. HS10 Target:6.9w/.287A M951 monitor:8W/.333A, CU951 Shooter's control unit: 3W/.125A, ATE10 Target lifter: 64.8W/2.7A, Total per lane 82.7W/3.44A |
| **4** | **Installation** | | Total power requirement will be based on the number for lanes purchased. HS10 Target:6.9w/.287A M951 monitor:8W/.333A, CU951 Shooter's control unit: 3W/.125A, ATE10 Target lifter: 64.8W/2.7A, Total per lane 82.7W/3.44A |
| | Describe installation process to include items the district will need to have in place, who will be responsible for permits (if required), any area prep required by the district, etc. Targets and scoring system to be installed indoors. | All targets will be free standing, control box and lift power supply can be mounted to wall. All wiring will be network cat5, contractor will be responsible for all aspects of job. | Installation will consist of assembling the targets and lifters then assembling the control units and monitors. Afterwards the cabling will be installed. The system will be thoroughly tested using scoring exercises identified by the customer. The district will need to ensure there is a 110 power outlet at the target line and firing line. |
| **5** | **Training Provided** | | |

| | Electronic Target and Scoring System CSP 2016-07 | | |
|---|---|---|---|
| | Tabulation September 20, 2016 | | |
| | Vendor: | **Martin Edmondson Enterprises** | **SIUS Target Systems USA, Inc.** |
| | Identify the amount of training to be provided to Granbury ISD on the system (number of hours, days, etc.). Will there be a maximum number of district personnel to be trained? Will training be classroom setting or hands on? | 2 days @8 hrs to cover software and basic hardware. | There will be 2 days allocated for training, (1day for equipment and 1 day for software introduction). |
| **6** | **Service and Warranty** | | |
| | If needed, will repair services be provided o-site? If not, will items be shipped to your company or the manufacturer? Identify the location for repairs or warranty work. | Yes, systems come with 1 year warranty and annual service agreement after the 1 year, items will be shipped to Florida for repair. | SIUS USA offers 24x7 phone support for the life of the equipment. Repairs that can be made on site will. Repairs that can't be made on-site will be shipped to SIUS USA for repair and/or replacement in Columbia, SC. Items that cannot be repaired will be replaced at no cost to the customer while under warranty. |
| | Will items be shipped at your company expense or district expense? | District expense after warranty period. | Quote provides a 1 year warranty. Under warranty any faulty item will be repair/replace (to include shipping) at no cost to Granbury ISD. After warranty expiration, repair cost and shipping will be billed to customer. |
| | Identify the warranty on the system: | 1 year warranty enclosed with bid package. | SIUS USA provides a 1 year warranty, which starts the day after range/equipment acceptance. Projectile strickes, improper handling, connnection or unauthorized modification, and Acts of God such as lightining, fire, flood, etc are not covered under warranty. |
| **7** | **Command Deck** | | |
| | Identify all operating features of the command deck. | Control of all targets, lifts, print score cards to include graphical, list, log for trouble shooting purpose. Provide online live scoring for target system. | See Attached Documents (included in quote) |
| **8** | **Target Features** | | |
| | Identify all target features. | Acoustical scoring with paper backup, crossfire computation, shooter protest capability. | See Attached Documents (included in quote) |
| **9** | **Technology Requirements** | | |
| | What technology items are needed by the district to operate the command deck, print the score cards, etc.? Identify any technology needed by the district to operate the system that is not provided by your company. | Computer with windows, xp or better, printer, monitor (dual capable) ssd hard drive preferred but not necessary. Tv's for audience viewing. | 2 laptop computers and 1 network ready printer, internet connection is recommended. |

| | Electronic Target and Scoring System CSP 2016-07 | | |
|---|---|---|---|
| | Tabulation September 20, 2016 | | |
| | Vendor: | **Martin Edmondson Enterprises** | **SIUS Target Systems USA, Inc.** |
| **10** | **Identify number of calendar days to install:** | 5 days max | 3 days (Max-Depending on Quantity ordered) |
| **11** | **Identify number of days to deliver after receipt of purchase order:** | 4-6 weeks | 6 weeks |
| **12** | **Will shipping charges apply? If so, identify the cost.** | see attached estimates | Shipping cust included in quote. Shipping cost varies based on quantity of equipment ordered. Please see attach quotes. |
| **13** | **Attach a detailed price sheet identifying the cost based on the following:** | | |
| | Four (4) lane system | $30,685.00 | $21,526.23 Option items $1,766.48 |
| | Six (6) lane system | $41,525.00 | $28,391.18 Option items $1,824.72 |
| | Eight (8) lane system | $52,885.00 | $35,256.12 Option items $1,882.96 |
| | Twelve (12) lane system | $76,195.00 | $52,085.45 Option itmes $1,999.44 |
| **14** | **Identify any and all additional charges. Attach a separate list or pricing sheet.** | No additional attachments | SIUS Target Systems USA have only one consumable item (target cards), which is not included in the quotes. Target cards replacement frequency is dependent of the skill of the shooter and practice frequency. The target card does not affect the performance of the hit sensor system and can take many hits without requiring replacement. A separate price sheet is included with the pricing tab. |
| **15** | **Deviations:** | No Deviations | No Deviations |

## GRANBURY INDEPENDENT SCHOOL DISTRICT

## INTEROFFICE MEMO

## FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 18, 2017
For: Approval

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 11, 2017
**RE**: Utility Costs

**SUMMARY:**

Board Policy CH(LOCAL) requires board approval on purchases in excess of $50,000. The policy states, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in this policy.

The Superintendent is not required to obtain Board approval for the following types of budgeted purchases costing less than $100,000, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;

2. A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]; or

3. A continuing or periodic purchase under a Board-approved bid or contract."

The district budget covers payment of utilities across the District. Since the cost of these services will exceed $50,000, we are bringing these expenditures to the Board so purchase orders in excess of $50,000 may be issued as needed for utilities during the 2017-2018 fiscal year without additional Board approval.

Anticipated cost for the following utilities is budgeted and is presented for your information and authorization to issue any purchase order that exceeds $50,000 as needed for the 2017—2018 fiscal year.

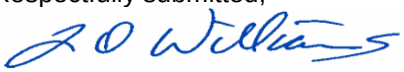
| | |
|---|---|
| Electricity - | $1,318,650 (Granbury Municipal Utilities, United Cooperative Services, Tri-County Cooperative) |
| Water - | 183,500 (Granbury Municipal Utilities, Acton Municipal Utility District) |
| Gas - | 173,000 (Atmos Energy) |

The following recommendation is that of Mr. Randy Leach and me.

**RECOMMENDATION:**

It is recommended that the utility purchases described above be approved as presented.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

Staff Person Responsible: Mr. Randy Leach
Ms. Karen Johnson

Date Submitted: September 11, 2017

# Granbury Independent School District

# Granbury High School

# 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness

Granbury High School



Every Student Every Day

# Mission Statement

Granbury High School empowers our students and challenges them to achieve success, show compassion, and contribute to a complex society.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Latest information suggests that our racial demographics are as follows: White 73.1%, Hispanic/Latino 22.4%, Two or more races 2%, and >1% American Indian, >1% Asian, >1% African American. Our campus percentage ended the 2017 school year at 43% for Free-Reduced Lunch recipients.

The Male/Female split on our campus is 52%-48% respectively.

Other campus numbers: SPED 11.4%, CTE 88%, ESL 2%, GT 8%.

### 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. 39

The students seem to thrive in an extremely economically diverse campus.

88% of our students at GHS are in one or more CTE classes.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1**: Language learners and low SES students have lower STAAR/EOC scores. **Root Cause**: Developing language skills and the lack of background knowledge is a gap our teachers must fill.

## Student Achievement

### Student Achievement Summary

According to the Texas Education Agency's 2017 Accountability Summary, Granbury High School has met the state standards. In the four calculated indexes, GHS scored 79 over a target score of 60 in Index 1 (Student Achievement--+6 over last year), Index 2 did apply to GHS (Student Progress) this year and we scored a 25 over a target of 17(+4 over last year). GHS scored a 46 over a target score of 30 in Index 3 (Closing Performance Gaps, +10 from last year), and 83 over a target score of 60 in Index 4 (Postsecondary Readiness, +2 over last year).

### Student Achievement Strengths

According to the TEA, our students perform in the top quartile in Academic Achievement in Mathematics, Academic Achievement in Science, and Post-Secondary Readiness.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1**: We need to raise our attendance rate. Raising our attendance rate would boost our accountability performance significantly. **Root Cause**: High school students are not aware of how their attendance (or lack thereof) affect their grades and progress. 40

## 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 in 2016. 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 600 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.



### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1**: Several students are disengaged from the school community. **Root Cause**: There is a lack of opportunities to develop appropriate, meaningful social and appropriate relationships and academic connections.

**Problem Statement 2**: There is a lack of parent involvement in issues not related to extracurricular activities. **Root Cause**: Parents might feel intimidated by the size and scope of the high school and all that it encompasses.

## 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.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1**: Staff demographics does not mirror student demographics. **Root Cause**: We have less minority applicants for teaching and administrative positions.

## 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 2018 and 2019 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. Most 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

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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 1 53%; ELA 2: 70%; Alg 1: 81%; Bio: 90% and Social Studies: 93%

Performance of Re-testers: ELA 1: 48% pass; ELA2: 47% pass; Alg 1: 58% pass; Bio: 65% pass; Soc St: 33% pass.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1**: Observations indicate an abundance of lower rigor tasks, formative assessments, and over-accommodating students without need for accommodation. **Root Cause**: Lack of focus/frame and training on higher-level classroom activities.

## 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.
- Freshman orientation in August 2017.
- 9th Grade Parent Meeting August 2017.
- 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.



### 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.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1**: Generally, there is a lack of parental involvement in academic issues. **Root Cause**: Lack of opportunities present an issue for parents to get involved academically.

## 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



Support for special populations of students (LEP. BIL, SPED, etc.)

Superintendent/Student Advisory Committee meets with Dr. Largent quarterly to discuss issues.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1**: Teachers indicate a lack of communication and input about whole-campus goals and district initiatives. **Root Cause**: Opportunities for teachers to "have a voice" are limited due to the size of the staff.

**Problem Statement 2**: Parent input into the educational goals and processes is extremely limited. **Root Cause**: Opportunities for parents to "have a voice" are limited to the campus leadership team participants.

# 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.

The campus is 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. Students are also allowed to bring their own device.

## 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.



## Problem Statements Identifying Technology Needs

**Problem Statement 1:** (When we get updated BrightBytes data, we will update this area.)

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data



**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# 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.

**Evaluation Data Source(s) 1:** By May 1, Granbury High School has utilized active social media outlets for multiple organizations; staff meetings have included customer care dialogue; and parents and community receive regular communication from School Messenger.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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<br>Club and Organization Leadership<br>Parent Organization Leadership<br>Various Teachers | Amount of information sent via Twitter,<br>Number of organizations and classes using Twitter | | | | 49 |
| 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) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |
| 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. | | | | |

✓ = Accomplished → = Continue/Modify ◕ = 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 2:** Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to foster relationships.

**Evaluation Data Source(s) 2:** 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.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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)<br><br>Campus Leadership Team membership<br><br>District-Level Advisory Committee membership | | | | 50 |
| 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) - $0.00 | | | | | | |
| 4) Expand utilization of Google Docs and Google Drive systems on campus. | | Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff | 50% of the GHS Staff will be using Google Classroom in their area in some way. | | | | |

= Accomplished = Continue/Modify = 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.

**Evaluation Data Source(s) 3:** 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.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | | | | |

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**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).

**Evaluation Data Source(s) 4:** GHS will offer multiple transition-focused events during the 2016-2017 School Year.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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. | | | | 52 |
| 4) Parent (and student) Meetings to go over graduation requirements, updates, and post-secondary options. | 4, 7, 8 | Counselors | Freshmen-August<br>Sophomores-September<br>Seniors-October<br>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) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |
| 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. | 7 | Admin, Counselors | Parent Academy sign-in | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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  = Continue/Modify  = 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 2017-2018

**Evaluation Data Source(s) 5:** GHS will have at least a 1% increase in attendance over the 94% registered for last year.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |
| **Critical Success Factors** CSF 1 CSF 5 4) 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. | | | | |
| 5) Partnership with Granbury Nissan to award a new car to students who have had perfect attendance during individual six weeks, semesters, or the entire year. | | Principal Assistant Principal | Students who have had perfect attendance will receive raffle tickets and will be recognized in a public drawing for keys to a new car. | | | | |

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**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 6:** GHS students will participate in large-scale community service opportunities in our "Day of Service." This may be one day with several students, or multiple days with smaller groups.

**Evaluation Data Source(s) 6:** 100% of students will participate in a community service project with their GHS colleagues.

**Summative Evaluation 6:**

## 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.

**Evaluation Data Source(s) 1:** More teachers will be trained and will implement 2 PBL activities by the end of the school year. All core area teachers, CTE, and SPED are PBL trained.

**Summative Evaluation 1:**



| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00, State Comp Ed (24) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = 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:** GHS will improve student performance according to state standards, including subgroups in all academic areas.

**Evaluation Data Source(s) 2:** All calculated areas will improve by at least 2% in all areas.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>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) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>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) - $0.00, Title I (211) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>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) - $0.00 | | | | | | |
| 5) Research and obtain new resources, strategies, activities that are innovative and highly motivational for targeted students | 5 | Campus Principal, Intervention Coordinator, Curriculum Dept | PO's, PD, EOC scores | | | | |
| | Funding Sources: Title I (211) - $0.00, State Comp Ed (24) - $0.00 | | | | | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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. | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2<br>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) - $0.00 | | | | | | |
| 8) GHS will partner with an outside entity to implement Fundamental 5 | 1, 3, 4, 6 | Principal<br>Intervention Coordinator<br>Asst Principals | Training logs | | | | |
| | Funding Sources: Title I (211) - $35,000.00 | | | | | | |

 = Accomplished  = Continue/Modify  = 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:** GHS will improve college readiness performance.

**Evaluation Data Source(s) 3:** 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.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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,<br><br>Review meetings with each teacher to go over AP Data | | | | |
| | Funding Sources: Gifted (21) - $0.00 | | | | | | |
| 3) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content. | | Teachers, Administration | Event is completed. | | | | |
| 4) 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.) | | | | |
| 5) Create a Go Center that will be supported by Post Secondary Coordinator | | Principal<br>Dean of Instruction<br>Post Secondary Coordinator | Increase number of students applying to college and receiving financial aide. | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = 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:** GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

**Evaluation Data Source(s) 4:** GHS will have a 95% or better completion rate in all calculated sub-groups.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = 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:** Increase access to the general curriculum for all students.

**Evaluation Data Source(s) 5:** Increase STAAR participation for students with disabilities by 5%.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) Create a campus level team to seek out innovative strategies and highly engaging strategies for targeted students | 2, 8 | Principal, Campus Intervention Coordinator | Provide PD with new strategies, attend PD and conferences to gain new strategies | | | | 60 |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>4) 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 → = Continue/Modify = 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:** Maintain reading and writing achievement for all students, but targeting At-Risk and Low SES demographics.

**Evaluation Data Source(s) 6:** While standard was met in 2017, we will continue the strategies listed below to maintain a high level of achievement.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>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) - $0.00, Title I (211) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>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: Title I (211) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br>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 | | | | |
| 4) Implement a differentiated informational text resource that supports GISD technology | | Campus Intervention Coor, ELA Team | Program Student Tracking System | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✕ = Discontinue

61

**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.

**Evaluation Data Source(s) 7:** Improve EOC performance by 5% as measured in our State data in math and science to meet safeguards.

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>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) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br>2) Concentrated instruction for ESL and targeted students by providing ESOL/EOC Prep class time. | 8 | Teachers, Intervention Specialists | Student success in reading as demonstrated on assignments and assessments. | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

62

## 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.

**Evaluation Data Source(s) 1:** A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = 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 2:** Provide technology professional development to support instruction.

**Evaluation Data Source(s) 2:** Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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:<br><br>Google Chrome,<br>Google Docs,<br>Skyward,<br>Google Classroom,<br>NEARPOD | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

64

**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.

**Evaluation Data Source(s) 3:** Every Quest teacher will document completion of the Student Lessons on digital citizenship before October 1.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

65

## Goal 4: 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.

**Evaluation Data Source(s) 1:** School calendar, master schedule, and individual schedules will reflect differentiation based on needs.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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**<br>CSF 1 CSF 2 CSF 3 CSF 7<br>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. | | | | |
| 4) GHS will continue to implement an online curriculum for students needing to accelerate or recover credit. | | Principal, Counselors | graduation rate increase | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

66

**Goal 4:** 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.

**Evaluation Data Source(s) 2:** Professional development sessions are held.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 4 | 3, 6 | Administration (to schedule and budget) | Workshop hosted on a PD day and completed. | | | | |
| 3) Host LYS Nation/Sean Cain to do a workshop for the GHS Staff on "The Fundamental Five." | Funding Sources: Title II (255) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

67

## Goal 5: 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.

**Evaluation Data Source(s) 1:** Campus has conducted an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Encourage participation in extracurricular activities:<br><br>Sports,<br>Band,<br>Choir,<br>Theater,<br>Ag,<br>JROTC, and others. | 2, 8 | Teachers, Administrators, Coaches, Counselors (and parents). | Number of students involved in an extracurricular activity. | | | | 68 |
| 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)<br><br>and<br><br>Participation in Science/History Fair | | | | |
| 4) National Test "Sign-Up Night" to provide support for parents to sign up for SAT/ACT tests. | 7 | Counseling Team | Sign-Up Night Participation, Sign-in Sheets. | | | | |
| **Critical Success Factors**<br>CSF 5 | 1 | Counselors, Principal | Title I Funding source provided and used by students needing assistance. | | | | |
| 5) Financial assistance for students who may need help funding PSAT, on-campus ACT/SAT Boot Camp, and graduation materials beyond the vouchers provided any organization. | Funding Sources: Title I (211) - $0.00 | | | | | | |
| 6) 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. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7) Parent Academy topics to include endorsement explanations and collection of advanced academic credits. | 7 | Administration, Counselors | Parent Academy agendas, sign-ins. | | | | |
| 8) Promote a college going culture by exhibiting university paraphenalia | | Principal<br>Campus Intervention Coordinator<br>Counselors | Increase the university paraphenalia and messaging within the school | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5:** 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.

**Evaluation Data Source(s) 2:** Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 11 6112 00 001 0 24 000 | | | | | |
| 199 E 11 6112 00 001 0 24 180 | | | | | |
| 199 E 11 6112 00 001 0 24 250 | | | | | |
| 199 E 11 6112 00 001 0 24 450 | | | | | |
| 199 E 11 6112 00 001 0 24 940 | | | | | |
| 199 E 11 6112 98 001 0 24 000 | | | | | |
| 199 E 11 6112 AV 001 0 24 000 | 3,200.00 | 3,200.00 | | | 3,200.00 |
| 199 E 11 6115 00 001 0 24 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 E 11 6115 NS 001 0 24 000 | | | | | |
| 199 E 11 6116 00 001 0 24 820 | | | | | |
| 199 E 11 6117 00 001 0 24 000 | 148,487.00 | 148,487.00 | | | 148,487.00 |
| 199 E 11 6117 00 001 0 24 180 | | | | | |
| 199 E 11 6117 00 001 0 24 250 | | | | | |
| 199 E 11 6117 00 001 0 24 450 | | | | | |
| 199 E 11 6117 00 001 0 24 940 | | | | | |
| 199 E 11 6117 98 001 0 24 820 | | | | | |
| 199 E 11 6117 IS 001 0 24 000 | | | | | |
| 199 E 11 6118 00 001 0 24 000 | | | | | |
| 199 E 11 6119 00 001 0 24 000 | | | | | |
| 199 E 11 6119 00 001 0 24 820 | | | | | |
| 199 E 11 6119 98 001 0 24 000 | | | | | |
| 199 E 11 6119 SS 001 0 24 000 | | | | | |
| 199 E 11 6125 00 001 0 24 000 | 21,198.00 | 21,198.00 | | | 21,198.00 |
| 199 E 11 6125 SS 001 0 24 000 | | | | | |
| 199 E 11 6131 00 001 0 24 000 | | | | | |
| 199 E 11 6141 00 001 0 24 000 | 2,460.00 | 2,460.00 | | | 2,460.00 |
| 199 E 11 6141 00 001 0 24 180 | | | | | |
| 199 E 11 6141 00 001 0 24 250 | | | | | |
| 199 E 11 6141 00 001 0 24 450 | | | | | |
| 199 E 11 6141 00 001 0 24 820 | | | | | |
| 199 E 11 6141 00 001 0 24 940 | | | | | |
| 199 E 11 6141 98 001 0 24 000 | | | | | |
| 199 E 11 6141 98 001 0 24 820 | | | | | |
| 199 E 11 6141 IS 001 0 24 000 | | | | | |
| 199 E 11 6141 SS 001 0 24 000 | | | | | |
| 199 E 11 6142 00 001 0 24 000 | 13,938.00 | 13,938.00 | | | 13,938.00 |
| 199 E 11 6142 00 001 0 24 190 | | | | | |
| 199 E 11 6142 00 001 0 24 250 | | | | | |
| 199 E 11 6142 00 001 0 24 450 | | | | | |
| 199 E 11 6142 00 001 0 24 940 | | | | | |
| 199 E 11 6142 98 001 0 24 820 | | | | | |
| 199 E 11 6142 DN 001 0 24 000 | | | | | |
| 199 E 11 6142 DN 001 0 24 250 | | | | | |
| 199 E 11 6142 HI 001 0 24 000 | | | | | |
| 199 E 11 6142 HI 001 0 24 250 | | | | | |
| 199 E 11 6142 HI 001 0 24 800 | | | | | |
| 199 E 11 6142 HI 001 0 24 940 | | | | | |
| 199 E 11 6142 IS 001 0 24 000 | | | | | |
| 199 E 11 6143 00 001 0 24 000 | 1,646.00 | 1,646.00 | | | 1,646.00 |
| 199 E 11 6143 00 001 0 24 180 | | | | | |
| 199 E 11 6143 00 001 0 24 250 | | | | | |
| 199 E 11 6143 00 001 0 24 450 | | | | | |
| 199 E 11 6143 00 001 0 24 820 | | | | | |
| 199 E 11 6143 00 001 0 24 940 | | | | | |
| 199 E 11 6143 98 001 0 24 000 | | | | | |
| 199 E 11 6143 IS 001 0 24 000 | | | | | |
| 199 E 11 6143 SS 001 0 24 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6144 | 00 | 001 | 0 | 24 | 000 | 10,464.00 | 10,464.00 | | | 10,464.00 |
| 199 | E | 11 | 6144 | 00 | 001 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6144 | 00 | 001 | 0 | 24 | 250 | | | | | |
| 199 | E | 11 | 6144 | 00 | 001 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6144 | 00 | 001 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6144 | IS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | SS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 000 | 134.00 | 134.00 | | | 134.00 |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 250 | | | | | |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6145 | 00 | 001 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6145 | 98 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | IS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | SS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 001 | 0 | 24 | 000 | 5,639.00 | 5,639.00 | | | 5,639.00 |
| 199 | E | 11 | 6146 | 00 | 001 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6146 | 00 | 001 | 0 | 24 | 250 | | | | | |
| 199 | E | 11 | 6146 | 00 | 001 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6146 | 00 | 001 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6146 | 98 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 98 | 001 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6146 | IS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | SS | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 001 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6297 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6299 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 001 | 0 | 24 | 000 | 8,000.00 | 8,000.00 | | | 8,000.00 |
| 199 | E | 11 | 6395 | 00 | 001 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6395 | 00 | 001 | 0 | 24 | 460 | | | | | |
| 199 | E | 11 | 6395 | 00 | 001 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6396 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | AV | 001 | 0 | 24 | 000 | 750.00 | 750.00 | | | 750.00 |
| 199 | E | 11 | 6397 | CR | 001 | 0 | 24 | 000 | 49,000.00 | 49,000.00 | | 42,850.00 | 6,150.00 |
| 199 | E | 11 | 6399 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6399 | 00 | 001 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6411 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 001 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6412 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6497 | 99 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6499 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6631 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 001 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6645 | 00 | 001 | 0 | 24 | 000 | 13,012.00 | 16,012.00 | | | 16,012.00 |
| 199 | E | 13 | 6219 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6219 | 00 | 001 | 0 | 24 | 950 | | | | | |
| 199 | E | 13 | 6299 | 00 | 001 | 0 | 24 | 000 | 25,000.00 | 25,000.00 | | | 25,000.00 |
| 199 | E | 13 | 6395 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6397 | 99 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 001 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 001 | 0 | 24 | 741 | | | | | |
| 199 | E | 13 | 6411 | 00 | 001 | 0 | 24 | 820 | | | | | |
| 199 | E | 13 | 6411 | 00 | 001 | 0 | 24 | 950 | | | | | |

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 13 6411 AV 001 0 24 000 | 16,210.00 | 16,210.00 | | | 16,210.00 |
| 199 E 13 6411 GW 001 0 24 741 | | | | | |
| 199 E 13 6497 00 001 0 24 000 | | | | | |
| 199 E 13 6645 99 001 0 24 000 | | | | | |
| 199 E 23 6411 AV 001 0 24 000 | 4,100.00 | 4,100.00 | | | 4,100.00 |
| 199 E 31 6339 00 001 0 24 000 | | | | | |
| 199 E 31 6411 00 001 0 24 000 | | | | | |
| 199 E 31 6411 AV 001 0 24 000 | 4,000.00 | 4,000.00 | | | 4,000.00 |
| 199 E 51 6645 00 001 0 24 00F | | | | | |
| Grand Expense Totals | 329,738.00 | 332,738.00 | | 42,850.00 | 289,888.00 |

**Number of Accounts:** 123

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Aimee Tolleson | Dean of Instruction | Title I | 1.0 |
| Jayme Duckett | At Risk Coordinator | Title I | 1.0 |

# Granbury Independent School District

# Stars Accelerated High School

# 2017-2018 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

Demographics

Demographics Summary for the current 2016-17 school year

STARS Accelerated High School has 34 students enrolled. Of that:

- 32 % Hispanic,
- 53 % White/ Non Hispanic,
- 3 % African American,
- 12 % American Indian
- 0 % are Two or More Races

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Socio Ecomomically (numbers that we presently have available) -

- 71% of its students reported to be Ecomomically Disadvantaged,
- 0% are English Language Learners
- 15% of STARS students recieve Special Education services.
- 24% of its students are considered Homeless.
- 21% of the students have had Career and Technology Courses

STARS student Population at the beginning of the 2017 school year consist of

- 53% 12th graders,
- 24% 11th graders,
- 18% 10th graders
- 5% 9th graders

## Demographics Strengths

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 Stars Accelerated High School 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

## Problem Statements Identifying Demographics Needs

78

**Problem Statement 1**: STARS HS's overall attendance rate over the past years remains at 81% despite efforts to reward good attendance. **Root Cause**: Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

## Student Achievement

### Student Achievement Summary

Last year STARS HS graduated 35 students. This was an increase over the last school year.

## School Culture and Climate

### School Culture and Climate Summary

### 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

### 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 p80 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.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1**: The attendance rate at STARS HS needs to increase overall in order to prevent students not finishing their program. **Root Cause**: Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

## 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 one 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.



### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1**: All staff continues to need staff development in order to increase student productivity and offer better learning opportunities that include use of technology and PBL. **Root Cause**: Using Odysseyware instruction exclusively can be a challenge to keep student interest and provide quality learning.

## 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, 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.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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**Problem Statement 1**: CTE opportunities are limited by our current Odysseyware program. **Root Cause**: Odysseyware only offers certain classes and some of them are not as "user friendly" as they could be and are not related to what we'd like to see students learning for CTE.

## Family and Community Involvement

### Family and Community Involvement Summary

We involve families from the beginning in the interview process to the end with an exit meeting. 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.

At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event. Our counselor then meets with student and parent in an exit meeting discussing future plans for the student.



### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1**: Parent support for consistent attendance is an issue for many students. **Root Cause**: Parents are unwilling to require their student to attend school consistently and provide avenues for the student to be absent. We also have many adult students who are living on their own.

## School Context and Organization

### School Context and Organization Summary

When a student enrolls at STARS, an individualized/graduation plan is created for him or her. The plan is created with student involvement and his or her specific
needs in mind. In order to maximize the amount of time spent on instruction, this school year instructional time in class increased to 1 hour and 20 minutes.

### 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.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1**: Our students continue not to access as many post-secondary opportunities as they could in order to increase their ability to earn after high school. **Root Cause**: Family situations, lack of parental support, lack of knowledge and financial stressors all keep our students from accessing post-secondary education.

# Technology

## Technology Summary

Each classroom has 8-10 computers per classroom for each student to work on Odysseyware. In addition, we have added a cart of Chromebooks and students are using Google for more of their classwok. 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
- Access to Chromebooks

## Problem Statements Identifying Technology Needs

85

**Problem Statement 1**: Teachers still need to incorporate more use of a wider variety of technology (Google apps, Prezi, etc) in their daily classroom activities. **Root Cause**: Some teachers are not comfortable with the use of technology and how it applies to student learning.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

86

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

**Employee Data**

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent Involvement Rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

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

**Performance Objective 1:** The staff at STARS Accelerated HS will create a positive and welcoming school climate that focuses on increasing the attendance rate to 90% or better.

**Evaluation Data Source(s) 1:** Utilizing PIEMS to track daily attendance

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) 1. Student and parent will attend an interview before the student is enrolled. Expectations for attendance will be discussed and student will sign an attendance contract. | | Principal and counselor | student enrollment records | | | | |
| 2) Improve student attendance through a positive reward system.<br>a. Sonic Friday at the end of the six weeks<br>b. Incentive breakfast/lunch<br>c. Dress up Days<br>d. Field Trip partiipation<br>e. Senior Shirts | | Principal, counselor, attendance clerk | Increase in overall attendance | | | | 88 |
| | Funding Sources: Local (199) - 2500.00 | | | | | | |
| 3) 3. Parent involvement in student attendance through: six weeks' progress report, parent phone calls, parent conference, attendance contract, and truancy filings. | | Principal and counselor | Increase in attendance and graduation rate. | | | | |
| 4) "What You Do Matters" incentive program will continue to increase recognition for students who work diligently, accomplish a short-term goal, improve attendance, or behave in a way that increases positive relationships on campus. | | All faculty, principal, counselor, and secretary | Increase in a positive environment among students, increased student productivity, positive rapport between teachers/students, increase in the attendance rate and student graduation rate. | | | | |
| | Funding Sources: Local (199) - 2500.00 | | | | | | |
| 5) There will be a daily posting of attendance which will include number absent, number tardy & daily attendance percentage. Daily attendance percentage will also be a part of daily announcements. | | Principal and attendance clerk | Increase overall attendance | | | | |


= Accomplished
= Continue/Modify
= 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:** STARS HS students will graduate on an accelerated plan depending on individual student needs.

**Evaluation Data Source(s) 2:** Transcripts, student schedules, course completion timelines

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) 1) Students will be part of the planning process in order to find the most efficient path to graduation. | | Principal and counselor | Number of students completing all credits required for graduation and earning a diploma. | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 2) Students qualifying as homeless under McKinney Vento will be provided with graduation regalia depending on their need. | 1 | Counselor | List of students receiving a cap and gown to participate in graduation ceremonies. | | | | |
| | Funding Sources: Title I (211) - 0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

90

## 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 an effective plan to improve academic performance of all students in targeted areas.

**Evaluation Data Source(s) 1:** Students will participate in an increased number of science courses and PBL based learning opportunities.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Design courses that utilize higher level thinking skills through the implementation of PBL strategies in all courses. | | Principal, staff | Course syllabus and student participation/presentation | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 2) Chemistry and physics participation will be increased through the use of a hands-on/TEKS based, Outdoor Learning lab syllabus rather than utilizing the Odysseyware curriculum. | | Principal/science instructor/counselor | Increase in student scheduling into these courses resulting in more students graduation with an endorsement. | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 3) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget. | | Principal/Faculty | STARS will obtain at least one GEF grant each school year that will directly affect student instruction/opportunity. | | | | 91 |

✓ = Accomplished → = Continue/Modify = 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:** Students achieving Level II or better on the English I & II EOCs will be increased to 90%.

**Evaluation Data Source(s) 2:** Student score reports

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Instruction will focus on specific test taking strategies tailored to specific student needs based on testing data. | | Principal/English instructor | Students will achieve Level II | | | | |
| 2) English instructor will increase the number of writing opportunities available in the classroom (i.e. PBL based novel projects). | | Principal/English instructor | Students will achieve Level II | | | | |
| 3) Increase the number of professional development opportunities for ELA teacher. | | Principal/English instructor | Number of PD opportunities attended. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 4) Participate in district Common Assessments with review of data in DMAC to drive instruction. | | Principal/counselor/instructor | Data is used to create strategies for students. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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## 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 the opportunity to utilize technology in the classroom.

**Evaluation Data Source(s) 1:** Increased participation in use of technology in all classrooms (PBL, Google, screen castify, swivel robot, etc).

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students will utilize computer based courses where appropriate. | | Principal/faculty | Completion of courses | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 2) Teachers will increase participation in district/service center offered trainings to increase knowledge of technology implementation for their discipline. | | Principal | Number of PD opportunities attended by teachers. | | | | |
| | Funding Sources: Local (199) - 350.00 | | | | | | |
| 3) Students will create project rich lessons utilizing available technology. | | Principal/faculty | Technology rich lessons | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

## 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 HS will utilize its expanded space to develop and implement a safe and updated space for all its students.

**Evaluation Data Source(s) 1:** Addition of technology and security cameras

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Maintenance and technology requests will be utilized to increase security and technology available to students. | | Principal | Security cameras will be in place. A secure entrance will be established. Technology will be upgraded in all classrooms. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = 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:** Students will be allowed to use flexible end of day scheduling to accommodate work schedules and transportation/family needs.

**Evaluation Data Source(s) 1:** Number of students who are using the flexible options during the day.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Questions during the interview process will relate specifically to discovering out a student's individual needs and plans for working outside of school. | | Counselor/principal | Number of students utilizing a flexible afternoon schedule. | | | | |

= Accomplished = Continue/Modify = 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 STARS teachers will have a 55 minute conference period for planning.

**Evaluation Data Source(s) 2:** Master schedule

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) The master schedule will include conference periods for all core teachers. | | Counselor/principal | Master schedule | | | | |

 = Accomplished  = Continue/Modify  = 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:** STARS HS will utilize its expanded space to increase opportunities for students to participate in community outreach.

**Evaluation Data Source(s) 1:** Number of student participating in these activities.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students will choose a community project in GISD's Day of Service and create goals for participation. | | Counselor/principal/faculty | Number of students participating in community outreach project. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

97

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

**Performance Objective 2:** The number of speakers at STARS HS will increase to at least once a month.

**Evaluation Data Source(s) 2:** Schedule of speakers

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) The speakers bureau and other resources will be utilized to bring in guest speakers who are relevant to student interests/needs | | Counselor | Speakers schedule that reflects a guest speaker at least one time per six weeks. | | | | |

 = Accomplished  = Continue/Modify  = 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:** Graduating seniors will complete the ApplyTexas application along with FAFSA prior to graduation.

**Evaluation Data Source(s) 3:** Completed applications/FAFSA

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Seniors and parents will participate with the counselor in graduation meetings and activities to prepare them for graduation. | | Counselor/principal | Number of students completing the application/parent sign in sheets/meeting adgendas | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6116 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6116 | 00 | 002 | 0 | 26 | 820 | | | | | |
| 199 | E | 11 | 6116 | HB | 002 | 0 | 26 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 98 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6118 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6118 | DY | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6119 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6125 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 002 | 0 | 26 | 820 | 7.00 | 7.00 | | | 7.00 |
| 199 | E | 11 | 6141 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 98 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6141 | DY | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 002 | 0 | 24 | 000 | | | | | 100 |
| 199 | E | 11 | 6143 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6143 | 00 | 002 | 0 | 26 | 820 | | | | | |
| 199 | E | 11 | 6143 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6143 | DY | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6144 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6145 | 00 | 002 | 0 | 26 | 820 | | | | | |
| 199 | E | 11 | 6145 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6145 | DY | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6146 | CI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6219 | 00 | 002 | 0 | 26 | 820 | | | | | |
| 199 | E | 11 | 6239 | CA | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6244 | 00 | 002 | 0 | 24 | 870 | | | | | |
| 199 | E | 11 | 6249 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6249 | 98 | 002 | 0 | 24 | 870 | | | | | |
| 199 | E | 11 | 6268 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6297 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6297 | CR | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6297 | PL | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6299 | HP | 002 | 0 | 26 | 690 | | | | | |
| 199 | E | 11 | 6299 | LL | 002 | 0 | 26 | 000 | 50.00 | 50.00 | | | 50.00 |
| 199 | E | 11 | 6321 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6321 | 00 | 002 | 0 | 24 | 760 | | | | | |
| 199 | E | 11 | 6325 | 00 | 002 | 0 | 24 | 370 | | | | | |
| 199 | E | 11 | 6326 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 002 | 0 | 24 | 420 | | | | | |
| 199 | E | 11 | 6326 | 00 | 002 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 160 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 170 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 370 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 24 | 760 | | | | | |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 26 | 370 | 725.00 | 725.00 | | | 725.00 |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 26 | 390 | 725.00 | 725.00 | | | 725.00 |
| 199 | E | 11 | 6395 | 00 | 002 | 0 | 26 | 450 | 725.00 | 725.00 | | | 725.00 |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6395 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | AL | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | CA | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6395 | CI | 002 | 0 | 26 | 950 | | | | | |
| 199 | E | 11 | 6396 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | CC | 002 | 0 | 26 | 000 | 300.00 | 300.00 | | 300.00 | |
| 199 | E | 11 | 6397 | CR | 002 | 0 | 24 | 000 | 3,500.00 | 3,500.00 | | | 3,500.00 |
| 199 | E | 11 | 6397 | CR | 002 | 0 | 26 | 000 | | | | 3,500.00 | -3,500.00 |
| 199 | E | 11 | 6397 | EL | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6397 | PL | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6397 | SI | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 11 | 6399 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 002 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6411 | 00 | 002 | 0 | 26 | 820 | 500.00 | 500.00 | | | 500.00 |
| 199 | E | 11 | 6412 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6498 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6498 | CF | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6499 | AF | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6499 | CF | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6644 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | CI | 002 | 0 | 26 | 180 | | | | | |
| 199 | E | 11 | 6645 | CI | 002 | 0 | 26 | 390 | | | | | |
| 199 | E | 11 | 6649 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6649 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6649 | CF | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6249 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6325 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6326 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6649 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6669 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6497 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 21 | 6219 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 21 | 6395 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 21 | 6397 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 21 | 6411 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 21 | 6497 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6117 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6125 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6141 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6141 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6142 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6143 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6145 | 98 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6219 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6239 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6244 | 99 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6249 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6268 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6299 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6395 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6396 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6397 | 00 | 002 | 0 | 24 | 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 23 | 6397 | 99 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6411 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6411 | 75 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6497 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6644 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6645 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 23 | 6649 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6299 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6339 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6395 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6411 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 33 | 6395 | 00 | 002 | 0 | 24 | 000 | | | | | |
| 199 | E | 33 | 6397 | RP | 002 | 0 | 26 | 990 | | | | | |
| 199 | E | 33 | 6412 | 00 | 002 | 0 | 26 | 000 | | | | | |
| 199 | E | 33 | 6645 | RP | 002 | 0 | 26 | 990 | | | | | |
| 199 | E | 52 | 6219 | 00 | 002 | 0 | 24 | 000 | | | | | |
| Grand Expense Totals | | | | | | | | | 6,532.00 | 6,532.00 | | 3,800.00 | 2,732.00 |



**Number of Accounts:** 130

********** End of report **********

# Granbury Independent School District

# Granbury Middle School

# 2017-2018 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

| Granbury Middle School Demographic Comparison | | | | | | |
|---|---|---|---|---|---|---|
| | 2015-16 | | 2014-15 | | 2013-14 | |
| Grade | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| 6th | 239 | 34.9% | 248 | 32.7% | 218 | 31.3% |
| 7th | 254 | 32.6% | 232 | 34.8% | 225 | 32.3% |
| 8th | 237 | 32.5% | 231 | 32.5% | 253 | 36.4% |
| Totals | 730 | | 711 | | 696 | |
| | | | | | | |
| Ethnic Distribution | | | | | | |
| African American | 3 | 0.4% | 4 | 0.6% | 8 | 1.1% |
| Hispanic | 231 | 31.6% | 207 | 29.1% | 178 | 25.6% |
| White | 469 | 64.2% | 478 | 67.2% | 481 | 69.1% |
| American Indian | 7 | 1.0% | 6 | 0.8% | 7 | 1.0% |
| Asian | 3 | 0.4% | 2 | 0.3% | 3 | 0.4% |
| Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| Two Races | 17 | 2.3% | 14 | 2.0% | 19 | 2.7% |
| | | | | | | |
| Other | | | | | | |
| Economically Disadvantaged | 428 | 58.6% | 422 | 59.4% | 414 | 59.5% |
| Non-Economically Disadvantaged | 302 | 41.4% | 289 | 40.6% | 282 | 40.5% |
| ELL | 54 | 7.4% | 35 | 4.9% | 34 | 4.9% |
| Student Discipline Placements | 31 | 3.9% | 26 | 3.3% | 14 | 1.8% |

| | | | | | | |
|---|---|---|---|---|---|---|
| At-Risk | 234 | 32.1% | 372 | 52.3% | 368 | 52.9% |
| Mobility | 128 | 16.0% | 153 | 19.3% | 129 | 16.2% |

The data shown above was compiled from TAPR reports from the TEA website. Demographic data shown includes three consecutive years for the purpose of analyzing trends. As indicated, enrollment in Granbury Middle School has increased from 696 to 711 between the 2013-14 academic year and the 2014-15 academic year. This indicates a 2.2% increase in enrollment. Additionally, enrollment in Granbury Middle School increased from 711 to 730 from the 2014-15 academic year to the 2015-16 academic year. This indicates an increase of 2.7%. Overall, enrollment has increased 4.9% over the past three years. It should also be noted that the breakdown of the population of Granbury Middle School by ethnic distribution or other factors does not show significant statistical fluctuation over the past three years, with one exception. The ELL population has increased from 4.9% to 7.4% which indicates the need for additional support for these students. White students represent the majority of the student population and the majority of the rest of the population of Granbury Middle School consists of Hispanic students. Approximately 60% of Granbury Middle School consists of students from a Economically Disadvantaged background.

**Demographics Strengths**

Analysis of demographic data at Granbury Middle School indicates a diverse group of students from a variety of backgrounds. Granbury Middle School is one of two middle schools in the district and of those two middle schools, Granbury Middle School has the most ethnic diversity. This offers us the opportunity to provide a formal education that builds upon the student individual cultural backgrounds and provides students the opportunities to learn from, support, and appreciate the differences in others. Additionally, the larger percentage of students from a low socio-economic background affords us the opportunity to help reverse the trends of generational poverty through education.



**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Granbury Middle School has a large number of students with learning and socio-emotional gaps. **Root Cause**: Granbury Middle School has a large number of students with from a low socio-economic background.

**Problem Statement 2**: Granbury Middle School has struggled to support English Language Learners. **Root Cause**: Granbury Middle school has an increasing population of English Language Learnings.

## Student Achievement

### Student Achievement Summary

| Student Achievement | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2015-16 | | | 2016-17 | Subpopulation Data 2015-16/2016-17 | | | | |
| | State | District | GMS | GMS | Hispanic | White | SPED | Econ. Dis. | ELL |
| STAAR Test | | | | | | | | | |
| Grade 6 | | | | | | | | | |
| Reading | 69% | 71% | 60% | 69% | 43%/59% | 70%/74% | 20%/26% | 47%/59% | 30%/59% |
| Math | 72% | 69% | 58% | 73% | 48%/62% | 62%/79% | 22%33% | 50%/65% | 30%/74% |
| Grade 7 | | | | | | | | | |
| Reading | 71% | 66% | 59% | 60% | 48%/56% | 64%/62% | 20%/13% | 47%/49% | - /45% |
| Math | 69% | 74% | 67% | 57% | 64%/61% | 67%/56% | 17%/10% | 60%/46% | 53%48% |
| Writing | 69% | 67% | 57% | 58% | 55%/55% | 57%/59% | - /5% | 48%/45% | - /42% |
| Grade 8 | | | | | | | | | |
| Reading | 87% | 84% | 75% | 70% | 81%/65% | 74%/71% | 24%/23% | 72%/66% | 89%/50% |
| Math | 82% | 77% | 64% | 71% | 73%/67% | 60%/72% | - /31% | 60%/67% | - /69% |
| Science | 75% | 75% | 60% | 66% | 61%/56% | 60%/70% | - /23% | 54%/58% | 50%/35% |
| Social Studies | 63% | 64% | 53% | 51% | 51%/36 | 52%/56% | - /15% | 45%/36% | - /5% |
| Grade 8 | | | | | | | | | |
| English 1 | 65% | 71% | 83% | 90% | 82%/80% | 83%/71% | - | 87%/66% | - |
| Algebra 1 | 78% | 87% | 98% | 100% | 100%/100% | 97%/100% | - /100% | 98%/100% | - /100% |



Granbury Middle School showed significant academic gains from the 2015-16 to the 2016-17 academic year in numerous subjects. Progress can also be seen in various subpopulations when compared to last year's data.

The subject areas which showed increases in student performance were in the areas of 6th Grade Reading, 6th Grade Math, 7th Grade Reading, 7th Grade Writing, 8th Grade Math, 8th Grade Science, and English 1. Of these grade and subject level groupings, 6th Grade Reading, 6th Grade Math, 8th Grade

Math, and 8th Grade Science showed the most significant gains.

All subpopulations across the board in 6th Grade Reading and Math showed increases in performance. Hispanic Students and Special Education students showed the biggest increases in performance. Additionally, Hispanic students and Economically Disadvantaged students made progress in 7th Grade Reading. In 8th Grade, White students and Economically Disadvantaged students made increases in Math and Science.

The biggest problem areas for Granbury Middle School, as indicated by the data included above, include 7th Grade Math, 8th Grade Reading, and 8th Grade Social Studies. 7th Grade Math showed the biggest decrease in performance when compared to last year. Although the decreases were less significant than 7th Grade Math, 8th Grade Reading and 8th Grade Social Studies also showed a decline in performance. These three subjects appear to be areas of concern for our campus overall when compared to the state. Overall, Granbury Middle School continues to struggle academically in 7th and 8th Grade in all subject areas when compared to the District and State data. These trends are also consistent when considering subpopulations. Granbury Middle School continues to seek academic improvement with our Hispanic, SPED, Economically Disadvantaged, and ELL students.

**Student Achievement Strengths**

Granbury Middle School showed significant academic gains from the 2015-16 to the 2016-17 academic year in numerous subjects. Progress can also be seen in various subpopulations when compared to last year's data.

The subject areas which showed increases in student performance were in the areas of 6th Grade Reading, 6th Grade Math, 7th Grade Reading, 7th Grade Writing, 8th Grade Math, 8th Grade Science, and English 1. Of these grade and subject level groupings, 6th Grade Reading, 6th Grade Math, and 8th Grade Math, and 8th Grade Science showed the most significant gains.



**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: 7th Grade Math showed an overall decrease in performance on the 2016-17 STAAR exam. **Root Cause**: Historical testing data indicates that this particular group of students have had low performance scores in 6th Grade.

**Problem Statement 2**: 7th and 8th Grade Reading scores indicate the need for improvement as they continue to perform lower than state averages. **Root Cause**: Targeted instruction has inconsistantly addressed the gaps evident in our student population.

**Problem Statement 3**: 8th Grade Social Studies scores have continued to indicate unfavorable performance when compared to state testing data. **Root Cause**: Students are unable to fully grasp and understand concepts and vocabulary associated with U.S. History. Possible factors could include curriculum, personnel changes, and academic language support.

**Problem Statement 4**: STAAR Testing data indicates that Hispanic Students, ELL students, and Economically Disadvantaged students continue to need additional support. **Root Cause**: Academic language impedes these subpopulations from demonstrating mastery on formal assessments.

## School Culture and Climate

### School Culture and Climate Summary

Information from staff, students and parents has been collected in order to gather input on the culture and climate of Granbury Middle School. Overall, the school is seen in a positive light with many strengths and resources available through the stakeholder's themselves. There is an overall confidence in the school and in its teachers and support staff. There are also problems that are evident both directly and implicitly. As stated in the Demographics section of this Comprehensive Needs Assessment, Granbury Middle School has a high population of students from a lower socio-economic background. Students come to school with a number of socio-emotional gaps that are manifested in various challenges for both students and staff from discipline issues to lack of varied experiences that make it difficult to connect learning to real-world experiences. Additionally, consistent with schools that are comprised of such populations, there is lack of parental involvement. Granbury Middle School has struggled in recent years with how to develop a better partnership with parents in the educational venture.

During the 2017/18 school year, Granbury Middle School will implement the AVID program. This is a program that seeks to target students who have the ability to succeed academically but lack the context and support to reach their potential. This program essentially assists with the training and implementation of skills needed to succeed in school.

### School Culture and Climate Strengths



There are many indispensable elements that comprise Granbury Middle School that manifest themselves positively in our school culture. These positive elements form the pillars of a potentially rich and rewarding school culture. As identified by all stakeholders, Granbury Middle School's greatest assets are its constituents themselves. Overall, the staff and students are seen in a positive light and there is great confidence and camaraderie among staff. The staff at Granbury Middle School report great respect for one another and report that they feel a great sense of support from one another. This translates into a supportive environment for students as well. Teachers at Granbury Middle School are very generous and are concerned about the physical, emotion, academic, and social well-being of its students. Teachers willingly give up their personal time as well as personal financial resources for our students on a regular basis.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1**: Granbury Middle school has a larger number of students with material needs. **Root Cause**: Granbury Middle School has a large number of students from a low socio-economic background.

**Problem Statement 2**: Granbury Middle School has a large population of students that struggle to appropriately exhibit social norms which results in negative behaviors toward staff and other students. **Root Cause**: Granbury Middle School has a large number of students from a low socio-economic

background.

**Problem Statement 3**: Granbury Middle School teachers and staff struggle to focus on academic priorities in the classroom because of the large number of behavioral challenges evident in the student population. **Root Cause**: Granbury Middle School has struggled to train teachers to adequately deal with the challenges of working with students from a low socio-economic background.

**Problem Statement 4**: Granbury Middle School is inexperienced in implementing the AVID program and is unaware of potential problems that may be faced during its implementation. **Root Cause**: The 2017/18 school year will be our first year in implementing AVID.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Granbury Middle School is comprised of approximately 65 staff members, which does not include cafeteria staff and custodial staff. All teachers are considered "Highly Qualified" and the school complies with the rigorous requirements set out by the district for the acquisition of quality staff members. Many teachers on campus hold advanced degrees in various areas including administration, curriculum and design, as well as subject-area specialties. Staff members come from a variety of backgrounds with a variety of experiences including "real-world" occupational experiences beyond Education and are involved in various community and service-oriented endeavors outside of the educational context.

It should be noted that although Granbury Middle School administers diligent and thorough intentionality in the recruitment and of quality staff members. Nevertheless, we continue to struggle with staff retention in recent years. After the 2014/15 school year, Granbury Middle school had a significant turnover rate. Approximately 35% of the staff left the school for a variety of reasons. Additionally, after the 2015/16 academic school year, approximately 23% of the staff were replaced. At the time of the composition of this document, at the close of the 2016/17 school year, Granbury Middle School has had and is having to replace 20% of its staff. There is also the strong likelihood that this percentage will grow as we approach the 2017/18 academic school year.

There are many factors that influence these trends, some of which are out of the control of the school, however, some of these turnover trends must be attributed to the school culture and climate. It is difficult to pinpoint with any real accuracy the components of the school climate that lead to a high staff turnover rate. Granbury Middle school can be a challenging environment to work in. This primarily has to do with the areas already identified in the demographics section of this document. However, there are also other subtle factors that lead to an increased drain on our campus staff. One such factor is that Granbury Middle school is often compared to the only other middle school in the district. This middle school is highly functioning and successful. It has a different student demographic and different problems to address, however, it successfully addresses these problems consistently and efficiently. Due to their success, and the fact that there are only two middle schools in the district, being the "last place" middle school in the district in the eyes of the community can bring about additional criticisms and challenges, both externally and internally, which negatively affects staff morale.

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### Staff Quality, Recruitment, and Retention Strengths

As stated above, the staff of Granbury Middle School is comprised of highly qualified individuals who are supportive of one another in a variety of ways. The staff brings a variety of resources to the educational environment of the school. Staff at Granbury Middle school truly care about the complete well-being of all students and are committed to all aspects of their development, both their academic and socio-emotional health.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1**: Granbury Middle School struggles with a high staff turnover rate. **Root Cause**: Granbury Middle School struggles with staff morale

due to the challenges of working with students from a low socio-economic background and negative community perceptions.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Granbury Middle School is dedicated to following and contributing to the district's curriculum department in many ways. Great care and effort goes into the development of a Scope and Sequence and dedicated curriculum directors for core content areas work collaboratively with our school to ensure proper implementation of the curriculum. Our school also employs an Instructional Specialist who works alongside our teaching staff to create lessons, collect data, and act as a liaison between teachers and the curriculum department. District testing and data analysis also occur on a regular basis in order to provide constant feedback to the effectiveness of our programs. Assessment instruments utilized include, but are not limited to, iStation, district-created assessments, Think Through Math, three-week checkpoints, and various teacher-created assessments. Assessment results are collected in DMAC and reports are regularly generated by all campus and district staff for the purpose of analysis and reflection. Teachers are involved in all parts of this process through Professional Learning Communities and CARA meetings. During the summer, subject and grade level staff meet with district curriculum staff in order to insure proper vertical and horizontal alignment of our district curriculum. In addition, our school is also a Project-Based Learning School. Teachers work closely with the Instructional Specialist and the curriculum department to collect quality project-based learning lessons that are shared and utilized by the district for the purpose of developing higher-level thinking skills and multi-step processing abilities in our students.

### Curriculum, Instruction, and Assessment Strengths



Curriculum, instruction, and assessment is a collaborative effort between campus and district staff. District staff is committed to the support and enhancement of all parts of our schools' curriculum, including the curriculum itself, its implementation, and the assessment of its effectiveness. Our school has access to numerous resources that enhances our campus' efforts in the academic growth of our students. Additionally, our school has the privilege to employ and utilize an instructional specialist to assist our staff in curriculum application.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1**: Granbury Middle School has struggled to utilize its Instructional Specialist effectively. **Root Cause**: Granbury Middle School has not developed a clear job description for its Instructional Specialist and has not clearly communicated this job description to campus staff.

**Problem Statement 2**: Granbury Middle School has struggled to implement PBL to fidelity. **Root Cause**: Granbury Middle School has struggled to prioritize the numerous district curriculum initiatives available to our campus.

## Family and Community Involvement

### Family and Community Involvement Summary

Granbury Middle School hosts a variety of events that allow parents and community members to participate in the education of our students 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 Academic Awards Night. It should also be noted that parents are invited and encouraged to participate in our Parent/Teacher Organization. Additionally, parents and community members are invited to be a part of the decision-making process for our entire campus through involvement in the Site-Based Decision Making Committee. Parents are also kept informed about school happenings through social media outlets, campus-wide emails and phone calls, as well as regular parent contacts throughout the year.

In spite of our efforts for increased parent and community involvement, Granbury Middle School continues to need improvement in this area.

### Family and Community Involvement Strengths

As stated above, Granbury Middle School hosts a variety of events for parents and community members. Parents have multiple opportunities to be involved in multiple aspects of their student's education. It should also be noted that Granbury Middle School partners with the Christian Service Center, a faith-based non-profit entity, that helps us to meet many of the material and social needs of our students. 114

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1**: Granbury Middle School struggles to maintain and increase parental support and engagement in the learning process. **Root Cause**: Granbury Middle School has failed to identify the barriers that prevent parental support and engagement.

## School Context and Organization

### School Context and Organization Summary

Granbury Middle School is dedicated to aligning our campus goals with our district goals. Granbury Independent School District has outlined the following goals for our entire district:

| |
|---|
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **Goal #6)** We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families. |

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These goals seek to prepare students with 21st Century Skills including, communication, collaboration, critical thinking, and creativity. Our campus seeks to arrive at these goals through the very skills we seek to pass along to our students.

Our campus' organizational structure includes an administrative team of seven individuals who play very important roles in the school context. These seven positions include a principal, two assistant principals, two counselors, an instructional specialist, an AVID coordinator, and a librarian. Not only do the individuals who serve in these positions fulfill the roles inherent in these positions, they work together as a collaborative team to set a vision for the campus and offer support to the rest of the campus staff.

In addition to the administrative team, Granbury Middle School employs two teachers per core content area in each grade level, with the exception of ELA, which includes three teachers per grade level. Our campus also has four Fitness & Wellness teachers, two choir teachers, two art teachers, two band teachers, a theater teacher, a Spanish teacher, and two teachers teach in the area of technology. Additionally, seven Special Education teachers offer inclusion support in the classroom and teach resource classes for our Special Education students. The campus also has the privilege of working closely with several Special Education aides who work alongside teachers to provide additional support for our students. Granbury Middle School also has the support of four administrative assistants and a campus nurse.

Our staff works diligently to provide support for our students and to one another. There are seven departments on campus divided by content area and each

of these departments is lead by one staff member who acts as a department head and these individuals meet regularly with the principal to ensure quality communication with the rest of the staff. Each grade level on campus also works collaboratively to tackle problems that are inherent with each grade level. Staff meetings are typically held monthly and each department meets weekly with one of the administrative team members in a 10-15 minute meeting to ensure healthy communication across campus.

**School Context and Organization Strengths**

Granbury Middle School is comprised of a collaborative team with an adequate staff-to-student ratio with the full support of district administration.

# Technology

## Technology Summary

Two years ago, Granbury Independent School district passed a bond package that included significant technological infrastructural improvements. Granbury Middle School was one of the schools that directly benefited from this initiative. Through this bond package, all classrooms at our school have been equipped with Smartboards, document cameras, and Chromebooks for student use. Each classroom has access to 10 Chromebooks, and each department on campus has access to two Chromebook housing units that contain 24 Chromebooks each. Additionally, the district continually supplies training for technological use in the classroom to every teacher in the district.

Granbury Middle School also has a technology committee that meets regularly. However, this committee has struggled to find a purpose and provide meaningful resources to the campus.

## Technology Strengths

Over the past two years, technology application in the classroom has skyrocketed at Granbury Middle School. Teachers and staff have embraced the districts' technology initiative and continue to seek out new and exciting ways to apply these technological resources to classroom instruction.



## Problem Statements Identifying Technology Needs

**Problem Statement 1**: Granbury Middle School has struggled to maintain an intentional and unified plan for seamless integration of technology into the academic process. **Root Cause**: Granbury Middle School is in need of a more training for the enhancement of technological integration at the campus level.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data



**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**



- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# 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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | Increased community involvement in the academic endeavors of GMS. Will also provide opportunities for students to connect learning to real world problem solving. | | | | 120 |
| | Funding Sources: Title I (211) - 300.00 | | | | | | |

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**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.

**Evaluation Data Source(s) 2:** 5th Grade parent nights in the spring, "transition day" for 5th graders in the spring, and Pirate Camp.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Create procedures and schedules for events. | 1, 6 | Campus administration, teachers, and other campus personnel. | Increased network of support for incoming sixth graders and their parents/guardians. | | | | |
| | Funding Sources: Local (199) - 2000.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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, Family Picnic Night w/Feeder Schools, A Day of Service, 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.

**Evaluation Data Source(s) 3:** GMS Parent and Community Involvement Events Calendar posted on website, school marquee, school social media like: facebook, twitter, and instagram, and written schedule of events available to parents in front office.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Informed stakeholders and increased parent involvement. | | | | |
| | Funding Sources: Title I (211) - 1500.00 | | | | | | |

 = Accomplished  = Continue/Modify  = 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 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.

**Evaluation Data Source(s) 4:** Create partnership with community to bring real world perspective to learning.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. Teachers will also be able to reach out to community members through other venues. | 1, 10 | Teachers, Department Heads, Assistant Principals, and Principal | Increased network of support for our teachers and students. | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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 to develop leadership skills including, but not limited to, Student Council, National Junior Honor Society, and the Principal's Student Advisory Committee (Student Ambassadors).

**Evaluation Data Source(s) 5:** 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.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 to discuss campus concerns and generate strategies/solutions for improving the campus. | 1 | Principal | Increased network of support for students and giving students a voice on campus issues. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 2) Student Council will meet regularly throughout the school year. | 1 | Teacher sponsors. | Increased network of support between students and teachers. Provides leadership and service opportunites for students on campus and in the community. | | | | |
| 3) National Junior Honor Society will hold regular meetings throughout the school year and induct new members in the Spring. | 1 | Teacher Sponsors | Increased network of support between teachers and students. Will provide leadership and service opportunities for students on campus and in the community. | | | | |

= Accomplished = Continue/Modify = 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 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.

**Evaluation Data Source(s) 6:** Create an opportunity for Students and Teachers to represent GMS.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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.<br><br>Teacher of the month will be selected by the administration staff each month. | 1 | Principal and Secretary | Increased network of support that values students.<br><br>Increased network of support that values teachers. | | | | |

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**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.

**Evaluation Data Source(s) 7:** Mentors will meet weekly with students during lunch time, advisory time, and or any other time as approved by the principal.

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Provide positive role models for student well-being and success | 1, 10 | Counselors & Administrators | Increased network of support for students. Also, provides the community an opportunity to partner with the school. | | | | |

 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 8:** 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.

**Summative Evaluation 8:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Increased network of support for students. | | | | |
| | Funding Sources: Local (199) - 1000.00, Title I (211) - 1000.00 | | | | | | 127 |

✓ = Accomplished → = Continue/Modify ◕ = 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 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.

**Evaluation Data Source(s) 1:** Improvement in formative and summative assessments across all grade levels in all contents.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>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. | Student academic growth in reading. | | | | |
| 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. | Student academic growth in reading. | | | | |

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**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.

**Evaluation Data Source(s) 2:** 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.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>1) Research and obtain innovative resources that compliment the 21st century competencies for all content areas. | 1, 2, 4 | Campus principal, Assistant Principals, IS, Curriculum Dept | Successful implementation of a rigorous and engaging curriculum. | | | | |
| | Funding Sources: Title I (211) - 1000.00 | | | | | | |

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**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.

**Evaluation Data Source(s) 3:** Data Folders will be incorporated into the campus "Explore" class.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) All 6th and 7th graders will implement a student calendar/planner | 1, 9 | Principal, AVID Coordinator , IS | Student Planner | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| = Accomplished = Continue/Modify = 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 4:** All content areas will be encouraged to continue to utilize the Speakers Bureau as well as other community and business members to foster real-world connections and experiences to enhance learning.

**Evaluation Data Source(s) 4:** Teachers will schedule specific speakers in the classroom in order to compliment classroom instruction in all subject areas.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Implementation of an engaging curriculum that fosters partnerships for the benefit of students. | | | | |

 = Accomplished  = Continue/Modify  = 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 5:** The principal working with the Curriculum Department will ensure that all staff will be trained in Project Based Learning (PBL).

**Evaluation Data Source(s) 5:** All new staff will be PBL trained before the beginning of the 2018-2019 school year.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Curriculum Department will offer training in PBL at various times throughout the year. | 1, 2, 4, 5 | Administration and district curriculum personnel | Teachers will implement effective Project Based Learning in their classrooms for the purpose of implementing a rigorous and engaging curriculum. | | | | |

= Accomplished = Continue/Modify = 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 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.

**Evaluation Data Source(s) 6:** Ongoing professional development opportunities provided throughout the year and surveys to evaluate the effectiveness of each training opportunity.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Provide Professional Development Opportunities for all staff throughout the school year and also conduct 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 | Successful implementation of engaging curriculum that benefits individual students. | | | | |
| | Funding Sources: Local (199) - 3200.00, Title I (211) - 3200.00 | | | | | | |
| 2) Departments will collaborate with the Instructional Specialist and curriculum to identify and implement resources that positively impact student learning and success. | 1, 4 | Principal, Instructional Specialist, Curriculum Department | Data from formative and summative assessments. | | | | |

= Accomplished = Continue/Modify = 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 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.

**Evaluation Data Source(s) 7:** Counselors will use information gleaned from surveys and the Career Cruiser program to academically advise students.

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students are able to see career opportunities and student interests. | | Counselors and Administrators | Students will be better equipped to make individual goals. | | | | |

✓ = Accomplished → = Continue/Modify = 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.

**Evaluation Data Source(s) 8:** Campus and District Assessments will identify the needs and travel authorizations and purchase orders will document the outside professional development, programs, and supplies needed.

**Summative Evaluation 8:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Staff will attend professional development opportunities outside of our district. | 1, 4 | Administration, department heads, campus secretary. | Staff will be better equipped and empowered to implement a rigorous and engaging curriculum. | | | | |
| | Funding Sources: Title I (211) - 3000.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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**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.

**Evaluation Data Source(s) 9:** Demographic data, surveys, assessment data, and other information will be utilized to purchase instructional resources.

**Summative Evaluation 9:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>1) Use of a variety of resources. | 1, 10 | Department heads, curriculum staff, Instructional Specialist, administration, librarian. | These resources will aid in the implementation of a rigorous and engaging curriculum. | | | | |
| | Funding Sources: Title I (211) - 3000.00 | | | | | | |
| 2) SSI Intervention will be implemented after 8th reading and math STAAR | | Principal and teachers | Students will be better enabled and empowered to reach their individual goals. | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = 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.

**Evaluation Data Source(s) 1:** Technology Committee

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Technology Committee will be formed. | 1, 2 | Administrators, teachers, technology department | Optimization of technology infrastructure on campus. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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.

**Evaluation Data Source(s) 2:** Campus Technology Goal Alignment and Training

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | Optimization of technology infrastructure on campus. | | | | |

 = Accomplished  = Continue/Modify  = 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, Campus Administration, and Campus Secretary to take inventory of current technology on campus.

**Evaluation Data Source(s) 3:** Campus Technology Inventory

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) The Librarian will take inventory of current technology in each classroom by October 1st. | 1 | GMS Librarian and Campus Secretary | Optimization of technology infrastructure on campus. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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.

**Evaluation Data Source(s) 4:** CTE and Technology Classes

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Provide classes that encourage students to follow CTE and Technology Pathways. | 1 | Principal, Counselors, CTE Director, and Technology Director | Optimization of technological resources. | | | | |

✓ = Accomplished → = Continue/Modify ◕ = 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 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.

**Evaluation Data Source(s) 5:** Purchase new technological resources.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| System Safeguard Strategy<br>PBMAS<br>1) Purchase new resources for special populations. | 1 | Campus Intervention Coordinator, Instructional Specialist, Dylsexia Coordinator, teachers, and Principal | Optimization of technological infrastructure to support special programs. | | | | |
| | Funding Sources: Local (199) - 810.00 | | | | | | |

= Accomplished = Continue/Modify = 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 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 2017.

**Evaluation Data Source(s) 6:** 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.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Optimization of technological infrastructure. | | | | |

 = Accomplished  = Continue/Modify  = 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 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.

**Evaluation Data Source(s) 1:** The GMS administration and district personnel will continue to work together to maintain secured entrances, camera equipment, radio equipment, and other safety equipment.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Continue to adhere to district safety policies. | 2 | Principal, Architects, Superintendent, front office staff, technology staff | Safety and security. | | | | |
| 2) Create new conference room within office area to minimize visitor access within school building. | 1, 2, 10 | Principal, District Facilities and Maintenance Staff. | Reduce visitor access into the building and provide a more secure learning environment for students and staff. | | | | |

= Accomplished = Continue/Modify = 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 2:** GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular monthly basis throughout the school year.

**Evaluation Data Source(s) 2:** Campus Safety Plan

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Safety drills, staff training, procedures training | 1 | Principal, Assistant Principals, and Staff, District facilities and safety staff | Safety and security. | | | | |

 = Accomplished  = Continue/Modify  = 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 staff members to determine current and future needs for students and teachers.

**Evaluation Data Source(s) 3:** 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.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Regular meetings with Fine Arts to determine needs | 1 | Fine Arts and Principals | Optimal learning environment for Fine Arts. | | | | |
| | Funding Sources: Local (199) - 15000.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

145

**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.

**Evaluation Data Source(s) 4:** Parent/Community Trainings Sign-in Sheets.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Regular parent communication about safety procedures and technology usage. | 1, 6 | Administration, Office Staff, and Campus Advisory Committee. | Safe learning for students and informed parents. | | | | |

 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 5:** Staff Development Attendance

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) ATTENDANCE OF THE WORKSHOPS | 1, 4, 10 | PRINCIPAL, ASSIST PRINC | Evaluation of current learning environments for students. | | | | |
| | Funding Sources: Title I (211) - 2500.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

147

**Goal 4:** GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

**Performance Objective 6:** GMS will continue to research and integrate new state of the art technologies, such as tv screens, sound systems, and other equipment and programs to promote more effective communication for students, parents, and staff.

**Evaluation Data Source(s) 6:** TV monitors would be used to display daily announcements for students, provide a schedule of events, and important campus information.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Integrate technology and state of the art equipment to better communicate announcements and campus events for students and staff. | 1, 2, 10 | Principal, Assistant Principal and Librarian. | Maintaining state-of-the art facilities. | | | | |
| | Funding Sources: Title I (211) - 1463.98 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

148

**Goal 4:** GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

**Performance Objective 7:** GMS will look for and provide innovative classroom furniture for core content classrooms.

**Evaluation Data Source(s) 7:** Teachers and Principal

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) To purchase new and innovative classroom furniture for core content classrooms. | 1, 2, 10 | Principal and Secretary | Provide optimal classroom seating. | | | | |
| | Funding Sources: Local (199) - 5500.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

149

## 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.

**Evaluation Data Source(s) 1:** Surveys and Scope and Sequence for a Rigorous Academic Curriculum.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Survey sent out. | 1 | Principal and Curriculum Department | Identify needs. | | | | |

 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 2:** School Day Schedules and Master Schedule.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Middle School Principal meetings. | I | Middle School Principals and Staff. | Similar schedules for both middle schools | | | | |
| | Funding Sources: Local (199) - 200.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = 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 3:** The GMS Principal will continue to collaborate with Department Heads and Counselors to determine the most effective Master Schedule possible.

**Evaluation Data Source(s) 3:** Master Schedule.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Meetings with regard to schedules | 1 | Campus Leadership Team and PEIMS Clerk | Optimized schedule. | | | | |

= Accomplished = Continue/Modify = 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 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.

**Evaluation Data Source(s) 4:** Monitor data from grades, campus and district assessments, and STAAR tests.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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, counseling | Remediation and enrichment will result in academic growth. | | | | |

 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 5:** Monitor data from campus, district, and state assessments.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| System Safeguard Strategy<br>PBMAS<br>1) ELA will be double-blocked in the master schedule. | 1, 2, 9, 10 | Campus administration, counselors, PEIMS personnel, Instructional Specialist, and ELA teachers. | The schedule will support a rigorous academic curriculum. | | | | |

 = Accomplished  = Continue/Modify  = 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 6:** GMS will provide two enrichment math classes for each grade level on campus.

**Evaluation Data Source(s) 6:** Monitor data from campus, district, and state assessments.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) A math enrichment class will be offered for students who did not pass the Math STAAR Test and or have difficulties in Math. | 1, 2, 9, 10 | Campus administration, counselors, PEIMS personnel, Instructional Specialist, and Math teachers. | The enrichment opportunities provided to these students will result in success on math assessments and passing STAAR Math Test. | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

155

## 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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Equitable resources and opportunities for students. | | | | |

 = Accomplished  = Continue/Modify  = 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 2:** GMS will continue to work with the district Curriculum Department to train new staff in the Project Based Learning (PBL) system.

**Evaluation Data Source(s) 2:** All new staff will be PBL trained by the 2018-2019 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Have all teachers trained in PBL. | 1, 2, 3, 8, 10 | Principal, Curriculum Department | Support and assistance in learning experiences. | | | | |

 = Accomplished  = Continue/Modify  = 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 3:** 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.

**Evaluation Data Source(s) 3:** Collect, Analyze, Reflect, and Act (CARA) meeting notes, DMAC data pertaining to district common assessments, sign-in sheets, and lesson plans.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>1) Implementation of CARA meetings to review progress, data, and instruction. | 1, 2, 3, 8 | Administration, Instructional Specialist, core content teachers | Teacher support through regular CARA meetings. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

158

**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 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.

**Evaluation Data Source(s) 4:** Student participation in field trips and integration of technologies in the classroom.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Equitable learning experiences for students. | | | | |
| | Funding Sources: Title I (211) - 1500.00, Local (199) - 1500.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

159

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

**Performance Objective 5:** GMS will provide a variety of opportunities for parents and community to support students in their Learning during school hours as well as after school events.

**Evaluation Data Source(s) 5:** GMS will provide parents the opportunity to participate in various programs and events during and after school.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | 1, 6 | Administrators, teachers, and staff. | Equitable learning experiences and resources for all students and families. | | | | |
| | Funding Sources: Title I (211) - 1000.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

160

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

**Performance Objective 6:** GMS Staff and Teachers will provide tutoring outside of the normal school hours before and after school.

**Evaluation Data Source(s) 6:** Tutoring Logs

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>1) Provide tutoring for students after school hours from 4:15-6:15. Offer activity bus. | 1, 9 | Administrators, teachers | Student learning supported through tutoring. | | | | |
| | Funding Sources: Title I (211) - 2800.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = 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 Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical needs of students.

**Evaluation Data Source(s) 7:** Community Partnerships and Resources

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Create a list of student needs for campus. | 1, 10 | Counselors and Assistant Principal | Equitable resources for all students. | | | | |

 = Accomplished  = Continue/Modify  = 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 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.

**Evaluation Data Source(s) 8:** GMS will utilize assessment instruments to assess student needs and respond to those needs accordingly.

**Summative Evaluation 8:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Utilize assessment instruments. | 1, 6, 10 | Counselors, Campus Advisory Committee, Nurse, Administrators and campus staff | Identification of needs. | | | | |
| 2) GMS will provide health and academic services based upon needs identified. | 1, 6, 10 | GMS administration, nurse, counselors, Instructional Specialist, teachers | Reduction of health and academic needs | | | | |
| **System Safeguard Strategy**<br>**PBMAS**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7<br>3) GMS teachers will continuously assess LEP and Special Education students to verify tht at least 60% of LEP students and Special Education students pass district assessments in core content areas. | 1, 2, 8, 9 | Teachers, Instructional Specialist, Administration | Improved scores for these two sub-populations. | | | | |
| 4) GMS will partner with community entities to provide the emotional and social well being of students | 1, 10 | Teachers, Counselors, and Principal | Emotional and social needs of students met. | | | | |
| | Funding Sources: Title II (255) - 0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◔ = 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:** 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.

**Evaluation Data Source(s) 9:** Seamless integration of core curriculum across all content areas.

**Summative Evaluation 9:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**PBMAS**<br>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 → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

164

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

**Performance Objective 10:** GMS will begin the implementation of the AVID program, which provides additional assistance to students who would potentially be first-generation college graduates.

**Evaluation Data Source(s) 10:** GMS will begin procedures for full implementation of the program.

**Summative Evaluation 10:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Hold regular AVID meetings among AVID team members throughout the school year. | 1, 2, 9, 10 | AVID coordinator, campus administration, AVID Site team, and Principal. | Continuously evlauate the implementation of the AVID Program | | | | |
| 2) Provide an AVID elective to those students enrolled in the AVID program. | 1, 2, 9, 10 | AVID Coordinator, IS, and Principal. | Support student learning and close the achievement gap by providing strategies that support college readiness and success in a global society. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6112 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6112 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6112 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6112 | 98 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | AV | 041 | 0 | 24 | 000 | 1,200.00 | 1,200.00 | | | 1,200.00 |
| 199 | E | 11 | 6115 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6116 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 041 | 0 | 24 | 000 | 187,662.00 | 187,662.00 | | | 187,662.00 |
| 199 | E | 11 | 6117 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6117 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6117 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6117 | IS | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | AV | 041 | 0 | 24 | 000 | 7,500.00 | 7,500.00 | | | 7,500.00 |
| 199 | E | 11 | 6119 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6119 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6125 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 041 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 000 | 2,719.00 | 2,719.00 | | | 2,719.00 |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 041 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6141 | 98 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 041 | 0 | 24 | 000 | 15,031.00 | 15,031.00 | | | 15,031.00 |
| 199 | E | 11 | 6142 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6142 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6142 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6142 | 00 | 041 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6142 | DN | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | DN | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6142 | HI | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6143 | 00 | 041 | 0 | 24 | 000 | 1,821.00 | 1,821.00 | | | 1,821.00 |
| 199 | E | 11 | 6143 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6143 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6143 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6143 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6143 | 98 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 041 | 0 | 24 | 000 | 11,494.00 | 11,494.00 | | | 11,494.00 |
| 199 | E | 11 | 6144 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6144 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6144 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6144 | 98 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | IS | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 041 | 0 | 24 | 000 | 148.00 | 148.00 | | | 148.00 |
| 199 | E | 11 | 6145 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6145 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6145 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6145 | 98 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 041 | 0 | 24 | 000 | 6,298.00 | 6,298.00 | | | 6,298.00 |
| 199 | E | 11 | 6146 | 00 | 041 | 0 | 24 | 380 | | | | | |
| 199 | E | 11 | 6146 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6146 | 00 | 041 | 0 | 24 | 450 | | | | | |
| 199 | E | 11 | 6146 | 98 | 041 | 0 | 24 | 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6219 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6299 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6321 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6321 | 07 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6326 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 041 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6329 | GW | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6339 | 00 | 041 | 0 | 24 | 490 | | | | | |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 000 | | | | 44.70 | -44.70 |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 180 | | | | | |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 490 | | | | | |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6395 | 00 | 041 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6395 | AV | 041 | 0 | 24 | 000 | 6,520.00 | 6,520.00 | | | 6,520.00 |
| 199 | E | 11 | 6395 | GW | 041 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6395 | GW | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6395 | MM | 041 | 0 | 24 | 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 | E | 11 | 6395 | SP | 041 | 0 | 24 | 000 | 6,000.00 | 6,000.00 | | | 6,000.00 |
| 199 | E | 11 | 6396 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | GW | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | GW | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6397 | PM | 041 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6399 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 041 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6497 | AV | 041 | 0 | 24 | 000 | 4,200.00 | 4,200.00 | | | 4,200.00 |
| 199 | E | 11 | 6499 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6499 | GW | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6631 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 041 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6645 | 00 | 041 | 0 | 24 | 000 | 16,253.00 | 13,253.00 | | | 13,253.00 |
| 199 | E | 11 | 6645 | 00 | 041 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6645 | GW | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | GW | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6649 | 00 | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 11 | 6649 | GW | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6669 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 12 | 6669 | 00 | 041 | 0 | 24 | 490 | | | | | |
| 199 | E | 13 | 6115 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6141 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6143 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6144 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6145 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6146 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6219 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6239 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6299 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 13 | 6411 | AV | 041 | 0 | 24 | 000 | 16,210.00 | 16,210.00 | | 500.00 | 15,710.00 |
| 199 | E | 13 | 6411 | GW | 041 | 0 | 24 | 741 | | | | | |
| 199 | E | 13 | 6411 | PA | 041 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6499 | 00 | 041 | 0 | 24 | 000 | | | | | |

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 23 6411 00 041 0 24 000 | | | | | |
| 199 E 23 6411 AV 041 0 24 000 | 3,000.00 | 3,000.00 | | 500.00 | 2,500.00 |
| 199 E 31 6339 00 041 0 24 000 | | | | | |
| 199 E 31 6395 00 041 0 24 000 | | | | | |
| 199 E 31 6411 00 041 0 24 000 | | | | | |
| 199 E 31 6411 AV 041 0 24 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 E 51 6645 00 041 0 24 00F | | | | | |
| 199 E 61 6395 00 041 0 24 000 | | | | | |
| Grand Expense Totals | 302,181.00 | 299,181.00 | | 1,044.70 | 298,136.30 |

**Number of Accounts:** 122

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Donna Dumas | AVID Campus Coordinator | Title I | 1.0 |
| Polly Pooler | Instructional Specialist | Title I | 1.0 |

# Granbury Independent School District

# Acton Middle School

# 2017-2018 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**

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In 2001, Granbury Independent School District opened Acton Middle School. Our 6th-8th grade campus continues to build successful futures for our 800 students through academic excellence and character development. The 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. At the heart of Acton Middle School, we are committed to our belief statement and strive daily to exemplify the beliefs.

**AMS believes in:**

- **Positive Contributions**
- **Relationship building**
- **A Safe and Caring Environment**
- **A Quality Education for all students**

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Acton Middle School is composed of 144 Hispanic students, 620 White students, and about 30 other students in other Ethinicy subpopulations. There are 289 Economically Disadvantaged Students, 35 ELL students, and 367 At-Risk students with 106 mobile students. There are 35 students in the ESL program, 119 students participate in CTE classes, 107 students in the Gifted and Talented program, 73 students who participate in Special Education. Acton Middle School has 47 teachers, 6 professional support aides, 3 administartors, and 6 paraprofesional aides. There are 2 African American teachers, 3 Hispanic teachers, and 43 white teachers on campus. All teachers are highly qualified, and 10 teachers have their Matsers degree. Of these teachers 14 have 1-5 years of experience, 13 have 6-10 years of experience, 11 have 11-20 years of experience, and 10 have over 20 years of experience.

### Demographics Strengths

Overall, Acton Middle School students attend school regularly and participate in the state exams. About 10% of the students are in the Gifted and Talented program. Over 90% of the students who participate in the End of Course Exams for Algebra and English I are successful. Overall our students score higher than the state average on the STAAR exam. Our attendance is over 95% for students.

The AMS discipline program is guided by our belief statement which provides clarity of purpose and intent. Our belief statement is further supported by the very definition of discipline itself:

"To instruct or educate, to inform the mind; to prepare by instructing in correct principles and habits; as, to discipline youth for a profession, or for future usefulness; to advance and prepare by instruction."(Webster's Dictionary) We cannot change poor choices made by our students. Therefore, we choose to spend the majority of our time coaching, empowering, and equipping students to make better decisions in the future not on consequences.

The following data represents the accounting of placements as reported in PEIMS for half days of ISS & OSS and full days of ISS/OSS including DAEP placements. The results of our efforts were incredible! We had a 36% decrease in reported placements of ISS/OSS and DAEP. The number of incidents was actually much less when considering 2 or more students were often involved in incidents resulting in a placement of ISS/OSS. Students involved in major offenses may have also had a combination of ISS/OSS which is important to note when looking at the TSTW discipline data.

| Year | 2014 | 2015 | 2016 |
|---|---|---|---|
| Number of Placements in ISS/OSS | 292 | 340 | 216 |

While disciplinary consequences may be necessary, considering the student's loss of direct teacher instruction is important for academic achievement. Less than ten percent of our students (74) received a placement of ISS for major/persistent offenses. Additionally, forty seven percent of the students (35) placed in ISS were for 1 day or less. Less than 4 percent of our students (31) received a placement of OSS. Thirty eight percent were for one day or less. Sixty five percent of the students (20) had prior placements of ISS. In addition, 9 student OSS placements were related to a DAEP placement.

At the end of 2014/2015 school year, our administrative team sent out a survey to gather information and data directly focused on the perception, processes, and efficiency of our discipline program. The results, brutally honest, could have been dismissed, but instead challenged us to reevaluate our program, refine and implement new processes to better support all stakeholders.Over the summer we implemented new SOPs (Standard Operating Procedures) for our campus that was grade level specific. We also revamped our lunch detention process, established a leveled ISS, and created a new tardy system. In an effort to increase communication and collaboration, we created new Google forms and documents and established a Discipline Committee that meets each six weeks. Our Campus Leadership Team now receives discipline and attendance updates at every meeting. Classroom management training based on best practices is also conducted. A large majority of our staff has also received Capturing Kids Hearts training. Time to Teach, Discipline with Dignity, CHAMPS, and Love and Logic are practices we use daily in our classrooms. We utilize "The Book" process to document and provide structure and support of student discipline between the classroom and administrative staff. 173

In addition, our campus creates AIP's for all students who are not successful on the STAAR exam. These AIP's are implemented the first grading periodof the school year. For students who struggle and are not performing at the state level, RTI is put into place to help fill in the gaps in learning. For students who struggle with behavior, RTBI interventions are put into place to help students self reflect and change behaviors.

Each grading period, students are rewarded for making A/B honor roll, and students are rewarded for having good attendance as well.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: In Reading, the Hispanic population are at 67% passing with the campus passing with 78% in 6th grade overall. In 7th grade, 58% of

the Hispanic population passed Reading with a 81% passing rate of all 7th grade students. **Root Cause**: The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

**Problem Statement 2**: In 6th Math, the Hispanic population had 74% passing while the campus had 83% overall in 6th grade. In 7th grade Math, 65% of the Hispanic population were successful in Math while 81% of all 7th grade students were successful on the Math STAAR. **Root Cause**: The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

**Problem Statement 3**: In Science, the Hispanic population had 73% passing with the campus passing with 87% overall. **Root Cause**: The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

**Problem Statement 4**: In Social Studies, all subpopulations struggled with this exam with a 57% passing rate. The Hispanic population has 42% passing rate ECD has a 43% passing rate, 18% passing in LEP, and 14% passing rate in SPED. **Root Cause**: The subpopulations are growing fast, and teachers struggle to understand and implement strategies effectively to help all students.

**Problem Statement 5**: The Special Education students struggle to meet passing standards in all subjects. **Root Cause**: Students struggle to make connections between learning and the standardized test, and teachers struggle to utilize strategies that can help these students be successful academically and behaviorally.

**Problem Statement 6**: The Economically Disadvantaged and At-Risk students struggle to pass state assessments in all subjects. **Root Cause**: Economically Disadvantaged and At-Risk students do not come to school with the same tools as non economically disadvantaged students, and teachers struggle to utilize strategies that can help these students be successful academically and behaviorally.



**Problem Statement 7**: Attendance is at 95%, but this needs to be higher for the state accountability system. **Root Cause**: Students and families take trips, students get sick, and parents and students do not understand the accountability system and the importance of being at school.

**Problem Statement 8**: In Writing, 79% of all students passed the Writing STAAR. 61% of the Hispanic subpopulation passed, 62% of Economically Disadvantaged subpopulation passed, 18% of the Special Education subpopulation passed, and 35% of the LEP subpopulation were successful on the Writing STAAR. 84% of the White subpopulation were successful. **Root Cause**: These subpopulations are growing, and teachers struggle with strategies to help all subpopulations be successful.

## Student Academic Achievement

### Student Academic Achievement Summary

At Acton Middle School, the students participate in several different assessments both formative and summative. Every 3 weeks, the teachers create a 3 week checkpoint to assess the students' knowledge on the subject and then uses the data to drive the instruction for the next 3 weeks spiraling any missing information back into the instruction. In addition, the district creates common assessments that are used as summative and formative assessments. The data is collected, analyzed, reflected upon, and goals are set in place to improve student performance. In addition, the district uses released STAAR exams to take a snapshot of how the students are projected to perform on the state exam. In additon, the students take a beginning of the year screener in Math and ELA to use as another data source. The teachers take the data and create lessons and activities that focus on the wek areas and reteach the students.

Acton Middle School believes in a quality education for all students. All teachers follow an academically rigorous curriculum scope and sequence that is aligned vertically and horizontally, designed by teachers and district staff, that is continuously reviewed and improved by a professional learning community (PLC's) throughout each academic year. This process is essential to meet the ever changing needs of our student population and the adaption of the rigorous TEKS set in place by the state of Texas.

Teachers implement a variety of instructional strategies and lesson delivery methods that enables them to reach all types of learners in heterogeneous groups and focus on the 21st Century Competencies: Creativity, Collaboration, Critical Thinking, and Communication. These skills are coached and practiced throughout the school to develop students that will thrive in a world of constant change. Our students deepen their appreciation for diversity in all classes 175 With each new project in Gateway to Technology and Principles for Emerging Technology, students expand their reasoning, innovation, and critical thinking skills.

### Student Academic Achievement Strengths

Overall students do well on the checkpoints, common assessments, district benchmarks and state assessments.

Our student led classrooms encompass collaborative technology tools and engaging assessment strategies such as: Google Classroom, Google Docs, Kahoot, Brainpop and Plickers which allow students to connect learning at different levels and enables teachers to take quick informal assessment to check for understanding. For the last five years, AMS has led the way in adopting and becoming a BYOD (bring your own device) campus. Each classroom now contains a mounted projector and SMARTBOARD, 10 chrome books, a document camera, and a classroom microphone; in addition, computer labs and C.O.W.s are available for student use.

Teachers constantly use assessment tools to determine levels of mastery in students and monitor students' progress. AMS was the first school in the district to have teachers create innovative three week check points and use DMAC's online assessment tool to score and instantly disaggregate the data in order to reteach the next day if needed. District created common assessments and benchmarks that mirror the STAAR exam assess students' abilities to demonstrate mastery of the TEKS and provide the data necessary for teachers to find weaknesses in the students' understanding of the concepts. This collection of data is

then reviewed in a CARA (collect, analyze, reflect, and act) meeting which includes administrators, instructional specialist, teachers, and district curriculum coordinators all working together to enhance student achievement through collaboration, remediation, and enrichment. Spiraled instruction implemented throughout the academic year keeps previous learning fresh with students. Math utilizes the Dr. Molina spirals weekly in the classrooms. This spiraled instruction carefully selected and designed in the action step of the CARA process not only facilitates student conversations but also demonstrates another example of our student led classrooms.

When the data shows areas for improvement, students are offered a variety of ways to further develop their understanding. Participating in morning, lunch, or after school tutorials as well as creative grouping in the classrooms such as Flashback Fridays deepen students' understanding and knowledge. To ensure students are college and career ready our district has created Academic Pathways. We also use tests such as Engage and Readistep with our students to highlight their strengths and explore career options. Our 8th grade students are able to take high school level courses and earn up to 8 credit towards high school graduation which opens the door for students to participate in more Advanced Placement classes, Dual Credit classes, and CTE classes with certification opportunities. Open enrollment in English I and Algebra I is available to all 8th grade students and around 50% of our 8th graders take advantage of this opportunity. In addition, students can even earn college credit through our AP Spanish class if they participate in the AP exam and reach the required score. A majority of our AMS AP students receive these credits. In 2016, we had 12 out of our 12 students score 3 or higher to gain high school and college credit.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: Although our students as a group score higher than the state average overall, our Special Education subpopulation, our Economically Disadvantaged subpopulation, our Hispanic subpopulation, and our ELL subpopulation are performing below the state level. **Root Cause**: The students in these subpopulation do not come to school with the same tools that students in other subpopulations bring, and teachers struggle to effectively differentiate for all subpopulations for academics and behavior. 176

**Problem Statement 2**: Students do well on the 3 week check points that teachers create, but the students do not perform as well on district common assessments, benchmarks, and state exams. **Root Cause**: Teachers do not make the 3 week check points as rigorous as the district assessments, or the teachers teach the 3 week check points which does not give AMS the best data.

**Problem Statement 3**: With 820 students with different backgrounds and mobility, some students may not get the support they need. **Root Cause**: It is extremely difficult to track all students to ensure students have what they need to be successful.

**Problem Statement 4**: Reading and Writing scores are lower in the subpopulations of Hispanic, Economically Disadvantaged, ELL, and Special Education. **Root Cause**: Students do not have the tools needed to be successful on the STAAR exams, and teachers need additional strategies to help students make connections to their reading and writing.

## School Processes & Programs

### School Processes & Programs Summary

AMS believes in creating a safe and caring environment for all students, staff, and families in order to create a place where students can grow in every facet of life. Our shared vision is stated and utilized daily in everything we do as a campus. Campus Standard Operating Procedures have been developed, practiced, and posted for the common areas including: cafeteria, library, waiting areas, and hallways. Each grade level has developed a set of SOPs, to help parents and students be more informed on expectations for the overall AMS experience in order to give structure and stability. Teachers communicate these SOPs and other essential information through REMIND, Twitter, email, phone calls, websites, and frequent messages through our web-based skyward gradebook.

Communicating effectively is a vital 21st Century skill. In order to have clarity, the principal and the instructional specialist meet weekly with our grade levels for a quick Huddle meeting to communicate any upcoming events, hear the teachers' needs, and discuss curriculum schedule for the week to ensure adequate resources are available. Growing is essential for any organization, so our staff comes together monthly for a Team Building Breakfast where information is disseminated, teachers are recognized, and relationships are built. Each member of our staff serves on a campus created committee made up of staff, students, and parents in order to strategically plan improvements for the campus with input from all stakeholders. Our Campus Leadership Team comprised of staff, community members, parents, and students meet monthly to communicate and ensure continuous improvement while highlighting student successes. Department Head meetings, grade level meetings, Lunch and Learn meetings, and technology meetings are also set to make sure all understand the campus goals and are continuously working to meet these goals. We have also implemented a new teacher mentor program where new teachers are paired with experienced teachers. These teams meet with the instructional specialist monthly for clarity, coaching, and to determine professional development needs.



Professional development is designed to empower teachers to step away from the keeper and giver of knowledge role traditionally known as lecture and become a "guide on the side" and investigative lead. In order to ensure teachers have the time to process and implement professional development, our teachers choose dates and classes in the summer they wish to take for personal growth and to improve instruction. At the end of the year, all teachers take a survey to help reflect on strengths and areas that need improvement. Using the data from the survey and assessment data the leadership team determines an area of focus for the campus, and selects a book for our staff summer book study. This year Talk Read Talk Write was selected, teachers collaborated via Google Docs on strategies to use in the classroom, and data will be collected on these strategies through Instructional Walks. In addition, professional development days are built into the school calendar year, so teachers can reflect upon their practices ensuring implementation with fidelity. Department based Professional Learning Communities and a Principal's' Cadre allows us to step beyond our campus walls and hear what others are doing successfully and share ideas for areas where improvement is needed. We have developed a partnership with Tarleton State University which has enabled us to receive high quality professional development while mentoring student teachers and helping them find their passion.

ELL students at AMS are served through ESL with parent permission. In addition, our ELL students are supported in an ESL Explore class, if determined by LPAC, to get support and work on Rosetta Stone at their individual level. All of our ELA teachers are ESL certified, and all teachers are trained in Sheltered Instruction Observation Protocol.

GT students at AMS are in a GT Explore class where the students choose what area they want to improve their skills and knowledge. The students can participate in Math Counts, Science Fair, or History Fair.

At AMS, students who need Special Education services are served through inclusion support within a regular classroom. We strive to ensure all students are in their least restrictive environment and have access to the general education curriculum. Each student's education is based on the student's IEP. If Inclusion support is not appropriate for the student, and the student requires additional support, resource classes are offered in Reading and Math. AMS is home to the GISD middle school Life Skills unit where we serve around 25 students on our campus. These students are not a separate group, but are involved in daily campus activities. The life skills students have the opportunity, if appropriate, to join extracurricular activities such as Art, Sports, or Technology classes.

**School Processes & Programs Strengths**

Learning extends beyond the core content classroom walls at AMS and flows into other areas including Fine Arts and our Learning Commons equipped with a Makerspace. The Makerspace is in the early development stage that is focused on student inquiry and problem solving. Students' minds are stimulated by participating in band, choir, theatre arts, and art where classes are divided into groups that push students to the next level. Participation in competitions and producing shows for the community allow students to connect learning to the real world and build relationships. Students can also make social connections through various clubs on campus such as: Student Council, Art Club, Chess Club, I am Second, F.O.R Club, Crime Stoppers Club, Yearbook, Spanish Club and the OLC Club.



The Outdoor Learning Center is another way at AMS to connect students of all abilities with hands-on learning that will challenge student critical thinking, improve team building, and allow students to understand how they are connected to the world. Students collaborate, reflect and use written / verbal communication to demonstrate how the various cycles work to evolve the world around them. An understanding of good stewardship and positive contributions to protect the future of the planet, its inhabitants, and our community is stressed. The AMS Outdoor Learning Center includes 4 examples of biomes including Woodlands, Grasslands, Wetlands, and Freshwater Aquatic. In addition, the OLC houses an archery range, designed to explore the principles of physics; a low ropes course, engineered for teambuilding; and over ¼ of a mile hiking trails, created for exploring the outdoors.

Science teachers in 6th and 7th grade use Wifi microscopes in the OLC for lessons that are developed to deepen students' understanding of various types of cells and tissues found throughout the area. These lessons utilizing microscopes allow students to view flower parts, leaf cross-sections, and a variety of plankton found in the wetland area. Seventh grade students focus on populations, biomes, and water quality in the outdoor area then demonstrate the mastery of the TEKS through the writing process. Teachers in all content areas at AMS create meaningful lessons designed for delivery in the OLC to connect hands on learning to the real world. Math classes utilize the OLC to focus on perimeter, area, and volume; giving students the opportunity for hands on experiences. 8th graders learn and test the properties of physics and graphing throughout the year in activities such as archery, giant slingshots, and geocaching. The OLC fosters healthy intellectual and leadership development for students in all areas at AMS and allows another facet to reach out to the community.

Our OLC Student Leadership Team drives instruction for younger grades, develops leadership skills, and builds positive relationships within the community.

Student lead stations with timed rotations for the specific lessons and activities. The facility provides all students and teachers in GISD the opportunity to experience nature while gaining an understanding of the TEKS while learning to appreciate the value of community. The OLC is the result of our community developing an alliance with AMS to enhance learning in an nontraditional classroom. Over 200 volunteers including students, staff, businesses, and community members donated time and equipment to build an outdoor learning facility that has received over $20,000 in local and national grants and in served over 2100 elementary students in 2016. This initiative continues to generate excitement with plans to expand the OLC and foster our community partnerships.

The Acton Middle School Hispanic Partnership Dinner aims to reach out to Hispanic families to increase their involvement in the academic achievement of their children, as well as provide parents with tools to assimilate into society. Three times a year, we host and cater a dinner for Hispanic families and have the principal, counselors, and teachers present as a resource to parents and a way to build a parent-teacher relationship.

During dinner we showcase our AP Spanish class to generate excitement for the underclassmen, while showing them that college credit is in reach. The students help in welcoming visitors and act as the hosts in order to develop formal social skills. Presentations vary from making sure parents know how to access their children's gradebook and the various tutoring opportunities available at AMS to making sure they are registered to vote and ways to become legal citizens. We have also invited members of the Hispanic community to speak and explain how they were able to be successful in this country. The Hispanic partnership dinners have been a successful tool in building relationships with our Hispanic parents who now feel more connected to the staff and are comfortable calling the school with their needs.

AMS and community groups, such as Southside Baptist Church and Lake Granbury Family Physicians Network, work in partnership to reach out to all students by providing free shot clinics, athletic physicals, weekend food bags, and a clothes closet. Creating a partnership with community members and parents is at the forefront of our mission at AMS. Teachers and administrators employ Twitter, Instagram, Remind 101, and Skyward to keep others informed of the day to day activities, assignments and special offerings available to AMS students and their families. A weekly AMS Pirate Nation newsletter and our AMS agenda webpage ensure our families stay abreast of the latest important information regarding our school. We also remain sensitive to those within our population who are not able to access information via these technological means. A mobile technology center is used to reach out to families who might otherwise not attend meetings on campus. We also have a Parent Resource Center at AMS where parents can utilize technology to stay informed of their child's progress at any time during the school day. 179

As a middle school campus, we have the unique challenge of equipping students and parents to successfully transition from various elementary schools to a common middle school setting. In August, we conduct a "Pirate Camp" which gives students the opportunity to have a positive initial experience. Students receive their first AMS t-shirts and have breakfast in small groups with staff. Later, the students go on a school wide tour, participate in team building games, and receive their schedules. Simultaneously, parents meet with administrators in order to answer questions, disperse information regarding campus operating procedures, alleviate any fears, and encourage parent participation throughout the school year. In order to reach all families, our AP Spanish students serve as interpreters to ensure that both teacher and families have clear communication. Our AP Spanish class also manages a 6th grade Remind in Spanish and a Google Voice line for anyone unable to communicate with teachers in English.

Parent partnerships are important at AMS. PTO and Team Dads enable parents to be a part of our campus culture. Team Dads solicits help monthly from our dads / father figures to monitor students in the morning while the staff is receiving professional development. PTO is an organization that provides parents with an outlet to volunteer at various activities including: A/B Honor Roll rewards, AMS Dances, Teacher Appreciation, Book Fair, various AMS teams, and Picture Day.

Pirate Parties and Rachel's Challenge Day are two other opportunities for parents and community members to be involved in our students' education. A Pirate Party is thrown at the end of each grading period to motivate students to turn in all assignments. All students who have completed their work get to select and participate in 3-4 stations from a menu of 18-20 different activities, while the other students work with their teachers to complete any missing assignments. Rachel's Challenge Day exists to inspire and equip every student to create a permanent positive change, to build relationships with peers and staff, and celebrate our commitment to Rachel's challenge.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Even with all of these great things in place, the staff survey showed teachers believe more communication is needed on campus between staff, students, and parents. **Root Cause**: There have been some miscommunication this year that has caused confusion.

**Problem Statement 2**: Although teachers have common planning periods, there is a need for additional planning time with teacher partners. **Root Cause**: The 45 minute conference period is not always enough to adequately plan effectively in order to differentiate for all students in all subpopulations.

**Problem Statement 3**: Although AMS has a lot of parent involvment, we need to reach out to all parents and bring them into the AMS culture and help make them a part of decision making. **Root Cause**: All parents do not feel completely comfortable coming to school due to bad personal experiences or perceptions.

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## Perceptions

### Perceptions Summary

As a middle school campus, we have the unique challenge of equipping students and parents to successfully transition from various elementary schools to a common middle school setting. In August, we conduct a "Pirate Camp" which gives students the opportunity to have a positive initial experience. Students receive their first AMS t-shirts and have breakfast in small groups with staff. Later, the students go on a school wide tour, participate in team building games, and receive their schedules. Simultaneously, parents meet with administrators in order to answer questions, disperse information regarding campus operating procedures, alleviate any fears, and encourage parent participation throughout the school year. In order to reach all families, our AP Spanish students serve as interpreters to ensure that both teacher and families have clear communication. Our AP Spanish class also manages a 6th grade Remind in Spanish and a Google Voice line for anyone unable to communicate with teachers in English.

Parent partnerships are important at AMS. PTO and Team Dads enable parents to be a part of our campus culture. Team Dads solicits help monthly from our dads / father figures to monitor students in the morning while the staff is receiving professional development. PTO is an organization that provides parents with an outlet to volunteer at various activities including: A/B Honor Roll rewards, AMS Dances, Teacher Appreciation, Book Fair, various AMS teams, and Picture Day.

Pirate Parties and Rachel's Challenge Day are two other opportunities for parents and community members to be involved in our students' education. A Pirate Party is thrown at the end of each grading period to motivate students to turn in all assignments. All students who have completed their work get to select and participate in 3-4 stations from a menu of 18-20 different activities, while the other students work with their teachers to complete any missing assignments. Rachel's Challenge Day exists to inspire and equip every student to create a permanent positive change, to build relationships with peers and staff, and celebrate our commitment to Rachel's challenge. 181

AMS believes in creating a safe and caring environment for all students, staff, and families in order to create a place where students can grow in every facet of life. Our shared vision is stated and utilized daily in everything we do as a campus. Campus Standard Operating Procedures have been developed, practiced, and posted for the common areas including: cafeteria, library, waiting areas, and hallways. Each grade level has developed a set of SOPs, to help parents and students be more informed on expectations for the overall AMS experience in order to give structure and stability. Teachers communicate these SOPs and other essential information through REMIND, Twitter, email, phone calls, websites, and frequent messages through our web-based skyward gradebook.

Communicating effectively is a vital 21st Century skill. In order to have clarity, the principal and the instructional specialist meet weekly with our grade levels for a quick Huddle meeting to communicate any upcoming events, hear the teachers' needs, and discuss curriculum schedule for the week to ensure adequate resources are available. Growing is essential for any organization, so our staff comes together monthly for a Team Building Breakfast where information is disseminated, teachers are recognized, and relationships are built. Each member of our staff serves on a campus created committee made up of staff, students, and parents in order to strategically plan improvements for the campus with input from all stakeholders. Our Campus Leadership Team comprised of staff, community members, parents, and students meet monthly to communicate and ensure continuous improvement while highlighting student successes. Department Head meetings, grade level meetings, Lunch and Learn meetings, and technology meetings are also set to make sure all understand

the campus goals and are continuously working to meet these goals. We have also implemented a new teacher mentor program where new teachers are paired with experienced teachers. These teams meet with the instructional specialist monthly for clarity, coaching, and to determine professional development needs.

Professional development is designed to empower teachers to step away from the keeper and giver of knowledge role traditionally known as lecture and become a "guide on the side" and investigative lead. In order to ensure teachers have the time to process and implement professional development, our teachers choose dates and classes in the summer they wish to take for personal growth and to improve instruction. At the end of the year, all teachers take a survey to help reflect on strengths and areas that need improvement. Using the data from the survey and assessment data the leadership team determines an area of focus for the campus, and selects a book for our staff summer book study. This year Talk Read Talk Write was selected, teachers collaborated via Google Docs on strategies to use in the classroom, and data will be collected on these strategies through Instructional Walks. In addition, professional development days are built into the school calendar year, so teachers can reflect upon their practices ensuring implementation with fidelity. Department based Professional Learning Communities and a Principal's' Cadre allows us to step beyond our campus walls and hear what others are doing successfully and share ideas for areas where improvement is needed. We have developed a partnership with Tarleton State University which has enabled us to receive high quality professional development while mentoring student teachers and helping them find their passion.

This year we are moving to a 9 period day implementing a 90 minute block of ELA instruction to provide the support necessary to meet the rigorous academic standards and expectation we have for our students. This schedule will allow common planning time across grade levels to ensure teachers have the time needed to collaborate and improve their standard base practice. Included in the schedule is an Explore time where students meet with a teacher for character development, technology lessons, and academic support. If additional academic support is needed, before and after school tutoring is offered for every subject. Through Explore time, we also work with our GT students where they choose semester projects to participate including the Science Fair, History Fair, Math Counts, and Odyssey of the Mind. Our students have placed high in all state competitions in these areas. 182

Although our belief statement has four distinct bullet points, all weave together to form a chord of social equity that is evidenced on our campus by the numerous and variety of opportunities that are provided for all students to take part in. Relationship building is key to creating a culture on our campus where all students, parents, and community members are considered valuable and are encouraged to be involved. This attitude lends itself to creating opportunities for all students to have a quality education.

**Perceptions Strengths**

AMS has numerous opportunities for parents to be involved in their child's education. Our PTO is very active and invites all parents to participate in different activities including school dances, student incentives, picture day, yearbook, and many other opportunities. Our Pirate Parties is another way for parents to get involved at AMS and celebrate with their students. Rachel's Challenge day is another time where parents and community members come and celebrate and build relationships with our students. AMS completed its firts annual Day of Service where all students were set out into the community with staff, parent volunteers, and district staff to serve the community who gives so generously to the school. AMS is known for bringing in volunteers into the school to help promote our belief statement we live each day.

Parents are also involved in parent conferences, ARDS, LPACS, 504 meetings, surveys, and our campus leadership team.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information) 183
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices

# 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.

**Evaluation Data Source(s) 1:** Survey results will show over 90% satisfaction with their AMS experience.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1 CSF 7<br>1) Fundamental Five book study for AMS | 1, 3, 6 | Principal and Instructional Specialist | Staff collaborated through Google Classroom with discussions about Fundamental Five for AMS to use as a focus for the year. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6<br>2) Develop and implement character education curriculum | 4, 7, 8 | Counselors, Principals, Teachers | Lesson Plans; Safe Environment; Star Counsel; Explore presentations; Counselor Team | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 5 CSF 6<br>3) promote relationship building between students and staff | 7 | Principal, Teachers | Student Survey; Discipline Report; Parent Survey; Staff Survey; Positive Relations Committee; Explore team building activities | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 5<br>4) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year. | 7 | Teachers, Counselors, Principals | Notice of Parent Meeting; Parent Participation; Parent survey | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 3 CSF 5 CSF 6<br>5) Hispanic Heritage dinners - promote school and home connection with Hispanic families | 1, 2, 3, 7 | Principal, ESL &Spanish Teachers, Counselors; Spanish Club | Hispanic family involvement; Parent Survey; | | | | |
| | Funding Sources: Local (199) - 1400.00, ESL/Bilingual (25) - 500.00 | | | | | | |

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| **Critical Success Factors**<br>CSF 6<br><br>6) Career Leadership classes offered to all 6th and 7th grade students | 3, 5, 7 | Teachers, Admin | Lesson Plans; Report Cards; Discipline Data; | | | | |
| | Funding Sources: State Comp Ed (24) - 500.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6<br><br>7) Crime Stoppers Club | 4 | Asst Principal | Crime reports being turned in; Discipline Report; | | | | |
| | Funding Sources: Local (199) - 265.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>8) Honor Roll Awards | 1, 7, 8 | PEIMS Clerk, PTO members | Student's Grade improvement each grading period | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 4<br><br>9) Perfect Attendance Awards | 1 | Asst Principals; Attendance Clerk | Grading period Attendance Data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5 CSF 6<br><br>10) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter, Pirate Nation Newsletter | 1, 3, 7 | Principals, Secretary | School Messenger Reports; Positive Communication' Parent survey | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 3 CSF 6<br><br>11) Teacher of the Month | | Principal, Secretary | Certificate & gift card presented to teacher | | | | |
| | Funding Sources: Local (199) - 300.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5<br><br>12) Student/Parent Handbook | 1 | Principal and Assistant Principals | Decisions will be made within the guidelines of the Parent/Student Handbook | | | | |
| **Critical Success Factors**<br>CSF 5<br><br>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 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6<br><br>14) New students to AMS will have a Welcome Breakfast once each month in the Library with F.O.R Club | 4 | Counselors, Asst. Principals | Student progress in the classroom and increased relationships | | | | |
| | Funding Sources: Local (199) - 200.00 | | | | | | |
| **Critical Success Factors**<br>CSF 3 CSF 5 CSF 6<br><br>15) Friends of Rachel Club (F.O.R club) | 4 | Assistant Principal | Student progress in the classroom and positive relationships | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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| **Critical Success Factors**<br>CSF 5 CSF 6<br>16) Parent Academy Nights | 7 | Principal, Counselors, Teachers | All stakeholders are involved and understand school expectations; parent survey | | | | |
| | Funding Sources: Title I (211) - 1200.00 | | | | | | |
| **Critical Success Factors**<br>CSF 3 CSF 5 CSF 6<br>17) Students will participate in a Service Day at AMS on November 17th to serve our community. | 2, 4, 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**<br>CSF 3 CSF 6<br>18) Teachers will receive badges for participating in different activities on campus. | 6 | Principals, Assistant Principals, Counselors | Teacher receive badges promoting school culture, and students get to see their involvement in school events. | | | | |
| 19) Staff members will encourage each other giving each other notes and placing them on the teacher's paper posted by the boxes. | | Counselors | Teachers feel encouraged and keeps morale high. | | | | |
| 20) Staff members will participate in an Easter Egg hunt in the spring | | Principal, counselors, secretary | Teachers enjoy the team building activity and build positive relationships. | | | | |
| 21) Teacher receive a gift from the students during Teacher Appreciation Week. | | Assistant Principals, counselors | Teachers feel encouraged and know they make a difference in the lives f the students. | | | | |
| 22) AMS will have a volunteer breakfast at the end of the year to thank all our volunteers for helping at AMS. | | Principal, assistant principal, secretary | Volunteers will feel appreciated and understand how valued they are to our students and staff. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 23) Principal's Cabinet was established that will meet monthly to allow student voice in the decision making process at AMS | | Principal, Assistant Principal, students | Increased student voice | | | | |
| 24) Bright Spots are given out to teachers during Team Building Breakfast | 3, 6 | Principal, Instructional Specialist | Recognize staff for great strategies seen in the classroom and sharing those with the other teachers | | | | |

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**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.

**Evaluation Data Source(s) 2:** Survey results will show over 90% satisfaction with school to home relations.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1 CSF 5 CSF 6<br>1) Outdoor Learning Center Student Team | 1, 5 | Science Teachers | Participation of others schools in district; Observation; Parent, Staff, and Student survey | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 5 CSF 6<br>2) Pirate Camp, 7th and 8th returning student night, and Parent Connection Nights | 7, 8 | 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**<br>CSF 6<br>3) Pirate Pride rewards for students making positive contributions | 2, 3, 8 | AMS Teachers & Staff, PTO incentives | Increased student positive behaviors | | | | |
| | Funding Sources: Local (199) - 500.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5<br>4) "Team Dadz" monthly on duty with students | 7 | Principals, Secretary | Positive Relations; Attendance of dads | | | | |
| | Funding Sources: Local (199) - 150.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5<br>5) Parents will serve on CLT | 2, 7 | Principal, Assistant principal, Secretary | Positive Relations; Sign In Sheets; Parent Survey | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6<br>6) Student Council | 1 | Student Council Sponsors | Monthly Meetings;Communication; Positive Relations | | | | |

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| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 7<br>7) Acton Middle School will only interview highly qualified applicants. | 5 | Principal and Site Based Committee | Applicants meet highly qualified criteria; Personnel Records | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5 CSF 6<br>8) 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**<br>CSF 6<br>9) Customer Care training of all office staff: | 7, 8 | Principal; All Acton Middle School Employees | Parent and student survey; Observation | | | | |
| | Funding Sources: Local (199) - 200.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6 CSF 7<br>10) Develop and Review servant leadership plan with staff members | 7, 8 | Principal and Assistant Principals | Parent and student survey; meeting agenda | | | | |
| **Critical Success Factors**<br>CSF 3 CSF 6<br>11) Librarian will post announcements to be shown during EXPLORE. staff & students may record special announcements. | 4 | Librarian, Staff & Students | Improved Communication | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 5 CSF 6<br>12) Positive Discipline Referrals | 3, 7 | Campus Administration, Discipline committee | Increased positive communication with school and parents; data | | | | |
| **Critical Success Factors**<br>CSF 5<br>13) Social Media and Electronic messaging for parents to be informed | 7 | Teachers, Counselors, Principals | Parent survey, parent involvement, enhanced student achievement, increased family engagement | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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## 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.

**Evaluation Data Source(s) 1:** STAAR results will show 90% or higher on each STAAR Exam in all areas.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1<br>1) Advanced academic students will engage with innovative resources and pilot activities | 3, 4, 5 | 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) | 1, 3, 5 | Teachers, Principals | Increased number of advanced levels of performance on STAAR exams.<br>Improved number of STARS for AMS | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>3) Target College Readiness standards for all students | 5 | Principals, Counselors, Teachers | College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>4) Academic Advising for all students | 1, 2, 5 | Principals, Counselors, Teachers | Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br>5) Scope & Sequence and Common Assessments focus teachers on TEKS | 5 | Curriculum Dept | Scope &Sequence; Guaranted & Viable Curriculum | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br>6) CARA Meetings - teachers monitor data from CA's to look for areas of weakness | 3, 6 | Teachers, Curriculum Department, Instructional Specialist | CA Data &Reflection Forms;Teacher growth & collaboration | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>7) SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students. | 3, 5 | Teachers, Admin | Benchmarks; Instructional Walks, 3 week check points; TELPAS | | | | |
| | Funding Sources: ESL/Bilingual (25) - 500.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 7<br>8) Professional Development for Teachers to teach effectively | 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**<br>CSF 1<br>9) Meetings with Students to Extend Awareness of Post Secondary Options | 1, 4 | Principal, Counselors, Teachers, | Number of students taking AP Spanish, Algebra & English I | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 3<br>10) Will offer AP Spanish to students who qualify. | 5 | Principal, Post-secondary Coor, Spanish Teacher | AP Spanish Test Results | | | | |
| | Funding Sources: Gifted (21) - 1000.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br>11) SSI Intervention will be implemented after 8th grade STAAR in Reading and Math | 1, 2, 3, 4, 5 | Principal, Teachers | 2nd admin scores increased | | | | |
| | Funding Sources: State Comp Ed (24) - 3500.00, Title I (211) - 3000.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 3 CSF 6 CSF 7<br>12) Send 8 staff members to the AVID training. | 6 | Principal | Certificates of completion. | | | | |
| | Funding Sources: State Comp Ed (24) - 9200.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7<br>13) 60% of AMS students enrolled in special education will pass the state standard in the areas of Reading and Writing. | 1, 3, 4, 5 | Principal, Assistant Principals, Instructional Specialist, Teachers | Testing Scores | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7<br>14) 60% of AMS ELL and Special Education students will pass the state standard in the ares of Reading and Writing. | 1, 3, 4, 5 | Principal, Assistant Principals. Instructional Specialist, Teachers | Testing Scores | | | | |

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|---|---|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br>15) Provide calculators and other supplies to help meet needs of students for testing. | 1 | | | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**PBMAS**<br>16) 60% of ELL students will pass the state standard in the area of Science | 1, 3, 4, 5 | Principal, Assistant Principal, Counselors, Teachers, Instructional Specialist | Testing scores | | | | |
| **System Safeguard Strategy**<br>**PBMAS**<br>17) 60% of Hispanic, Special Education, Economically Disadvantaged, and ELL students will pass the state standard in the area of Social Studies | 1, 3, 4, 5 | Principal, Assistant Principals, Teachers, Instructional Specialist | Testing Scores | | | | |
| 18) New Lesson PLan template presented to staff and implemented using the Fundamental Five strategies | 1, 3, 6 | Instructional Specialist, Principal, assistant principals | Increase in test scores BOY, MOY, 3 week checks, common assessments, benchmarks, and STAAR exams. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

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**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

**Evaluation Data Source(s) 2:** 90% of students will meet or exceed state minimum standards.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 2 CSF 3 CSF 7<br>1) Instructional Walks in classrooms | 1, 3, 6 | Principals & Instructional Specialist | Instructional Walks data | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>2) Differentiated instruction in the classroom. | 1, 3 | Teachers; Instructional Specialist; Principals | Student Achievement; Teacher Growth; Instructional Walks | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 2<br>3) BOY, MOY screeners, 3 Week Checkpoints, Common Assessments, and Benchmarks for core content classes | | Principal, Instructional Specialist | Data from results | | | | |
| 4) PLC's will be used to disaggregate data and plan instruction to address student needs | 2, 3 | Principal, Teachers, Instructional Specialist | Increased scores | | | | |
| 5) Data room created to monitor students' progress and track activities | 1, 2, 4 | Instructional Specialist, Teachers | Increased student achievement | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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.

**Evaluation Data Source(s) 3:** CTE Courses will be 90% full capacity each year.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 6 | | Principal & Teacher | Student Enrollment Data | | | | |
| 1) Merge Teen Leadership with Career Explorations course for 6th and 7th grade. | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 3 | | Principal, PLTW Teachers, CTE administrator | Teacher Training, Student Participation; Math/Science Growth | | | | |
| 2) Project Lead the Way (Gateway to Technology) implementation | Funding Sources: State Comp Ed (24) - 8500.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6 | | Principal, PLTW Teachers | Student Enrollment Data | | | | |
| 3) Participate in Recruiting Events for GHS CTE Courses | Funding Sources: CTE (22) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1<br>4) Participation in Principles of Emerging Technologies | | Principal, Technology teachers, District Instructional Technology Coordinator | Student enrollment data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 5) Students in 7th and 8th grade will have the option to enroll in AVID | 1, 3, 4, 5 | Principal, Instructional Specialist, AVID Coordinator, AVID teacher | Student enrollment and increased student sccores | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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.

**Evaluation Data Source(s) 4:** Students will be engaged 90% of classroom learning time.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 2 CSF 7<br>1) Provide effective instructional leadership for all staff | 3, 6 | Principal, Assistant Principals, Instructional Specialist | Faculty Survey; STAAR Results; Instructional Walks; Common assessment Data; 3 Week check point data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 7<br>2) Summer Conference or Summer Training instruction will be used to improve classroom learning. | 3, 6 | Superintendent, Curriculum Department, Campus Administrators, and Instructional Specialist | Sign In Forms; Instructional Walks | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 2 CSF 7<br>3) Horizontal and vertical team meetings/PLCs | 2, 3, 6 | Principal, Instructional Specialist, and Curriculum Coordinators | Meeting Agendas; Curriculum Coordination | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5 CSF 6<br>4) AMS Theatre Arts department presents annual musical | 4, 7 | Theatre Arts Teacher | Musical Performance; Musical Attendance | | | | |
| | Funding Sources: Local (199) - 2000.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>5) Project Based Learning training for staff with PBL opportunities | 1, 3, 5, 6 | Principal, Assistant Principal, and Instructional Specialist | Final presentation of projects. | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| 6) Explore classes will be scheduled throughout the day to utilize the time for students to complete homework with a certified teacher. | 1, 3 | Teachers, Principal, counselors | Less students failing subjects and increased test scores | | | | |
| 7) Tutoring is offered every morning starting at 7:50 for all core subjects in the classrooms with schedule posted | 1 | Teachers, Principal, assistant principals | Less students failing subjects and increased test scores | | | | |
| 8) Math and ELA teacher assigned morning duty each day in the cafeteria to tutor students in the mornings | 1, 3 | Assistant Principal, teachers | Less students failing subjects and increased test scores | | | | |

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## 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.

**Evaluation Data Source(s) 1:** AMS Technology Committee will have 90% committee attendance monthly and provide input in campus decisions involving technology at AMS.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 7<br>1) Annual completion of Bright Bytes chart data | 3, 4 | Principal; Technology Committee | Survey results; Instructional Walks | | | | |
| **Critical Success Factors**<br>CSF 3 CSF 7<br>2) Technology Committee Meetings monthly | 1, 3, 5, 6 | Principal and technology committee | Meeting notes and action plans | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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= Accomplished = Continue/Modify = 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 2:** Teachers will be competent in technology TEKS and the integration of technology into the curriculum.

**Evaluation Data Source(s) 2:** PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6 CSF 7<br>1) Technology integration and professional development at Lunch and Learns and Team building Breakfasts | 6 | Principal; Technology teachers | Use of new technology in the classroom with students | | | | |
| | Funding Sources: Local (199) - 3000.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6<br>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) - 7200.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6<br>3) Integration of New Technologies into all classrooms | 3 | Principal, Technology Department, | Use of technology in the classrooms | | | | |
| | Funding Sources: Local (199) - 1400.00, Gifted (21) - 3845.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

199

## 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

**Evaluation Data Source(s) 1:** All AMS Staff will complete the required safety trainings annually. (100%)

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors** CSF 3 | 3, 6, 8 | Asst Principals, Teachers | AMS student knowledge of emergency plan | | | | |
| 1) Fire, Lockdown, and Bad Weather Practice Drills | Funding Sources: Local (199) - 500.00 | | | | | | |
| **Critical Success Factors** CSF 6 | 8 | Office Staff | User Friendly Hallways | | | | |
| 2) Signs throughout building with teacher's names and room numbers | Funding Sources: Local (199) - 100.00 | | | | | | |
| **Critical Success Factors** CSF 3 | 6, 8 | Principal and Assistant Principals | efficiency of drills | | | | 200 |
| 3) All staff trained on AMS EOP and safety drill procedures | | | | | | | |
| **Critical Success Factors** CSF 6 | 8 | Principals | Working Radios | | | | |
| 4) Two Way radios will be maintained for safety communications. | Funding Sources: Local (199) - 1300.00 | | | | | | |
| **Critical Success Factors** CSF 3 | 8 | Principal, Superintendent, Maintenance Dept. | AMS Parent understanding of the increased security. | | | | |
| 5) Controlled Vestibules with heighten security for our campus | | | | | | | |
| 6) Teachers have passes for students to use when traveling around the building | | Counselor, teachers, students | students are accounted for at all times, safety | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**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.

**Evaluation Data Source(s) 2:** AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1 CSF 4<br>1) Development of new innovative classroom in 6th AND 7th Grade hallway for increased advanced class sizes | 8 | Principal, Admin, Technology, | Creative scheduling to support appropriate interventions for struggling students | | | | |
| 2) Review facilities improvement plan each semester | 8 | Principal and Head Custodian | Request for Maintenance Completed | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 3) Requests for maintenance service will address facility maintenance and repairs | 8 | Principal and Head Custodian | Completion of Requested Repairs | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 4) The budget planning process will be used to address facility improvements. | 8 | Principal and Secretary | Budget Process | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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## 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.

**Evaluation Data Source(s) 1:** STAAR results will reflect 90% or higher in all areas.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 6 CSF 7<br>1) All students will have 90 minutes of ELA instruction per day | 6 | Principal, Counselors, PEIM's secretary | Improved reading and writing scores in all areas | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 4<br>2) Science & History teachers will collaborate through out the year to build student capacity for STAAR prep | 1, 3, 5 | Principal, Sci/Hist Teachers, Instructional Specialist | Schedule of Student Rotations; STAAR Data | | | | |
| | Funding Sources: State Comp Ed (24) - 2500.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 4<br>3) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance. | 1, 3, 5 | Teachers and Tutors | Tutorial Schedule; Student Participation in Tutorials; Google form data | | | | |
| | Funding Sources: Title I (211) - 5000.00, State Comp Ed (24) - 6500.00 | | | | | | |
| **System Safeguard Strategy**<br>4) Maximize Instructional Days - even when early dismissal schedule | 1, 2, 3, 6 | Principal, Teachers | STAAR/CA Data; Instructional Time | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 4<br>5) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout | 8 | PEIMS Clerk, Counselors, Principal, Teachers | 9 Period Day Schedule; STAAR & Common Assessment Data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 4<br>6) Explore Time 5 days a week for all students | 1, 3 | Teacher, Principals | Student academic data ; STAAR Data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 4<br>7) Tutoring Schedules Posted and in front office | 1 | Principal, Instructional Specialist, Teachers, | Number of students who sign in daily for tutoring with teachers per Google Form | | | | |
| **Critical Success Factors**<br>CSF 6<br>8) Team Building Breakfast-Monthly | 6, 8 | Principal | Faculty well-informed &trained; Communication; Positive Relations | | | | |
| | Funding Sources: Local (199) - 3000.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6<br>9) Implement Huddle Meetings | 3 | Principal and Instructional Specialist | Staff participation; grade level events | | | | |
| | Funding Sources: Local (199) - 200.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5 CSF 6<br>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**<br>CSF 1 CSF 2 CSF 3 CSF 7<br>11) Math Teachers will attend CAMT Conference for instructional strategy growth | 6 | Math teachers, admin, | increased math progress for students | | | | |
| | Funding Sources: Local (199) - 1000.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2<br>12) Teacher 3 week check points for data to analyze, chart, and evaluate student progress to achieve Distinction Designations. STAARS | 3, 6 | Principal, Instructional Specialist, Teachers, Curriculum | Distinction Designations through TEA Accountability System | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 4<br>13) Conduct Intervention Groups for At Risk students. | 3, 4 | Principal, Instructional Specialist, Outside Consultant | Student Participation, Google Form Data | | | | |
| | Funding Sources: State Comp Ed (24) - 1800.00, Title I (211) - 150.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>14) Send ELA teachers and English I teachers to Abydos Writing Conference to learn strategies to improve writing including Hispanic and economically disadvantaged students | 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**<br>CSF 7<br><br>15) 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) - 2800.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 4<br><br>16) Targeted students will have an additional 45 of math with certified math teacher | 3, 5 | Principal, Assistant Principal, Counselors, Teachers | Growth in students math scores | | | | |
| 17) AMS will plan toward the implementation of AVID of 2018-19 | 1, 3, 6 | Principal, AVID Coordinator | Teachers and students will use AVID strategies in the classroom and see evidence of AVID throughout the school | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 18) Student calendars and planners will be implemented for all 6th and 7th graders | | Principal, IS | Student Planner | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| 19) Department Heads will meet monthly | 6 | Principal, department head, secretary, Instructional Specialist | Staff collaboration and communication | | | | |

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## 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.

**Evaluation Data Source(s) 1:** STAAR results will reflect 90% or higher in each sub-population and program area.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 4<br>1) RTI Intervention-struggling students assigned to an intervention teacher/mentor | 1, 3, 4, 5 | Counselors, Teachers, Assistant Principal, and Instructional Specialist | Numbers of RTI Students; Report Cards; STAAR/CA Data | | | | |
| | Funding Sources: State Comp Ed (24) - 7300.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1<br>2) Provide strategies to RTI/struggling students to enhance their learning experience. | 3 | Counselors, Teachers, AP's, Principal, and Instructional Specialist | STAAR/CA Data; Progress Monitoring | | | | |
| | Funding Sources: State Comp Ed (24) - 1000.00, Title I (211) - 350.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>3) Learning Farm (computer program) - used to focus on individual objectives per student | 3 | Teachers and Instructional Specialist | Weekly Usage Report; Lesson Plans; Report Cards | | | | |
| | Funding Sources: State Comp Ed (24) - 1500.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>4) Brain-Pop (computer program) - used for STAAR-type questions in the classroom | 3 | Teachers | Lesson Plans; Report Cards | | | | |
| | Funding Sources: Local (199) - 2300.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1<br>5) BOY, MOY screeners created by teachers | 3, 5 | Instructional Specialist, Teachers | Increased number of students successful on benchmarks, screeners, and state assessments. | | | | |

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| **Critical Success Factors**<br>CSF 3 CSF 5<br><br>6) Utillze the Outdoor Learning Center at Acton Middle School | 1, 3, 4, 5 | Principal, Teachers, OLC Team | Usable learning center; teacher use | | | | |
| | Funding Sources: Local (199) - 856.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br><br>7) Strive for and maintain viable library services. | 1 | Librarian | Number of classes meeting in library; Library Rating | | | | |
| | Funding Sources: Local (199) - 6000.00 | | | | | | |
| ✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue | | | | | | | |

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**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.

**Evaluation Data Source(s) 2:** Survey results from students will reflect 90% or higher they feel safe at AMS.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors** CSF 5 | 1, 7 | Principal, Attendance Clerk, Secretary | School Messenger Reports; Communication, Positive Relations | | | | |
| 1) School Messenger-daily attendance calls & event information | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors** CSF 5 CSF 6 | 7, 8 | PTO Board; Principal | Sign In Sheets | | | | |
| 2) Current PTO board meeting monthly & supporting AMS students & faculty. | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors** CSF 5 | 7, 8 | Athletic Coordinator | Positive Relations | | | | |
| 3) Boy's & Girl's Athletic Booster Clubs | | | | | | | |
| 4) Teacher twitter pages, Remind 101, Websites, and Progress Reports | 2, 7 | Teachers, Principals | Student and Family engagement | | | | |
| **Critical Success Factors** CSF 5 CSF 6 | 2, 7 | Teachers | Periodic Updates | | | | |
| 5) AMS & Teacher Websites/Blogs | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors** CSF 5 | 2, 3, 7 | Teachers | Sign-In Reports Attendance; Positive Relations | | | | |
| 6) Parent/Teacher Conferences | | | | | | | |
| **Critical Success Factors** CSF 5 | 2, 7 | Teachers; Positive Relations Committee | Teacher Documentation; Positive Relations | | | | |
| 7) Teacher Emails and phone calls to parents | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors** CSF 5 | 1, 3, 7 | Teachers | CA's &Benchmarks; Parent Involvement; Parent Survey | | | | |
| 8) Skyward Family Access - posting grades weekly for parent and student information | Funding Sources: Local (199) - 0.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| 9) Communicate guidelines to staff members. | 6 | Principal and Assistant Principal | Decisions will be in compliance with School Board Policy | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 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) - 0.00 | | | | | | |
| 11) Provide information and training to staff members to help them identify and report children who experience abuse. | 1, 6, 8 | Counselors and Teachers | Record of Reports to CPS; Meeting notes | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6 CSF 7<br>12) Provide training to staff about suicide prevention | 1, 6, 8 | Principal and Counselors | Certificates of completion | | | | |
| | Funding Sources: Local (199) - 500.00 | | | | | | |
| **Critical Success Factors**<br>CSF 5 CSF 6<br>13) Provide training to staff on Restorative Discipline | 3, 6 | Assistant Principals | Changing behaviors; lower discipline referrals; positive relationships | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 14) Provide staff training on GAP the new teacher appraisal system | 6 | Principal and assistant principals | Training completed; teacher survey | | | | |
| | Funding Sources: Local (199) - 300.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6<br>15) Each grade level SOP's, Campus wide SOP's, and Special Program SOP's | 1, 2, 3, 4, 6 | Each grade level; principal, special program teachers | Increased communication for all stakeholders, parent and student survey | | | | 208 |

 = Accomplished  = Continue/Modify  = 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:** The budget for Acton Middle School will provide adequate resources to meet all instructional needs.

**Evaluation Data Source(s) 3:** AMS Department Heads will collaborate to help allocate funding based on campus and student need.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) The majority of the budget will focus on instructional programs. | 3, 6 | Principal, Department Heads, Site Based Committee and Staff Members | Budget Expenditures; Skyward Budget Reports | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 2) Monitor and Maintain appropriate and efficient expenditures | 8 | Principal and Secretary | Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 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) - 0.00 | | | | | | |
| 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) - 0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

## 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.

**Evaluation Data Source(s) 1:** Fine Arts programs will maintain 90% capacity student enrollment.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Band & Choir students perform and recruit at Elementary Schools | 1, 3, 8 | Band & Choir Directors | Program enrollment numbers and data | | | | |
| | Funding Sources: Local (199) - 100.00 | | | | | | |
| **Critical Success Factors** CSF 5 CSF 6 | 8 | 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) - 1800.00 | | | | | | |
| **Critical Success Factors** CSF 5 CSF 6 | 8 | Choir Teachers | Choir Schedule; Competition Results | | | | |
| 3) Choir Students will perform in numerous concerts, as well as, competitions. | Funding Sources: Local (199) - 4300.00 | | | | | | |
| **Critical Success Factors** CSF 6 | 8 | 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) - 4500.00 | | | | | | |
| **Critical Success Factors** CSF 5 CSF 6 | 8 | Band Teachers | Band Schedule; Competition Results | | | | |
| 5) Band students will perform in numerous concerts, as well as, competitions. | Funding Sources: Local (199) - 2850.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

210

**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.

**Evaluation Data Source(s) 2:** Each UIL academic entry will be filled with students and alternates.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 1 CSF 5 CSF 6 | 1, 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) - 7300.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 6 | 1, 5 | Sponsors/Coaches | Participation; Activity/Project Results | | | | |
| 2) A number of scholastic activities are available including: Odyssey of the Mind, Spelling Bee, Geography Bee, Academic UIL Competition. | Funding Sources: Local (199) - 2840.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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.

**Evaluation Data Source(s) 3:** Each club and organization will maintain 90% attendance with students involved.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 6<br>1) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc) | 1 | Club Sponsors | Club Involvement | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6<br>2) Students will be given the chance to perform in the annual Spring Talent Show. | 8 | Theatre Arts and Choir Teachers | Participation; Show Performance | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6<br>3) Students will be given the opportunity to create the AMS Yearbook. | 1 | Yearbook Sponsor | Scheduled Deadlines; Final Product | | | | |
| | Funding Sources: Local (199) - 1500.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**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.

**Evaluation Data Source(s) 4:** Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**<br>CSF 5 CSF 6 | 8 | Coaches, Athletic Director | Schedule, Participation | | | | |
| 1) Students are offered the opportunity to participate in organized sports through the athletic department. | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6 | 8 | Cheer Coach | Schedule, Practice, Final Results | | | | |
| 2) Students are given a chance to try out for cheerleader each year, plus continue in athletics | Funding Sources: Local (199) - 0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 6 | 8 | Stowaway Coach, Dance Teacher | Schedule, Practice, Student Development | | | | |
| 3) Students are given the opportunity to participate in 8th Grade Dance Class. | Funding Sources: Local (199) - 0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 11 6112 00 042 0 24 000 | | | | | |
| 199 E 11 6112 00 042 0 24 390 | | | | | |
| 199 E 11 6112 00 042 0 24 450 | | | | | |
| 199 E 11 6112 00 042 0 24 490 | | | | | |
| 199 E 11 6112 98 042 0 24 000 | | | | | |
| 199 E 11 6112 AV 042 0 24 000 | 1,200.00 | 1,200.00 | | | 1,200.00 |
| 199 E 11 6115 00 042 0 24 000 | | | | | |
| 199 E 11 6116 00 042 0 24 820 | | | | | |
| 199 E 11 6117 00 042 0 24 000 | 254,935.00 | 254,935.00 | | | 254,935.00 |
| 199 E 11 6117 00 042 0 24 390 | | | | | |
| 199 E 11 6117 00 042 0 24 450 | | | | | |
| 199 E 11 6117 00 042 0 24 490 | | | | | |
| 199 E 11 6117 IS 042 0 24 000 | | | | | |
| 199 E 11 6118 00 042 0 24 000 | | | | | |
| 199 E 11 6118 AV 042 0 24 000 | 7,500.00 | 7,500.00 | | | 7,500.00 |
| 199 E 11 6119 00 042 0 24 000 | | | | | |
| 199 E 11 6119 00 042 0 24 820 | | | | | |
| 199 E 11 6125 00 042 0 24 000 | | | | | |
| 199 E 11 6125 00 042 0 24 940 | | | | | |
| 199 E 11 6141 00 042 0 24 000 | 3,698.00 | 3,698.00 | | | 3,698.00 |
| 199 E 11 6141 00 042 0 24 390 | | | | | |
| 199 E 11 6141 00 042 0 24 450 | | | | | |
| 199 E 11 6141 00 042 0 24 490 | | | | | |
| 199 E 11 6141 00 042 0 24 820 | | | | | |
| 199 E 11 6141 00 042 0 24 940 | | | | | |
| 199 E 11 6141 98 042 0 24 000 | | | | | |
| 199 E 11 6142 00 042 0 24 000 | 19,469.00 | 19,469.00 | | | 19,469.00 |
| 199 E 11 6142 00 042 0 24 390 | | | | | |
| 199 E 11 6142 00 042 0 24 450 | | | | | |
| 199 E 11 6142 00 042 0 24 490 | | | | | |
| 199 E 11 6142 00 042 0 24 940 | | | | | |
| 199 E 11 6142 DN 042 0 24 000 | | | | | |
| 199 E 11 6142 DN 042 0 24 450 | | | | | |
| 199 E 11 6142 HI 042 0 24 000 | | | | | |
| 199 E 11 6142 HI 042 0 24 390 | | | | | |
| 199 E 11 6142 HI 042 0 24 490 | | | | | |
| 199 E 11 6142 HI 042 0 24 940 | | | | | |
| 199 E 11 6143 00 042 0 24 000 | 2,474.00 | 2,474.00 | | | 2,474.00 |
| 199 E 11 6143 00 042 0 24 390 | | | | | |
| 199 E 11 6143 00 042 0 24 450 | | | | | |
| 199 E 11 6143 00 042 0 24 490 | | | | | |
| 199 E 11 6143 00 042 0 24 820 | | | | | |
| 199 E 11 6143 00 042 0 24 940 | | | | | |
| 199 E 11 6144 00 042 0 24 000 | 15,067.00 | 15,067.00 | | | 15,067.00 |
| 199 E 11 6144 00 042 0 24 390 | | | | | |
| 199 E 11 6144 00 042 0 24 450 | | | | | |
| 199 E 11 6144 00 042 0 24 490 | | | | | |
| 199 E 11 6144 IS 042 0 24 000 | | | | | |
| 199 E 11 6145 00 042 0 24 000 | 202.00 | 202.00 | | | 202.00 |
| 199 E 11 6145 00 042 0 24 390 | | | | | |
| 199 E 11 6145 00 042 0 24 450 | | | | | |
| 199 E 11 6145 00 042 0 24 490 | | | | | |
| 199 E 11 6145 00 042 0 24 820 | | | | | |
| 199 E 11 6145 00 042 0 24 940 | | | | | |
| 199 E 11 6146 00 042 0 24 000 | 8,980.00 | 8,980.00 | | | 8,980.00 |
| 199 E 11 6146 00 042 0 24 390 | | | | | |
| 199 E 11 6146 00 042 0 24 450 | | | | | |

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 11 6146 00 042 0 24 490 | | | | | |
| 199 E 11 6146 00 042 0 24 940 | | | | | |
| 199 E 11 6219 00 042 0 24 000 | | | | | |
| 199 E 11 6219 00 042 0 24 820 | | | | | |
| 199 E 11 6299 00 042 0 24 000 | | | | | |
| 199 E 11 6321 00 042 0 24 000 | | | | | |
| 199 E 11 6326 00 042 0 24 000 | | | | | |
| 199 E 11 6326 00 042 0 24 950 | | | | | |
| 199 E 11 6329 GW 042 0 24 000 | | | | | |
| 199 E 11 6395 00 042 0 24 000 | | 1,000.00 | | | 94.40 |
| 199 E 11 6395 00 042 0 24 180 | | | | | |
| 199 E 11 6395 00 042 0 24 370 | | | | | |
| 199 E 11 6395 00 042 0 24 380 | | | | | |
| 199 E 11 6395 00 042 0 24 390 | | | | | |
| 199 E 11 6395 00 042 0 24 490 | | | | | |
| 199 E 11 6395 00 042 0 24 690 | | | | | |
| 199 E 11 6395 00 042 0 24 741 | | | | | |
| 199 E 11 6395 00 042 0 24 940 | | | | | |
| 199 E 11 6395 00 042 0 24 950 | | | | | |
| 199 E 11 6395 AV 042 0 24 000 | 6,520.00 | 6,520.00 | | | 6,520.00 |
| 199 E 11 6395 GW 042 0 24 000 | | | | | |
| 199 E 11 6395 GW 042 0 24 741 | | | | | |
| 199 E 11 6395 MM 042 0 24 000 | 9,125.00 | 6,125.00 | | | 9,125.00 |
| 199 E 11 6395 PA 042 0 24 000 | | | | | |
| 199 E 11 6395 SP 042 0 24 000 | 6,000.00 | 6,000.00 | | | 6,000.00 |
| 199 E 11 6396 00 042 0 24 000 | | | | | |
| 199 E 11 6397 00 042 0 24 000 | | | | | |
| 199 E 11 6397 00 042 0 24 390 | | | | | |
| 199 E 11 6397 GW 042 0 24 000 | | | | | |
| 199 E 11 6397 GW 042 0 24 741 | | | | | |
| 199 E 11 6397 PM 042 0 24 000 | 2,500.00 | 1,500.00 | | | 1,500.00 |
| 199 E 11 6411 00 042 0 24 000 | | | | | |
| 199 E 11 6411 00 042 0 24 820 | | | | | |
| 199 E 11 6412 00 042 0 24 000 | | | | | |
| 199 E 11 6412 PA 042 0 24 000 | | | | | |
| 199 E 11 6497 AV 042 0 24 000 | 4,200.00 | 4,200.00 | | | 4,200.00 |
| 199 E 11 6499 00 042 0 24 180 | | | | | |
| 199 E 11 6631 00 042 0 24 000 | | | | | |
| 199 E 11 6639 00 042 0 24 00B | | | | | |
| 199 E 11 6645 00 042 0 24 00F | 10,498.00 | 10,498.00 | | | 10,498.00 |
| 199 E 11 6645 GW 042 0 24 000 | | | | | |
| 199 E 11 6645 GW 042 0 24 741 | | | | | |
| 199 E 11 6649 00 042 0 24 490 | | | | | |
| 199 E 11 6649 00 042 0 24 741 | | | | | |
| 199 E 13 6115 00 042 0 24 000 | | | | | |
| 199 E 13 6119 NJ 042 0 24 000 | | | | | |
| 199 E 13 6141 00 042 0 24 000 | | | | | |
| 199 E 13 6141 NJ 042 0 24 000 | | | | | |
| 199 E 13 6143 00 042 0 24 000 | | | | | |
| 199 E 13 6144 00 042 0 24 000 | | | | | |
| 199 E 13 6145 00 042 0 24 000 | | | | | |
| 199 E 13 6146 00 042 0 24 000 | | | | | |
| 199 E 13 6146 NJ 042 0 24 000 | | | | | |
| 199 E 13 6239 00 042 0 24 000 | | | | | |
| 199 E 13 6395 00 042 0 24 000 | | | | | |
| 199 E 13 6411 00 042 0 24 000 | | | | | |
| 199 E 13 6411 00 042 0 24 741 | | | | | |

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 13 6411 00 042 0 24 670 | | | | | |
| 199 E 13 6411 AV 042 0 24 000 | 16,210.00 | 16,210.00 | | | 16,210.00 |
| 199 E 13 6411 GW 042 0 21 741 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 E 13 6411 PA 042 0 24 000 | | | | | |
| 199 E 13 6412 00 042 0 21 000 | | | | | |
| 199 E 23 6411 00 042 0 24 000 | | | | | |
| 199 E 23 6411 AV 042 0 24 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 E 31 6339 00 042 0 24 000 | | | | | |
| 199 E 31 6411 00 042 0 24 000 | | | | | |
| 199 E 31 6411 AV 042 0 24 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 E 51 6645 00 042 0 24 00F | | | | | |
| Grand Expense Totals | 376,078.00 | 376,078.00 | | | 376,172.40 |

**Number of Accounts:** 125



********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Mindy Badgett | Instructional Specialist | Title I Targeted | 1 |

# Granbury Independent School District

# Acton Elementary School

# 2017-2018 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

2017-2018

Vision – EVERY STUDENT IS WORTH MY BEST!

Mission - Acton Elementary in partnership with the community has high expectations and is committed to:

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- reaching hearts

- building character

- growing learners

- embracing families

Demographics

Acton Elementary ended the 2016-2017 year with 807 students. In April 201, 46.6% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 647 White, 133 Hispanic, 0 Black, 5 American Indian, 2 Asian, 5 Native Hawaiian or other Pacific Islander, and 15 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. Overall student performance on state assessments was at or above district average in all areas except for writing. STAAR results for 3rd grade, 4 grade and 5th grade science will not be released until June 14. The following goals are based on 5th grade results. The quantitative data on the 2016-2017 STAAR 5th grade assessment indicated that 76% of students met reading satisfactory standard. In math, 85% of students in grade 5 met the satisfactory standard. Overall in grade 5, 25% of students performed at the advanced level in reading and 35% in math. Our math advanced performance increased by 4%. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. However, the ECD gap was less than7 %. As we wait for results from the remaining state assessments, we reviewed istation data for all of our grade levels. 3rd grade had our highest percentage of students on tier III at the end of the year. 1st grade made the most progress leaving only 9% 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.



All students received tutoring/intervention based on their needs. Students received instruction by certified tutors and by classroom teachers in reading and in math. In Kindergarten through 5th grade, we started the year with push-in tutors in both reading and math 2 times per week per subject area. After Christmas, CFAs were given every few weeks to drive our grouping for intervention. Tutors then pulled out of the classroom for intervention, along with classroom teachers pulling small groups as well. 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 and all 5th grade students participated in Science Blitz. 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 the 3rd week of school to provide additional intervention for identified students. In addition, K - 5 students will participate in E Time (Enrichment, Engagement, Experience and Excitement TIME). Groups will be decided based off of student interest. Students will have voice and choice in their selection. E Time will be driven by the PBL format.

State Assessment Goals for 2017-2018:

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

o Math at 90% Satisfactory Level II w/ Advanced Level III at 38%

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 18%

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.

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

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

2017-2016 TELPAS

- Summary
- 8 at Beginning Level of TELPAS

• 15 at Intermediate Level of TELPAS

• 9 at Advanced Level of TELPAS

• 6 at Advanced High Level of TELPAS

Out of 31 LEP students eligible for progress - 15 advanced, 14 maintained same and 2 regressed

Strengths: Our level III performance increased in math. We look to increase our reading level in the 2017-2018 school year. We targeted our higher level learners with PBL activities, intensive instruction, extension activities for students who had mastered the objectives and Odyssey of the Mind.

Focus for 2017-2018: Writing will continue to be one of our main focuses across the curriculum. Reflective writing and feedback is a goal of our campus. Professional development will focus 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 continued for this school year: novice, practitioner, apprentice and expert.

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CFAs 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 objective's instruction.

In ELAR, our focus will be using our district curriculum documents and district purchased resources: Empowering Writers, SRA, Continuum of Literacy, Guided Reading, and Comprehension Toolkit.

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 have online access to 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 instructional specialist.

STAAR, Benchmarks, CFAs, iStation Assessments, DRA, STAR checkpoints 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 Journeys Reading, Comprehension Toolkit, SRA, Stem Scopes, Studies Weekly, Empowering Writers, and GO Math. 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 2017-2018: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. A schedule has been developed to allow 90 minutes for teachers to meet in mandatory biweekly PLC's for instructional planning by content and develop CFAs to drive instruction to meet needs of ALL students - lower level through our highest students. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of our students. 224

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 45 minute planning period at the same time.

The common planning period allows them to meet and collaborate during the school day. In addition, here will be a 90 minute block bi-weekly for PLC. Common planning time across grade levels is scheduled on days the students are not in attendance.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple sites, organizations, colleges and maintaining an active 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.

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Focus for 2017-2018: This summer, our staff is participating in a book study over the book, Mindset. All faculty and staff will collaborate through our AES google classroom and Twitter. Our goal with this book study is stretching ourselves and our students using a growth mindset. Our book study will be complete upon the beginning of the 2017-2018 school year, however, we will use the ideas in the book for a deeper study and implementation throughout the year, as well as with our reflection and learner qualities.

Family and Community Involvement

Teachers will send weekly emails to keep parents informed. Parents can also look at their student's' grades at any time through our Skyward parent access. Teachers will also schedule (at minimum) an annual parent/teacher conference.

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 4 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 and a collaborative family fitness night each producing well over 250 participants at each event. We hosted two other districts for site visits as they observed our use of technology and Project Based Learning.

Focus for 2017-2018:

For 17-18 school year, we will implement a Parent Academies throughout the year. We will use information from our parent surveys to drive the content of these sessions, such as technology night to teach the Google Suite to parents, Skyward Family Access and district curriculum.

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.

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

Each teacher has online access to the AES Staff Handbook to ensure teachers know procedures and expectations at AES.

The principal, assistant principal and IS will conduct classroom snapshot visits. Learning Walk Throughs were conducted to help teachers improve instruction and also to celebrate the great strategies that are taking place in each classroom.

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 2017-2018:

Focused walkthroughs will continue. The administration team will meet with grade levels once a semester to do walkthroughs in multiple grades around campus to reflect and provide constructive feedback to foster the growth mindset on our campus. We will continue to work closely with our ILT. The ILT is responsible for relaying info, getting input from grade levels and making school wide decisions that benefit our students and staff.



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, school messenger, as well as, notes home in folders.

We continued our Customer Care approach. Our office staff as well as the entire faculty and 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, and NERDS Assembly.

Focus for 2017-2018: Our staff is participating in a book study over the book, Mindset. All faculty and staff will collaborate through our AES google classroom and Twitter. We focus on engaging our students and teaching them a growth mindset and helping them implement learner qualities. :)

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.

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Learner qualities will be taught each six weeks.

Learner Qualities =

I AM...

1. Determined
2. Inquisitive
3. Connections
4. Self-aware
5. Risk-Taker
6. World Changer

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.

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. 230

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. AR, STAR, iStation, Tumble Books, Prodigy 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.

Techie Times were held throughout the year to help teachers learn and implement new technology.

Focus for 2017-2018: Mrs. Dawson will hold 6 Techie Times with half being online and half face-to-face instruction. Teachers are also attending technology trainings this summer held by our curriculum and technology departments.

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 also have the opportunity to participate in a Google Classroom using Texas Performance Standards Project working as a group with other GT students and independently. In addition, GT students will also have the opportunity to participate in Odyssey of the Mind. Each grade level will send a GT email and a Remind 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. The parents responded to the GT survey and the information we gathered from the survey will help us drive our GT program.

At-Risk learners will be provided small group instruction by teachers before school and in 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.

In addition to our enrichment Fridays, which serve to provide our students with creating experiences and making connections, we also served 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 2017-2018: 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 will continue to involve parents in Odyssey of the Mind this year to help teacher coaches. In addition, we will implement a GT Google Classroom using Texas Performance Standards Project. We will continue to focus on vocabulary to impact our ELL and ECD learners. Our Special Education teachers will continue pulling SPED students in mornings from 7:15-7:45 to provide further instruction and intervention for our SPED population.

Evaluation of Plans and Strategies

CFAs (common formative assessments), district 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 2017-2018:

90 minute bi-weekly PLC's will be implemented. CFAs will be continued for reading, math and writing. The data from the CFAs will be utilized in biweekly PLC's for planning of the instruction on the next objective. We will be holding data meetings in writing 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

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data** 234

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

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

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

**Evaluation Data Source(s) 1:** AES school survey will show 90% satisfactory in all areas.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Schoolwide Implementation of positive character building. | | Counselor, Principal, AP, Librarian, discipline committee | Students will meet with Mrs. Jernigan bi-weekly for character building. Kick-off, 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 | | Principal, AP, Vertical Team Committee, Teachers | Increased parent involvement and participation in student activities.<br><br>sign-in sheets , parent communication flyer, school calendar, school survey | | | | 235 |
| | Funding Sources: Title I (211) - $759.00 | | | | | | |
| 3) Parent Orientation Meetings - Title I Campus Overview and notification | | Principal, AP, Grade Level Leaders | Parents will have the opportunity to learn about their student's day, the grade level curriculum, and more detailed information that will help increase involvement.<br><br>sign-in sheets, school calendar, meeting agenda, parent communication, flyers | | | | |
| 4) Kindergarten Roundup for students entering kindergarten for the 2017-2018 school year. | | Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff | enrollment, school calendar, parent communication | | | | |
| 5) Provide staff training on bullying awareness, prevention and procedures. | 1, 2, 4, 9, 10 | Principals, AP, Counselor | Sign-in sheets, agendas | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) Create school unity through daily morning meeting. | | Principal, AP, Counselor, Teachers | AES will create a family atmosphere through togetherness.<br><br>Student participation and observation, daily schedule, Proud Pirate recognition, periscope, twitter | | | | |
| 7) 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 | | | | |
| 8) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce. | | Principal, AP, 5th Grade Teachers | 5th graders will build relationships through camp as well as exposure to 80% of the Science TEKS for their fifth grade year.<br><br>5th grade office referrals, parent, teacher and student feedback. | | | | |
| 9) 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. | | Principals, Teachers, Staff | Students will become more self-aware and learn how to reflect and self-monitor.<br><br>observations of students exhibiting learner qualities, school climate | | | | |
| 10) All staff will implement and continue study of our book study read -<br>Mindset: Strategies for Success<br>Admin team will participate in a book study -<br>Start with Why by Simon Sinek | | Principal, AP, Teachers | Parent and student feedback, observation, school survey, student progress performance, google site and blog | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| 11) 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. | | Administration | Parents will be informed of weekly events and learning for all classrooms.<br><br>copies of emails, school survey, participation, observations and feedback. | | | | |
| 12) AES will actively implement facebook, remind messages, class dojo, periscope and twitter to promote positive community relations. | | admin | AES will tell our story through social media and positive press.<br><br>community participation, social media, school survey | | | | |
| 13) Each grade level will participate in at least one service project in the 2017-18 school year. | | Administration, Lead Teachers | AES students will learn the benefits of serving others.<br><br>field trip forms, observations | | | | |
| 14) AES will host at least two parent academies throughout the year. | 2, 6 | Principal, AP, IS | Increase parent awareness of school and student activities such as skyward family access, technology, social media and district curriculum. | | | | |
| | Funding Sources: Title I (211) - $500.00 | | | | | | |

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**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.

**Evaluation Data Source(s) 2:** AES volunteers will log at least 250 hours of service throughout the 2017-18 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | | Counselor, Principal, AP, Office Staff | Kiwanis Terrific Kids<br>Kiwanis Super Citizens<br>Six Flags Read to Succeed<br>Lions Club<br>Granbury Education Foundation<br>HEB<br>Volunteer Fire Department<br>Spring Creek Family Night<br>Lake Granbury Medical Center<br>Speakers Bureau<br>Chicken Express<br>Joe's Pizza and Pasta<br>Chick-fil-a<br>Stumpy's | | | | 237 |
| 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 | | | | |

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## 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

**Evaluation Data Source(s) 1:** By the end of the summer of 2018, 100% of AES staff will be trained in implementing Project Based Learning.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 2017 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2016 trained staff member will complete at least 3 PBL projects in the 2017-18 school year. | | Early Adopter Teachers, Principal, CBP staff, Instructional Coach | Project Overview, Presentations | | | | |
| 3) Enlist additional teachers to attend Project Based Learning cohort group summer 2018. | | Curriculum Director, Principal | PBL Training Certificate | | | | |
| 4) PBL Family Night | | Teachers, Instructional Coach, AP, Principal | Parents will tour projects created throughout the year. -school survey, sign in sheets, parent communication flyer, school schedule | | | | |
| 5) Students will participate in three E-TIME rotations throughout the school year. E-time provides student choice and inquiry. | 1, 2 | Administration, IS | Students will work collaboratively to produce a product or service from a challenging/driving question posed from the e-time of their choice. | | | | |

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**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

**Evaluation Data Source(s) 2:** In the 2017-18 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2<br>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.<br>Data Meetings will be held each at least once each grading period. | | Principal, AP, Instructional Coach | AES will meet standard for federal and state guidelines.<br><br>school calendar, agenda, data sheets<br><br>Level II STAAR Performance<br>3-5 Reading 90%<br>3-5 Math 90%<br>4th Writing 80%<br>5th Science 85% | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br>2) Provide supplemental intervention to support student success for all students and student student groups including reading and math improvement in the economically disadvantaged and hispanic student groups. We will also be focusing on writing for all students. | | Instructional Coach, Tutor, AP, Principal, Counselor, Teachers | AES will meet standard for federal and state guidelines.<br><br>Specifically, Increase reading performance by 5% for students in hispanic student group.<br><br>Increase writing performance for all students and student groups by 10%.<br><br>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, Daily Rigor and Countdown to STAAR Grades 2-5, push in tutoring in grades K-5, Wordly Wise | | | | |
| | Funding Sources: Title I (211) - $35,274.00, State Comp Ed (24) - $14,000.00, ESL/Bilingual (25) - $0.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| 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) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 6 CSF 7<br>4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester. | | Principal, AP, Vertical Team Leaders, Instructional Coach | Teams will develop an understanding of how standards and objectives relate from year to year.<br><br>Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 6 CSF 7<br>5) Utilize Instructional Coach to work with classroom teachers to improve instruction. | | 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) - $69,654.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>6) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms. | | Principal, Assistant Principal, Instructional Specialist, Teachers | Hispanic student groups will increase in performance by 7%. local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary. | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 2<br>7) All classroom teachers will track student progress by using a data spreadsheet. | | Principal, AP, Instructional Coach, Teachers | Increase student progress on state assessment by:<br>10% in reading<br>5% in math<br><br>student progress data spreadsheets, local and state assessments, teacher observation | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 6 CSF 7<br>8) We will conduct bi-weekly ninety subject area PLC meetings in math, reading, writing and science. | | Administration, IS | AES teachers will utilize team time to participate in a professional learning community.<br><br>lesson plans, meeting minutes, instructional walkthroughs, common assessment data. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br>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), Forde Ferrier Ultimate STAAR Math (Grades 3 and 4) | | Principal, AP, IS, teachers | Increase reading performance by 5% in hispanic student group.<br><br>Increase writing by 10% an state assessment.<br><br>Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| 10) All ELA teachers will be trained and implementing Empowering Writers | 1, 2, 4 | Principal | Professional development certificates<br>lesson plans | | | | |
| | Funding Sources: Title II (255) - $0.00 | | | | | | |
| 11) All students will record academic reflections weekly setting goals and monitoring own performance. | | Teachers, Administration, IS | Student reflection, feedback and self-awareness - goal sheets, data sheets, academic walkthroughs, PLC meetings | | | | |
| 12) 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 | | | | |
| 13) Kindergarten through Grade 3 will implement DRA for individual student diagnostic data to guide instruction and identify strengths/areas of improvement. | | IS, Lead Teachers | Improvement in BOY/MOY/EOY, student data logs, istation data, assessment data, | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |
| 14) Literacy Professional Development for Grade K and 2 Teachers - Debbie Jarzombek | 2, 4 | Instructional Coach, Teachers, Administration | Improvement in EOY data, student data logs, istation data, assessment data, fluency probes | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2<br>15) Leadership Team will attend Solutuion Tree - Collaborative Common Assessments to support our work as a PLC. | 1, 2, 4 | Principal, AP, IS | Common Formative Assessment, Assessment Data, Collaboration through team time, Team Time minutes | | | | |
| | Funding Sources: Title I (211) - $9,000.00 | | | | | | |

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**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

**Evaluation Data Source(s) 3:** In the 2017-18 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 3%.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication). | | Principal, AP, Teachers | Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data<br><br>Level III Performance -<br>3-5 Reading 35%<br>3-5 Math 38%<br>4th Writing - 10%<br>5th Science 18% | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 4<br><br>2) All grade levels will participate in instructional rotations targeting specific skills and objectives and 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 | | | | |

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**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.

**Evaluation Data Source(s) 4:** 100% of eligible AES students will participate in coordinated school health activities.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | | | | 243 |
| 5) Red Ribbon week activities | 2, 10 | Counselor, Principal, Teachers | student participation, Nancy Burks performance, observation and school climate | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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 → = Continue/Modify = 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.

**Evaluation Data Source(s) 5:** In the 2017-18 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 2 | 1, 2, 3, 6, 8, 9, 10 | Principal, AP, Teachers, Counselor, Instructional Coach | Intervention schedule, RTI meeting minutes, lesson plans, data sheets | | | | |
| 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students. | Funding Sources: ESL/Bilingual (25) - $0.00 | | | | | | |
| 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 | | | | |

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**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.

**Evaluation Data Source(s) 6:** Review of new opportunities implemented during the 2017-18 school year.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |
| 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 | | | | |
| 5) Students will participate in STEAM rotations bi-weekly for 45 minutes with specials team. | 1, 2 | Administration | Students will participate in science, technology, engineering, art and math activities during a 45 minute rotation every other week.<br>Observations, walkthroughs, data, student survey | | | | |

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## 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

**Evaluation Data Source(s) 1:** 100% of AES teachers will meet campus based technology proficiencies.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |

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**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

**Evaluation Data Source(s) 2:** 100% of AES students will complete safety training during the 2017-2018 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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

**Evaluation Data Source(s) 3:** AES teachers will use technology to enhance instruction at least 80% of the time.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 7<br>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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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## 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.

**Evaluation Data Source(s) 1:** 100% of AES staff will participate in district safety training and monthly campus safety drills.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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## 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.

**Evaluation Data Source(s) 1:** All grade levels will participate in alternate schedules at least 27 weeks in the 2017-2018 school year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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**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.

**Evaluation Data Source(s) 2:** 100% of professional development sessions will reflect needs of the campus.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = 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 comprehensive list of resources available to Acton students and families.

**Evaluation Data Source(s) 1:** AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2017-2018 school year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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.

**Evaluation Data Source(s) 2:** AES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2017-2018 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 11 6112 00 102 0 24 000 | | | | | |
| 199 E 11 6112 00 102 0 34 000 | | | | | |
| 199 E 11 6112 98 102 0 24 000 | | | | | |
| 199 E 11 6116 00 102 0 24 820 | | | | | |
| 199 E 11 6117 00 102 0 24 000 | | | | | |
| 199 E 11 6117 00 102 0 34 000 | | | | | |
| 199 E 11 6117 01 102 0 24 000 | | | | | |
| 199 E 11 6117 13 102 0 24 000 | | | | | |
| 199 E 11 6117 IS 102 0 24 000 | | | | | |
| 199 E 11 6118 00 102 0 24 000 | 12,000.00 | 12,000.00 | | | 12,000.00 |
| 199 E 11 6125 00 102 0 24 000 | | | | | |
| 199 E 11 6125 00 102 0 34 000 | | | | | |
| 199 E 11 6141 00 102 0 24 000 | | | | | |
| 199 E 11 6141 00 102 0 24 820 | | | | | |
| 199 E 11 6141 00 102 0 34 000 | | | | | |
| 199 E 11 6141 01 102 0 24 000 | | | | | |
| 199 E 11 6141 13 102 0 24 000 | | | | | |
| 199 E 11 6141 98 102 0 24 000 | | | | | |
| 199 E 11 6141 IS 102 0 24 000 | | | | | |
| 199 E 11 6142 00 102 0 24 000 | | | | | |
| 199 E 11 6142 00 102 0 34 000 | | | | | |
| 199 E 11 6142 01 102 0 24 000 | | | | | |
| 199 E 11 6142 13 102 0 24 000 | | | | | |
| 199 E 11 6142 HI 102 0 24 000 | | | | | |
| 199 E 11 6142 IS 102 0 24 000 | | | | | |
| 199 E 11 6143 00 102 0 24 000 | | | | | |
| 199 E 11 6143 00 102 0 24 820 | | | | | |
| 199 E 11 6143 00 102 0 34 000 | | | | | |
| 199 E 11 6143 13 102 0 24 000 | | | | | |
| 199 E 11 6143 IS 102 0 24 000 | | | | | |
| 199 E 11 6144 00 102 0 24 000 | | | | | |
| 199 E 11 6144 00 102 0 34 000 | | | | | |
| 199 E 11 6144 13 102 0 24 000 | | | | | |
| 199 E 11 6144 IS 102 0 24 000 | | | | | |
| 199 E 11 6145 00 102 0 24 000 | | | | | |
| 199 E 11 6145 00 102 0 24 820 | | | | | |
| 199 E 11 6145 00 102 0 34 000 | | | | | |
| 199 E 11 6145 13 102 0 24 000 | | | | | |
| 199 E 11 6145 IS 102 0 24 000 | | | | | |
| 199 E 11 6146 00 102 0 24 000 | | | | | |
| 199 E 11 6146 00 102 0 34 000 | | | | | |
| 199 E 11 6146 01 102 0 24 000 | | | | | |
| 199 E 11 6146 13 102 0 24 000 | | | | | |
| 199 E 11 6146 IS 102 0 24 000 | | | | | |
| 199 E 11 6219 00 102 0 24 000 | | | | | |
| 199 E 11 6219 00 102 0 24 820 | | | | | |
| 199 E 11 6297 99 102 0 24 000 | | | | | |
| 199 E 11 6326 00 102 0 24 000 | | | | | |
| 199 E 11 6395 00 102 0 24 000 | | | | | |
| 199 E 11 6395 00 102 0 24 190 | | | | | |
| 199 E 11 6395 00 102 0 24 950 | | | | | |
| 199 E 11 6395 00 102 0 34 000 | 323.00 | 323.00 | | | 323.00 |
| 199 E 11 6395 01 102 0 24 000 | | | | | |
| 199 E 11 6395 13 102 0 24 000 | | | | | |
| 199 E 11 6395 AM 102 0 24 000 | | | | | |
| 199 E 11 6395 DR 102 0 24 000 | | | | | |
| 199 E 11 6395 EW 102 0 24 000 | 1,800.00 | 1,800.00 | | | 1,800.00 |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6395 | MM | 102 | 0 | 24 | 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 | E | 11 | 6395 | VG | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6396 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 102 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | 00 | 102 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6397 | EM | 102 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | IS | 102 | 0 | 24 | 00N | | | | | |
| 199 | E | 11 | 6397 | PM | 102 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6411 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 102 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6631 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6636 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 102 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6645 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | 00 | 102 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6649 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6219 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6239 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6497 | 00 | 102 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6339 | 00 | 102 | 0 | 24 | 000 | | | | | |
| Grand Expense Totals | | | | | | | | | 30,748.00 | 30,748.00 | | | 30,748.00 |

**Number of Accounts:** 79



********** End of report **********

# Title I Personnel

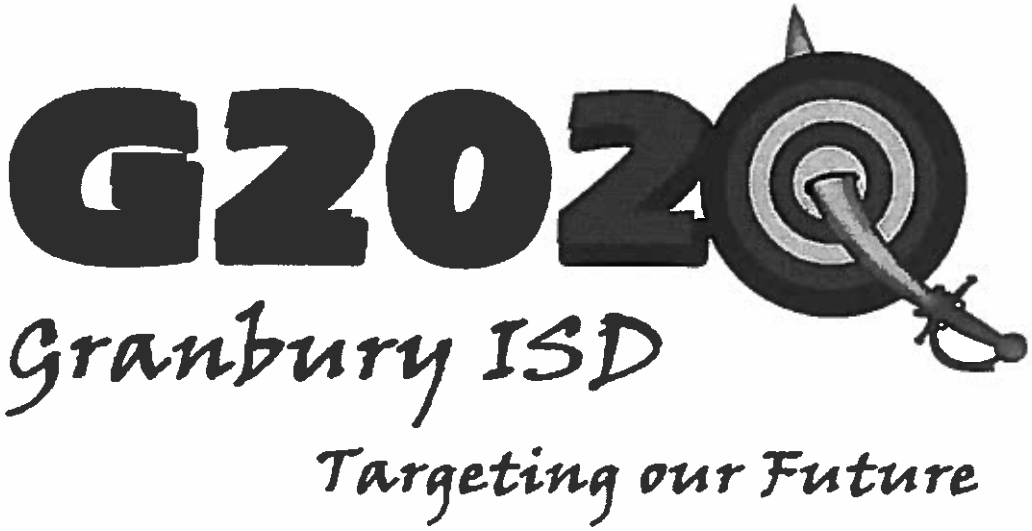
| Name | Position | Program | FTE |
|---|---|---|---|
| Maggie Walton | Instructional Specialist | Title I | 1.0 |

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# Granbury Independent School District

# Roberson Elementary School

# 2017-2018 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

2016-17 Demographics

Total Peak Enrollment 546 Students

Low SES 383

Ethnicity White-297 Hispanic-208 African American-3 Asian-6 American Indian-3

Withdrawn 31

Entered 53

2015-16 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. 260

| | Campus | District | State |
|---|---|---|---|
| Attendance Rate (2014-15) | 95.7% | 95.1% | 95.7% |

Enrollment by Race/Ethnicity

| | | | |
|---|---|---|---|
| African American | 0.5% | 0.6% | 12.6% |
| Hispanic | 42.1% | 23.7% | 52.2% |
| White | 54.4% | 72.3% | 28.5% |
| American Indian | 0.9% | 0.7% | 0.4% |
| Asian | 1.2% | 0.7% | 4.0% |
| Pacific Islander | 0.0% | 0.2% | 0.1% |
| Two or More Races | 0.9% | 1.8% | 2.1% |

Enrollment by Student Group

| | | | |
|---|---|---|---|
| Economically Disadvantaged | 67.5% | 49.7% | 59.0% |
| English Language Learners | 27.9% | 7.4% | 18.5% |
| At Risk | 44.6% | 35.7% | 50.1% |
| Special Education | 6.5% | 11.1% | 8.6% |
| Mobility Rate (2014-15) | 17.9% | 17.5% | 16.5% |

Class Size Averages by Grade or Subject

| Elementary | | | |
|---|---|---|---|
| Kindergarten | 21.3 | 20.6 | 18.9 |
| Grade 1 | 21.0 | 20.0 | 19.1 |
| Grade 2 | 19.7 | 20.2 | 19.3 |

**Demographics Strengths**

Decreased Enrollment from 573 to 546 -27 students 4.7% decrease

261

Students represented all ethnicity groups

Attendance Rate Above District and Equal to the State

Student Mobility Rate is above District and State

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Drop in campus wide attendance rate **Root Cause**: Pre-kindergarten attendance

**Problem Statement 2**: Mobility rate above the district and state **Root Cause**: Hood County Shelter, Bilingual travel to Mexico, Interdistrict movement

## 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 | 48 | 100% Beginning |
| 1st Grade | 41 | 17% Beginning 54% Intermediate 29% Advanced |
| 2nd Grade | 36 | 6% Beginning 31% Intermediate 36% Advanced 28% Advanced High |



TELPAS Yearly Progress

1st Grade 79% Progressed at Least One Proficiency Level

2nd Grade 64% Progressed at Least One Proficiency Level

| iStation Results | Tier 3 | Tier 2 | Tier 1 |
|---|---|---|---|
| Kinder | 30% | 20% | 50% |
| 1st Grade | 32% | 21% | 46% |
| 2nd Grade | 12% | 14% | 73% |

**Student Achievement Strengths**

iStation Improvement - increase in kindergargen Tier 1 percentage

TELPAS Improvement - increase in student progress in intermediate and advanced proficiencies

TELPAS - increase of students moving from bilingual to ESL status due to progress (7)

STAAR Math Scores for 5th Grade 82% passing,

STAAR ELA Scores for 5th Grade 78% passing.

-LEP/ELL 5th Grade ELA 96% passing.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: Overall reading STAAR scores at 78% **Root Cause**: Economically disadvantaged and sped sub-populations

**Problem Statement 2**: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause**: Math vocabulary



**Problem Statement 3**: iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause**: lack of rigor and monitoring of student testing; training on digital academic testing; student focus

**Problem Statement 4**: lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause**: lack of rigor and math resources for more frequent assessments and interventions

## 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



### School Culture and Climate Strengths

Morning Assembly

Student daily incentives through Emma Economy Program

CARA meetings, campus professional developement

Open door policy

CLT meetings and planning

Parent Conference Room

Staff luncheons

Customer Care Goal Setting

PTO Parking Lot Initiative

Integrated assistance from high school students - Ready Set Teach, Spanish Readers, Sports Greeters, etc.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1**: Effective incentives for student achievement **Root Cause**: lack of vertical alignment between grade levels

**Problem Statement 2**: Disjointed discipline structure across campus **Root Cause**: Lack of cohesive planning and focus on common procedures

**Problem Statement 3**: Personal and individualized communication between teacher and parent **Root Cause**: Lack of communication and leadership expectations

**Problem Statement 4**: Increased parent involvement and assistance with working with students on academics at home **Root Cause**: Lack of parent training and parent communication

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

- Attend job fair 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



### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1**: Teacher attendance rate **Root Cause**: Retiring teachers and other teacher philosophy and beliefs regarding personal days

**Problem Statement 2**: Low participation on the GTEI program **Root Cause**: Teacher attendance and perception of difficulty with documentation

## 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, and Starfall supplemental software
- Harcourt Journey Reading, Social Studies, Accelerated Learning Stem Scopes, 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



### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1**: No math assessment to track data **Root Cause**: None available at this time - still searching

**Problem Statement 2**: Providing resources to teachers, tutors and parents for academic support **Root Cause**: Communication of needs based on data

**Problem Statement 3**: Enrichment opportunities for GT and high achieving students **Root Cause**: Training and organization of providing those opportunities

**Problem Statement 4**: Additional opportunities for Bilingual and At-risk student experiences outside of classroom **Root Cause**: Organization in providing those opportunities

**Problem Statement 5**: Teacher knowledge of specific TEKS taught **Root Cause**: Planning time and training on TEKS - no PLC's

# 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

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- Family Math/Reading Night
- 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

## Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1**: Increased family opportunities with student academics **Root Cause**: Planning, organizing and communication with parents on those academic needs

**Problem Statement 2**: Over crowding at campus wide and grade level events **Root Cause**: Parking space and campus space - scheduled all together (need separated)

**Problem Statement 3**: Communication with parents **Root Cause**: Lack of purposeful and consistent communication

## 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

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- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Professional Development Summer Flex Days
- PBL District Initiative
- New Parking Lot

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1**: Lack of participation on CLT **Root Cause**: Communication to parents on CLT meetings

**Problem Statement 2**: Time allowance for campus specific professional development **Root Cause**: Calendar mandates

**Problem Statement 3**: Tracking data and not reviewing weekly with teacher teams **Root Cause**: Lack of leadership including principal and IS attending planning meetings

# 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

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## Problem Statements Identifying Technology Needs

**Problem Statement 1**: Lack of stringent procedure on securing devices **Root Cause**: Teacher complacency

**Problem Statement 2**: Additional out of district professional development needed for leaders and teachers **Root Cause**: Needing a more global picture of educational technology opportunities available

**Problem Statement 3**: Proficiency using Google features effectively and keeping them organized **Root Cause**: Lack of professional development on Google specific software

**Problem Statement 4**: Utilization of technology and digital resources instead of paper **Root Cause**: Knowledge of how to implement those programs

# 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.

**Evaluation Data Source(s) 1:** EES school survey will show 95% satisfactory in all areas.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Character Education - "Tree of Kindness" | 1, 2 | Principal, AP, Counselor, Instructional Specialist, Teachers | Kick-off at morning instruction on agenda, counselor lessons during library rotation, # of student leaves on tree increases to 95%. | | | | |
| | Problem Statements: School Culture and Climate 1<br>Funding Sources: Local (199) - $500.00 | | | | | | |
| 2) Family Night (STEAM) combined with open house with student work showcased and student made activities to participate. | 1, 2, 6 | Principal, Event Committee-Teachers | School Calendar,Parent Communication Flyer, Sign In Sheets | | | | |
| | Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1<br>Funding Sources: Title I (211) - $1,500.00 | | | | | | |
| 3) Parent/Teacher Conferences | 1, 2, 5 | Teachers | Conference Logs | | | | |
| 4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level | 1, 2, 6 | Principal, Teachers | Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade | | | | |
| | Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1, 3 | | | | | | |
| 5) Kindergarten Round-up and pre-school visits | 1, 7 | Principal, AP, Public Info Officer, Office Staff | School Calendar, Enrollment, Parent Communication Flyer | | | | |
| | Problem Statements: Demographics 1 - Family and Community Involvement 3 | | | | | | |
| 6) Provide training for staff on bullying awareness, prevention and procedures. | 1, 2, 4 | Principal, AP, Counselor | Sign in sheets, agendas | | | | |
| | Problem Statements: School Culture and Climate 2, 3 | | | | | | |

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|---|---|---|---|---|---|---|---|
| 7) Sunshine notes/call home. Positive notes/calls to parents of accomplished students. | 1, 2, 6 | Principal, AP, Teachers | Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey. | | | | |
| | Problem Statements: School Culture and Climate 4<br>Funding Sources: Local (199) - $500.00 | | | | | | |
| 8) School Culture/ Climate Committee organizes a scholarship fund to present to 2 graduating seniors who attended Emma through staff luncheons throughout the year. | 2 | School Culture/ Climate Committee - Teachers/ Counselor | Scholarship, staff luncheons, staff celebrations | | | | |
| | Problem Statements: School Culture and Climate 1 | | | | | | |
| 9) Complete a common School Wide Expectation behavior model. | 1, 2 | Incentives/Awards Committee, AP, Principal | Students demonstrate an understanding of the expectations for the different areas. Posters posted around school and training in morning assembly. Results monitored through decreased office referrals and increased positive behavior | | | | |
| | Problem Statements: School Culture and Climate 2<br>Funding Sources: Local (199) - $2,500.00 | | | | | | |
| 10) Implement Emma News from the Back Office with Google Screencastify for teachers monthly and similar appropriate info to parents using a digital medium quarterly. | 1, 2, 6 | Principal, Asst. Principal, Instructional Specialist | Monthly videos sent to staff and quarterly videos sent to parents. | | | | |
| | Problem Statements: School Culture and Climate 4 - Family and Community Involvement 3<br>Funding Sources: Local (199) - $1,000.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

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## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Drop in campus wide attendance rate **Root Cause 1**: Pre-kindergarten attendance |
| **School Culture and Climate** |
| **Problem Statement 1**: Effective incentives for student achievement **Root Cause 1**: lack of vertical alignment between grade levels |
| **Problem Statement 2**: Disjointed discipline structure across campus **Root Cause 2**: Lack of cohesive planning and focus on common procedures |
| **Problem Statement 3**: Personal and individualized communication between teacher and parent **Root Cause 3**: Lack of communication and leadership expectations |
| **Problem Statement 4**: Increased parent involvement and assistance with working with students on academics at home **Root Cause 4**: Lack of parent training and parent communication |
| **Family and Community Involvement** |
| **Problem Statement 1**: Increased family opportunities with student academics **Root Cause 1**: Planning, organizing and communication with parents on those academic needs |
| **Problem Statement 3**: Communication with parents **Root Cause 3**: Lack of purposeful and consistent communication |

**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.

**Evaluation Data Source(s) 2:** EES volunteers will log at least 175 hours of service throughout the 2017-18 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Enlist volunteers through PTO | 1, 6, 10 | Principal, PTO Teacher Representatives | PTO Sign-In, Agendas, Raptor Sign-In | | | | |
| | Problem Statements: School Culture and Climate 3, 4 - Family and Community Involvement 3<br>Funding Sources: Local (199) - $500.00 | | | | | | |
| 2) Provide academic take home resources for parents. | 6, 9 | Principal, Intervention Specialists, Counselor | Resource Log, RtI Minutes, RtI Consumable Resources Checkout sheets. | | | | |
| | Problem Statements: School Culture and Climate 4 - Curriculum, Instruction, and Assessment 2 - Family and Community Involvement 1<br>Funding Sources: Title I (211) - $500.00 | | | | | | |
| 3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates) | 1, 2, 6 | Principal, teachers, counselor, office staff | Kiwanis Terrific Kids<br>Six Flags Read to Succeed<br>Lions Club Perfect Attendance<br>Award Assembly Sign In<br>Book-It<br>Burger King Honor Roll<br>Spring Creek Parent Nights<br>Palio's Parent Nights<br>Fire Dept<br>Police Dept<br>LGMC<br>Speaker's Bureau<br>GEF<br>HEB | | | | |
| | Problem Statements: Family and Community Involvement 1, 3<br>Funding Sources: Local (199) - $200.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) Implement Extensive Customer Care | 1, 2, 6 | Entire Staff | Parent Survey, Training Sign ins, Staff Survey | | | | |
| | Problem Statements: Family and Community Involvement 3<br>Funding Sources: Local (199) - $1,000.00 | | | | | | |
| 5) Career Day | 1, 2, 6 | Principal, Asst. Principal, and Counselor | Career day rotations, feedback and observation. | | | | |
| | Problem Statements: Family and Community Involvement 3<br>Funding Sources: Local (199) - $200.00 | | | | | | |
| 6) Implement Ready Rosie program for parent assistance. | 2, 6 | Principal, Instructional Specialist, Counselor, Curriculum Director, Teachers | Attendance and participation through email enrollment, sign in sheets, and reports. | | | | |
| | Problem Statements: School Culture and Climate 4 - Family and Community Involvement 1<br>Funding Sources: Title I (211) - $0.00 | | | | | | |
| 7) 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) - $0.00 | | | | | | |
| 8) Student incentive "Dream Team" for combination academic, attendance and behavior. | 1, 2 | Principal, AP, Incentive/Discipline Committee | Increase student attendance<br>Improve academic success<br>Decrease behavior referrals | | | | |
| | Problem Statements: Demographics 1 - School Culture and Climate 1<br>Funding Sources: Local (199) - $500.00 | | | | | | |
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## Performance Objective 2 Problem Statements:

| |
|---|
| **Demographics** |
| **Problem Statement 1**: Drop in campus wide attendance rate **Root Cause 1**: Pre-kindergarten attendance |
| **School Culture and Climate** |
| **Problem Statement 1**: Effective incentives for student achievement **Root Cause 1**: lack of vertical alignment between grade levels |
| **Problem Statement 3**: Personal and individualized communication between teacher and parent **Root Cause 3**: Lack of communication and leadership expectations |
| **Problem Statement 4**: Increased parent involvement and assistance with working with students on academics at home **Root Cause 4**: Lack of parent training and parent communication |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 2**: Providing resources to teachers, tutors and parents for academic support **Root Cause 2**: Communication of needs based on data |
| **Family and Community Involvement** |

| |
|---|
| **Problem Statement 1**: Increased family opportunities with student academics **Root Cause 1**: Planning, organizing and communication with parents on those academic needs |
| **Problem Statement 3**: Communication with parents **Root Cause 3**: Lack of purposeful and consistent communication |

## 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

**Evaluation Data Source(s) 1:** Completion of 2 PBL projects for each core teacher in 2017-18.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Trained PBL staff members will implement 1 project per semester. | 2, 3, 4 | Principal, lead PBL campus team. | Documentation of presentations, Project Overviews | | | | |
| | Funding Sources: Local (199) - $1,000.00 | | | | | | |
| 2) Train new teachers on PBL process in Summer of 2018 | 1, 3, 4 | Principal, Curriculum Dept trainers. | Eduphoria Training Completion Certificate, Sign In Sheets | | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 2 | | | | | | |

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**Performance Objective 1 Problem Statements:**

| Curriculum, Instruction, and Assessment |
|---|
| **Problem Statement 2:** Providing resources to teachers, tutors and parents for academic support **Root Cause 2:** Communication of needs based on data |

**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

**Evaluation Data Source(s) 2:** In the 2015-16 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS)

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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, Data Walls | | | | |
| | Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 5<br>Funding Sources: Local (199) - $200.00 | | | | | | |
| 2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement. | 1, 2, 3, 8, 9, 10 | Principal, Intervention Specialists, Counselor, Teacher, Tutors | Intervention Documentation (RtI, Sped, 504, etc.), Tutor log<br>-At Risk Computer Lab Groups<br>-AIM Reading/Math Groups<br>-inclusion small groups<br>-increased common assessment scores | | | | |
| | Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2<br>Funding Sources: Title I (211) - $54,000.00, State Comp Ed (24) - $7,000.00 | | | | | | |
| 3) Provide enrichment opportunities for identified gifted and talented students. | 1, 2, 3, 8, 9, 10 | Principal, Teachers, Counselor, Librarian | Lesson plans, activity schedules<br>-G/T supplemental tutor for pull out<br>-4 off campus learning experiences for K, 1 and 2. | | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 3<br>Funding Sources: Gifted (21) - $2,000.00 | | | | | | |
| 4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.<br><br>4 off campus learning experiences for K-2 LEP | 1, 2, 9, 10 | Principal, ESL/Bilingual Teachers | Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading | | | | |
| | Funding Sources: ESL/Bilingual (25) - $6,000.00 | | | | | | |
| 5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.<br><br>4 off campus learning experiences for at risk students in K-2 grade levels | 1, 2, 9, 10 | Principal, Intervention Specialist, Counselor, Teachers | Increased scores on DRA, Go Math and District Common Assessments<br><br>-Motivational Math/Reading<br>-LLI Kits | | | | |
| | Problem Statements: Student Achievement 1, 3, 4<br>Funding Sources: Title I (211) - $2,400.00, State Comp Ed (24) - $1,000.00, Local (199) - $5,000.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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<br><br>-grade level PLC's | | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 2<br>Funding Sources: Title I (211) - $60,000.00 | | | | | | |
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**Performance Objective 2 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: Overall reading STAAR scores at 78% **Root Cause 1**: Economically disadvantaged and sped sub-populations |
| **Problem Statement 2**: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause 2**: Math vocabulary |
| **Problem Statement 3**: iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause 3**: lack of rigor and monitoring of student testing; training on digital academic testing; student focus |
| **Problem Statement 4**: lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause 4**: lack of rigor and math resources for more frequent assessments and interventions |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 2**: Providing resources to teachers, tutors and parents for academic support **Root Cause 2**: Communication of needs based on data |
| **Problem Statement 3**: Enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities |
| **Problem Statement 5**: Teacher knowledge of specific TEKS taught **Root Cause 5**: Planning time and training on TEKS - no PLC's |

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**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

**Evaluation Data Source(s) 3:** In the 2017-18 school year, EES students in grades K-2 will have a passing rate of 75% or show a 10% improvement on all benchmark assessments.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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<br>Increase in common assessment scores | | | | |
| | Problem Statements: Student Achievement 1, 2, 3, 4<br>Funding Sources: Local (199) - $5,000.00 | | | | | | |
| 2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day | 1, 6, 10 | Instructional Specialist, Counselor | -increased college awareness<br>-college goal setting | | | | 280 |
| | Problem Statements: School Culture and Climate 1 | | | | | | |

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**Performance Objective 3 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: Overall reading STAAR scores at 78% **Root Cause 1**: Economically disadvantaged and sped sub-populations |
| **Problem Statement 2**: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause 2**: Math vocabulary |
| **Problem Statement 3**: iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause 3**: lack of rigor and monitoring of student testing; training on digital academic testing; student focus |
| **Problem Statement 4**: lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause 4**: lack of rigor and math resources for more frequent assessments and interventions |
| **School Culture and Climate** |
| **Problem Statement 1**: Effective incentives for student achievement **Root Cause 1**: lack of vertical alignment between grade levels |

**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

**Evaluation Data Source(s) 4:** In the 2017-18 school year, EES students will log tutoring hours depending on RtI level.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Implementation of supplemental instruction for RtI and LEP students. | 1, 2, 3, 6, 8, 9 | Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Grade Level Tutors, AIM Tutors, At Risk Computer Lab Tutor | Lesson Plans, Tutor Schedules, Intervention Documentation | | | | |
| | Problem Statements: Student Achievement 2<br>Funding Sources: ESL/Bilingual (25) - $4,000.00, State Comp Ed (24) - $2,000.00, Title I (211) - $3,000.00 | | | | | | |
| 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance. | 1, 2 | Principal, AP, Teachers, Office Staff | Improved attendance of those targeted.<br>Increased number of perfect attendance awards. | | | | |
| | Problem Statements: Demographics 1<br>Funding Sources: Local (199) - $500.00 | | | | | | |
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**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1:** Drop in campus wide attendance rate **Root Cause 1:** Pre-kindergarten attendance |
| **Student Achievement** |
| **Problem Statement 2:** Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause 2:** Math vocabulary |

**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.

**Evaluation Data Source(s) 5:** 100% of eligible EES students will participate in coordinated school health activities.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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) - $500.00 | | | | | | |
| 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, 3 | PE Teacher | Climbing wall curriculum added to lesson plans. | | | | |
| | Funding Sources: Local (199) - $4,000.00 | | | | | | |

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## 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

**Evaluation Data Source(s) 1:** 100% of EES teachers will meet campus based technology proficiencies.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00, Gifted (21) - $0.00 | | | | | | |
| 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 GAP documentation<br><br>Increased use of technology in classrooms | | | | 283 |
| | Problem Statements: Technology 3, 4<br>Funding Sources: Local (199) - $0.00 | | | | | | |
| 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 GAP | | | | |
| | Problem Statements: Technology 3, 4<br>Funding Sources: Local (199) - $5,000.00 | | | | | | |
| 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<br><br>Current technology equipment and skills utilized in the classroom | | | | |
| | Problem Statements: Technology 2<br>Funding Sources: Local (199) - $5,000.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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. | | | | |
| | Problem Statements: Technology 3, 4 | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

**Performance Objective 1 Problem Statements:**

| Technology |
|---|
| **Problem Statement 2**: Additional out of district professional development needed for leaders and teachers **Root Cause 2**: Needing a more global picture of educational technology opportunities available |
| **Problem Statement 3**: Proficiency using Google features effectively and keeping them organized **Root Cause 3**: Lack of professional development on Google specific software |
| **Problem Statement 4**: Utilization of technology and digital resources instead of paper **Root Cause 4**: Knowledge of how to implement those programs |

**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

**Evaluation Data Source(s) 2:** 100% of EES students in K-2 will complete digital safety training during the 2016-17 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | | | | |

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**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

**Evaluation Data Source(s) 3:** EES teachers will use technology during instruction every day.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | | | | |
| | Problem Statements: Technology 4<br>Funding Sources: Local (199) - $5,000.00 | | | | | | |
| 2) Students will use software such as iStation, Brain Pop, Starfall and AR for added reading support. Moby Max and Think Through Math for math support. Imagine Learning will be used if needed for special ed and bilingual student support. | 1, 2, 9 | Principal, Librarian, Teachers, GISD Technology Department | Software usage reports, state assessments, RtI documentation<br><br>Increased reading and math scores | | | | |
| | Problem Statements: Student Achievement 2, 3, 4 - Technology 4<br>Funding Sources: Title I (211) - $4,000.00, State Comp Ed (24) - $7,000.00 | | | | | | |
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**Performance Objective 3 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 2**: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause 2**: Math vocabulary |
| **Problem Statement 3**: iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause 3**: lack of rigor and monitoring of student testing; training on digital academic testing; student focus |
| **Problem Statement 4**: lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause 4**: lack of rigor and math resources for more frequent assessments and interventions |
| **Technology** |
| **Problem Statement 4**: Utilization of technology and digital resources instead of paper **Root Cause 4**: Knowledge of how to implement those programs |

## 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.

**Evaluation Data Source(s) 1:** 100% of the EES staff will participate in district safety training and monthly campus safety drills.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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:<br>*10 GISD Required Trainings<br>*Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac)<br>*Science Lab Safety | 1, 2, 4, 10 | Principal, AP, Teachers | State and local completion reports | | | | |
| 4) Create a system for technology hardware security on campus. | 1 | Principal, AP, Teachers, Staff | Safe equipment<br><br>all students will have working technology | | | | |
| | Problem Statements: Technology 1<br>Funding Sources: Local (199) - $400.00 | | | | | | |



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**Performance Objective 1 Problem Statements:**

| Technology |
|---|
| **Problem Statement 1**: Lack of stringent procedure on securing devices **Root Cause 1**: Teacher complacency |

## 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

**Evaluation Data Source(s) 1:** All grade levels will participate in alternate schedules at least 27 weeks in the 2017-18 school year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students participate in enrichment/intervention classes during flexible scheduling. | 1, 2, 3, 8, 9, 10 | Principal, Counsenlor, Intervention Specialists, Teachers, Tutors | Intervention schedule, lesson plans, school calendar<br><br>Improvement on all test scores by 10% | | | | |
| | Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 3<br>Funding Sources: Title I (211) - $54,000.00 | | | | | | |
| 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, 3, 4, 5, 8 | Principal, AP, Intervention Specialists,Teachers | Sign in sheets, agendas, district calendar | | | | |
| | Problem Statements: School Context and Organization 2, 3<br>Funding Sources: Local (199) - $2,000.00 | | | | | | |
| 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 → = Continue/Modify ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

**Performance Objective 1 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: Overall reading STAAR scores at 78% **Root Cause 1**: Economically disadvantaged and sped sub-populations |
| **Problem Statement 2**: Sub-population groups of hispanic and sped performed lower on 5th Gr STAAR Math **Root Cause 2**: Math vocabulary |

| |
|---|
| **Problem Statement 3**: iStation Tier 2 and 3 kinder and 1st grade percentages are considerably higher than 2nd grade **Root Cause 3**: lack of rigor and monitoring of student testing; training on digital academic testing; student focus |
| **Problem Statement 4**: lower math growth in 1st grade comparing to kinder and 2nd grade based on Go-math district common assessments **Root Cause 4**: lack of rigor and math resources for more frequent assessments and interventions |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 3**: Enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities |
| **School Context and Organization** |
| **Problem Statement 2**: Time allowance for campus specific professional development **Root Cause 2**: Calendar mandates |
| **Problem Statement 3**: Tracking data and not reviewing weekly with teacher teams **Root Cause 3**: Lack of leadership including principal and IS attending planning meetings |

**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.

**Evaluation Data Source(s) 2:** 100% of professional development will reflect the needs of the campus.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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<br><br>Teacher input into decisions<br>Improved teaching with targeted intervention | | | | |
| | Problem Statements: School Context and Organization 1<br>Funding Sources: Local (199) - $1,000.00 | | | | | | |
| 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**Performance Objective 2 Problem Statements:**

| School Context and Organization |
|---|
| **Problem Statement 1:** Lack of participation on CLT **Root Cause 1:** Communication to parents on CLT meetings |

## 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.

**Evaluation Data Source(s) 1:** EES counselor will maintain and edit a comprehensive list of resources during the 2017-18 school year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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 the Speaker's Bureau.

**Evaluation Data Source(s) 2:** EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2017-18 school year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**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.

**Evaluation Data Source(s) 3:** EES will provide opportunities and continue seeking other activities for student competition.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair, UIL. | 2, 6 | Principal, Asst. Principal, IS, and Teachers | Students compete at campus, district and regional level in each competition. | | | | |
| | Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3<br>Funding Sources: Local (199) - $500.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Performance Objective 3 Problem Statements:**



| School Culture and Climate |
|---|
| **Problem Statement 1**: Effective incentives for student achievement **Root Cause 1**: lack of vertical alignment between grade levels |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 3**: Enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 YTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6112 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6112 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 98 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6116 | 00 | 104 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6117 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | 00 | 104 | 0 | 24 | 000 | 16,000.00 | 16,000.00 | | | 16,000.00 |
| 199 | E | 11 | 6125 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 104 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6141 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 98 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6142 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6143 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 98 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6144 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6145 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 98 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 104 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6146 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | IS | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 104 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6297 | 99 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 104 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6395 | 00 | 104 | 0 | 34 | 000 | 1,182.00 | 1,182.00 | | | 1,182.00 |
| 199 | E | 11 | 6395 | 13 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | AM | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | MM | 104 | 0 | 24 | 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 | E | 11 | 6395 | VG | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6396 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 104 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | EM | 104 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | IS | 104 | 0 | 24 | 00N | | | | | |
| 199 | E | 11 | 6397 | PM | 104 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6411 | 00 | 104 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 104 | 0 | 24 | 820 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PT | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6631 | 00 | 104 | 0 | 24 | 000 | | | | | |
| **199** | **E** | **11** | **6639** | **00** | **104** | **0** | **24** | **00B** | | | | | |
| 199 | E | 11 | 6644 | 00 | 104 | 0 | 24 | 000 | | | | | |
| **199** | **E** | **11** | **6645** | **00** | **104** | **0** | **24** | **000** | | | | | |
| 199 | E | 11 | 6645 | 99 | 104 | 0 | 24 | 00F | | | | | |
| **199** | **E** | **13** | **6219** | **00** | **104** | **0** | **24** | **000** | | | | | |
| 199 | E | 13 | 6395 | 00 | 104 | 0 | 24 | 000 | | | | | |
| **199** | **E** | **13** | **6411** | **00** | **104** | **0** | **24** | **000** | | | | | |
| 199 | E | 13 | 6497 | 00 | 104 | 0 | 24 | 000 | | | | | |
| **199** | **E** | **31** | **6339** | **00** | **104** | **0** | **24** | **000** | | | | | |
| Grand Expense Totals | | | | | | | | | 33,807.00 | 33,807.00 | | | 33,807.00 |

**Number of Accounts:** 67



********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Sheri Doucet | Instructional Specialist | Title I | 1.0 |

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# Granbury Independent School District

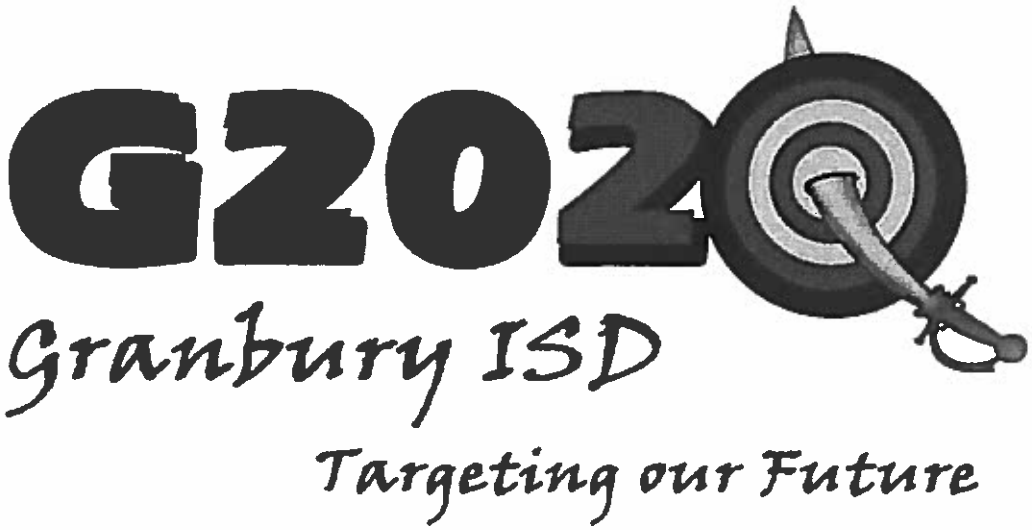
# Oak Woods School

# 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Closing Performance Gaps
Postsecondary Readiness





# 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**

**2017-2018**

**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:** "What begins here makes a better world"

**2017-2018 School Theme:** "World Changers"

**School Profile/Demographics**

Oak Woods Elementary averaged 619 students during the 2017-2018 school year. In May 2017, approximately 270 students qualified for free or reduced price meals- 44.0% FAR. This is approximately a 3% decrease. English Language Learners is 1.9% and the school mobility rate is 23.0%. The enrollment by ethnic background was approximately 79% White, 15% Hispanic, and 6% 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). Reading and writing will be an emphasis in 2017-2018. Training is also provided for technology. Again in 2017-2018, teachers will focus on Google Classrooms incorporating the 4 C's into learning with technology. Formal PLC training will take place in June 2017. 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 2017-2018 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 3) a new reading component, SRA Phonics, in the 2017-2018 school year. New teachers will receive program training and progress monitoring training that is associated with the program. Formal coaching in Guided Reading practices for kindergarten and first grade teachers will be available in both the first and second semester of the school year.

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 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. Campus grade level PLC meetings will be held approximately every grading period for reading and math subject areas. 302

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 2017-2018 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 participated in the GISD district chess tournament in the spring of 2017.



**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
    - Picnic on the Playground
    - Family Bingo Night
- 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 and 2016.

**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.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

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**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data



**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Provide opportunities for parent, student and staff involvement in school/community service. Provide opportunities to demonstrate good citizenship and character behaviors.

**Evaluation Data Source(s) 1:** Parents and community members will log 250 hours of service at Oak Woods.
Increase parent participation at school functions. Submission of "School of Character" application.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Enlist parent and community volunteers through PTO. Volunteer sign-up information will be sent home by September 1, 2017. | 6, 9 | Principal, PTO Volunteer Coordinator, Teachers | Increase parent involvement.<br><br>Information Packet, Volunteer Form, Sign-in Sheets (Raptor) | | | | 309 |
| 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 2017-2018, "World Changers". Meet the teacher, family nights events and character education program will tie to this theme. | 2, 6 | Principal, AP, Staff Committees, PTO | Increase parent involvement. Reduce discipline issues. Increase time on instruction.<br><br>Attendance at events, feedback from parents and community members. | | | | |
| | Funding Sources: Title I (211) - 1258.00 | | | | | | |
| 5) Each grade level will plan, organize and participate in one community service project during the 2017-2018 school year. | 2, 6 | Principal, AP, Counselor, Grade Level Representatives. | Increase positive student/community interaction. Students will understand the importance of community service and demonstrate good citizenship.<br><br>Google Doc. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) Oak Woods will implement a strategic character education program. A "character committee" will direct and facilitate the program emphasis. Oak Woods School will submit an application to request " A School of Character" designation. | 2, 6 | Character Committee. All staff members. | Increased positive behavior knowledge for all students. Lower discipline behavior referrals to the office. More time on task for academic instruction.<br><br>Meeting agendas, discipline referral data, School of Character application. | | | | |

 = Accomplished  = Continue/Modify  = 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

**Evaluation Data Source(s) 1:** All Oak Woods teachers will continue training and implementation of Project Based Learning.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Each PBL staff member will develop and implement one PBL project per semester. Students will have opportunites technology to complete projects.<br><br>Year one and two adopters will implement 2 PBL projects. | 1, 2, 3, 4, 5, 9 | Teachers, Principal, CBP Staff | Project Overview, Presentation Documentation, Field Trips | | | | |
| | Funding Sources: Gifted (21) - 0.00 | | | | | | |
| 2) Enlist Oak Woods teachers not PBL trained to attend PBL training during the summer of 2018. | 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) Create campus wide PBL calendar. | 2 | AP, Instructional Specialist | Organization and coordination of projects and events. Provide better support from the PBL team and administration.<br><br>Google Doc. | | | | |

= Accomplished = Continue/Modify = 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, including subgroups in all academic areas

**Evaluation Data Source(s) 2:** Oak Woods will increase passing rates on state exams.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br>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 | Oak Woods School will have "Met Standard" on TEA report card.<br><br>DMAC Data Sheets, Agendas, Meeting Notes, Calendar Schedule.<br><br>STAAR:<br>Reading Target 85% (+5)<br>Math Target 90% (+2)<br>Writing Target 80% (+5)<br>Science Target 90% (+2) | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | | |
| 2) Provide supplemental materials to support student success. | 1, 2, 4 | Principal, AP, Counselor, Program Coordinators | Students data will indicate mastery on the STAAR test.<br>Students data will indicate growth on BOY, MOY and EOY assessments.<br><br>Intervention Documentation (RtI, sped., 504, ESL, etc.)<br>Mentoring Minds, SRA Phonics, Countdown to STAAR, Countdown Fast Focus, IXL Math Program, Texas Coach, Marcia Tate Materials, Moby Max. | | | | |
| | Funding Sources: State Comp Ed (24) - 0.00, Title I (211) - 15877.00 | | | | | | |
| 3) Provide enrichment opportunities for all students identified as GT. | 1, 2, 6, 9 | Principal, AP, Counselor, Teachers | Increase student engagement opportunities using the 4 C's.<br><br>Lesson Plans, Schedules, Student Products, Group Projects.<br>Odyssey of the Mind Competition<br>Lego Robotics<br>First Move | | | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) Provide supplemental instruction to support student success. (Title I Aides, Small Group Tutors) | | Principal, Assistant Principal Title I Aides, Tutors | Intervention Documentation, RtI Reports, local and state assessments. | | | | |
| | Funding Sources: Title I (211) - 60000.00, State Comp Ed (24) - 8000.00 | | | | | | |
| 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. | | Program directors and coaches. | Registrations fees, student participation numbers, success at the events. | | | | |
| | Funding Sources: Gifted (21) - 500.00 | | | | | | |
| ✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue | | | | | | | |

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**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

**Evaluation Data Source(s) 3:** Oak Woods will increase Mastery performance by 3% on state assessments.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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.<br><br>Increase STAAR Level III:<br>Reading Target- 30%,<br>Math Target- 30%,<br>Writing Target 20%,<br>Science Target 30%, | | | | |
| 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. OW students will be able to compete at a high level at the district chess tournament. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

314

**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.

**Evaluation Data Source(s) 4:** 100% of Oak Woods students will participate in coordinated school health activities.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students in grades will participate in fitness assessments and activites. (Fitness Gram, Fun Runs, Milers Club, Field Days) | | 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 2018 | 10 | Principal, Nurse, PE Teacher | Student will be aware of adolescence changes to their body. Increase awareness and understanding will improve self-esteem.<br><br>Parent notification letter, school calendar, lesson plans. | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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

**Evaluation Data Source(s) 5:** 100% of students will have opportunities to work with innovative resources that are specific to 21st century competencies

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Research innovative resources, strategies, activities that support 21st century competencies. (PBL) | | 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) - 0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

316

## 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

**Evaluation Data Source(s) 1:** 100% of Oak Woods teachers will attend scheduled technology trainings.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Technology "Happy Hour" trainings for Teachers. | 4 | Principal, GISD technology department. | Continuous technology training that provides teachers the knowledge to implement instructional strategies in the classroom.<br><br>School Calendar, Agendas, Documented Classroom Technology Activities | | | | |
| 2) Training and implementation of Google strategies. (Going Google, Google Academies, Nearpod, Google Classroom, etc.) | 2, 4, 6, 9 | Principal, AP, Classroom Teachers, Curriculum Department, Technology Department | Positive impact on the use of technology and critical thinking in the classroom.<br><br>Brightbytes Survey, Student's End Products, Evidence of Collaboration using Google Documents, STAAR scores, Eduphoria Certificates. | | | | |
| 3) 3) 3rd grade PLC meetings will focus on best practices for classroom instructional technology. | 3, 4 | Technology Department, 3rd Grade Team Leader, Principal, AP. | Teachers will have the opportunity to impact classroom "21st Century"learning by using technology. Students will improve personal collaboration and communication skills.<br><br>PLC Meetings | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

317

**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

**Evaluation Data Source(s) 2:** By the end of the first six-weeks of school, 100% of Oak Woods students will be trained in cyber safety training.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students will receive annual cyber safety training using GISD technology department's curriculum. | 10 | Principal, Librarian, GISD Technology Department | Students will become aware of issues that could potentially be harmful to themselves and learn how to proactively protect themselves from cyber danger.<br><br>Reduced number of offenses related to student technology, campus attestation forms. | | | | |
| 2) Oak Woods will host a parent technology "safety" night. Parents will be educated on the current trends and dangers of unsupervised student use of technology. A focus will be on GPS tracking apps and cyber bullying apps. | 6, 10 | Principal, Librarian, Community Experts. | Parents will understand the potential dangers of technology as it relates to personal devices. | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

318

**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

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Teachers will use technology tools to improve student performance such as classroom computers, LCD projectors, document camera, interactive whiteboards,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) - 0.00 | | | | | | |
| 2) Students will use software such as STEM Scopes, Storia, Learning Ally, Reading Eggs, iStation, Brain Pop, AR, Education City, Think Moby Max, 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) - 6193.00 | | | | | | |
| 3) Students will access and use new classroom technology provided by GISD 2020 bond funds. | 2, 9 | Principal, AP, Technology Department | Increase student communication and collaboration.<br><br>Student Products, Snap Shot Data, Britebytes Survey, TTESS, Walk-Through Observations, 3rd grade PLC meetings. | | | | |

 = Accomplished  = Continue/Modify  = 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 environment for all stakeholders,

**Performance Objective 1:** Implement and maintain campus safety plan

**Evaluation Data Source(s) 1:** Oak Woods will complete 100% of required trainings and activities as related to school safety.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 10 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 | | | | 320 |

= Accomplished = Continue/Modify = 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

**Evaluation Data Source(s) 1:** Oak Woods students and teachers will participate in flexible scheduling activities.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | | Principal, Assistant Principal, Teachers | Documented daily class schedule. | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

321

**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) All teachers will use the GAP process to identify individual strengths and weaknesses. Teachers will set personal improvement goals. Staff development will complement and support their individual/personal goals. | 4, 8 | Principal, AP | Improvement of classroom instruction based on individual training needs of teachers.<br><br>GAP Documentation | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

322

## 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.

**Evaluation Data Source(s) 1:** List will be updated and communicated at least two times a year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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. | | Principal, AP, Counselor, Nurse | Documentation of SOPs, Resource List, Agendas, Sign-in Sheets | | | | |
| 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

323

**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

**Evaluation Data Source(s) 2:** Community speakers will be utilized at lest 10 times a year in Oak Woods classes.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Teachers utilize Speakers' Bureau and other field experts 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6112 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6112 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6116 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6117 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | 00 | 106 | 0 | 24 | 000 | 8,000.00 | 8,000.00 | | | 8,000.00 |
| 199 | E | 11 | 6121 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6125 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6135 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6141 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6141 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6142 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6142 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | DN | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6142 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6143 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6143 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6143 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6144 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6144 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6144 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6145 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6145 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6145 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | IS | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6146 | 00 | 106 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6146 | 00 | 106 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6146 | 13 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 98 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | IS | 106 | 0 | 24 | 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6219 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6239 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6297 | 99 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 106 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6329 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 106 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6395 | 00 | 106 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6395 | 00 | 106 | 0 | 34 | 000 | 212.00 | 212.00 | | | 212.00 |
| 199 | E | 11 | 6395 | AM | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | CR | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | EW | 106 | 0 | 24 | 000 | 1,800.00 | 1,800.00 | | | 1,800.00 |
| 199 | E | 11 | 6395 | MM | 106 | 0 | 24 | 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 | E | 11 | 6395 | VG | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6396 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 106 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | EM | 106 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | IS | 106 | 0 | 24 | 00N | | | | | |
| 199 | E | 11 | 6397 | PM | 106 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6411 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6631 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 106 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6645 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6329 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 106 | 0 | 24 | 390 | | | | | |
| 199 | E | 13 | 6411 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 106 | 0 | 24 | 820 | | | | | |
| 199 | E | 13 | 6497 | 00 | 106 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6339 | 00 | 106 | 0 | 24 | 000 | | | | | |
| Grand Expense Totals | | | | | | | | | 26,637.00 | 26,637.00 | | | 26,637.00 |

**Number of Accounts:** 90

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Brandi Harlan | Rti | Reading | .70 |
| Lavonda Becker | Tutor | Math | 1.0 |
| Mallory Walker | Aide | Reading/Math Support | 1.0 |

# Granbury Independent School District

# Mambrino School

# 2017-2018 Campus Improvement Plan




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# 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.

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# 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 652 students enrolled at Mambrino in grades PPCD-5th. Throughout this past school year our free and reduced lunch numbers have increased from 344 (59.4%) to 422 (64.7%). 3.57% of the enrollment is identified as LEP and 5.9% is GT. Approximately 33.5% of students qualify as At Risk. Overall special education percentages continue to represent approximately 21% of the student enrollment at Mambrino. (127 students) The PPCD and Life Skills programs are centralized at Mambrino for all of GISD through 5th grade. The ethnicity on campus is white-73%, Hispanic-21.5%, Black-1.09%, and asian, american indian, pacific islander and two or more races make up the additional 4.5%.

## Student Academic Achievement

### Student Academic Achievement Summary

Overall results on the state STAAR test are as follows:

Reading 3rd: 68/93= 72.3% Math 3rd: 72/93=77.4%

Reading 4th:68/91=74.7% Writing: 58/91=63.7% Math 74/91=81.3%

Reading 5th: 85/103=82.5% Math: 83/103=80.5% Science 85/104=81.7%

These scores show significant increases in cohort groups and additional growth in the area of progress. Data regarding comparability to TEA designated comparison group is not available yet, however the campus is above the district average in all areas except 5th grade math.

Kinder, 1st and 2nd data from Istation show a significant increase from the beginning of the year in students moving from Tier 2 & 3 into Tier 1. 2nd grade showed the most improvement in Tier 1 growth. This year the campus implemented SRA in K-2 and continuation of training and implementation of the program will continue. Math BOY to EOY showed increased growth in all grade levels.

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### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: Based upon STAAR data & benchmark/common assessment data a campus wide focus on writing is a continued need on this campus. **Root Cause**: Need for focus on power standard in each grade level in the area of writing.

**Problem Statement 2**: Need for continued monitoring and implementation of district scope and sequence/primary resources as a starting point for lesson planning. **Root Cause**: Concern that teachers are not accessing the document and resources available to them.

**Problem Statement 3**: Economically disadvantaged students continue to perform at a lower rate than those that are not ECD. **Root Cause**: Lack of experiences and the need for targeted assistance on the most important aspects of grade level learning. (power standards)

## School Processes & Programs

### School Processes & Programs Summary

Campus culture has improved significantly over the past 2 years. Staff, parents, and students consistently remark on the positive impact of the campus events including: morning meeting, family nights, Odyssey of the Mind, campus musical, etc. (as noted on the end of year survey) The addition of the campus public relations committee has helped to make additional gains. Communication is always a target area and a request for additional social media publishing was requested on the end of the year survey as well.

Attendance continues to be a struggle. Overall attendance showed no improvement from the previous year (94.3%) with the lowest areas of attendance being tied to special education (PPCD specifically at 88.4%) and Pre-K. (92.3%) Overall special education was at 93.2% which was lower than all other special populations. While attendance continues to be a target for the campus, students with medically fragile designations do have exemption from accountability under the attendance policies-but their attendance is still factored in overall attendance for the campus. The overall attendance for the campus with PPCD removed would be at 95%.

The staff at Mambrino is highlly qualified. 43.75% of eligible staff received GTEI and all 15 earned 100% of the incentive because of missing 3 or less days of attendance. (Our goal last year was set to 40% of eligible staff earning the incentive)

Family and community involvment continues to be very successful. This year our PTO funded several of the grants that went unfunded through GEF. 332
(approximately $4000 was donated to implementation of these grants) Microphones, a Reading-Riding-Arithmetic Lab, and Planetarium Lab vists were grants awarded.

Technology integration has improved through the technology lessons implemented in each grade level this year. Use of a variety of tools and apps will continue to be monitored and additional professional development/training for teachers and students will be reviewed.

Continued implementation of Professional Learning Communities (PLC) including an additional 1 hour of plan time during the school day for focus on implementation of power standards and formative common assessments.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1**: Need to vary communication to include more social media **Root Cause**: Parent request for increase in communication through social media

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

**Student Data: Assessments**



- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS



**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

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

**Performance Objective 1:** Develop and Implement Procedures to enhance a positive school climate.

**Evaluation Data Source(s) 1:** Mambrino School will have 85% positive feedback on student, parent and staff surveys at year end.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Combine Campus Public Relations and Culture Committees into one committee focused on implementing programs/activities to enhance positive school climate. | 1, 2, 5, 6 | Principal, AP, Counselor, Campus Leadership Team | Campus wide implementation of Thoughtful Thursday, character lessons, positive pirate posts will contribute to the positive climate established and increase the % of positive results on the end of year survey. | | | | |
| 2) Implement additional Family Nights to enhance parent involvement in positive campus culture.<br><br>(Family Reading Night, Family Math/Science Night, Fun Fit Family Night, Back to School Picnic, Family Movie Nights) | 1, 2, 6, 10 | Principal, AP, Counselor, Campus Leadership Team | Sign-in sheets, communication fliers, school calendar, etc. will be used to increase communication and indirectly contribute to the positive results on the end of year survey. | | | | 335 |
| 3) Parent Orientation meetings-(including Title I Campus Overview & Parent Notification) | 1, 2, 6 | Principal, AP, Campus Leadership Team, Teachers. | Sign-in sheets, communication fliers, school calendar, school messengers, parent feedback forms, agendas and minutes. Resulting in increased communication, input and feedback from parents as well as meeting the requirements under Title 1. | | | | |
| 4) PK/Kinder Round Up, Kinder Parent Meetings & Conferences. | 6, 7 | Principal, Public Info Officer, Office staff and teachers. | Flyers, campus & district calendars, registration, public announcements, pictures & social media posts resulting in improved communication with stakeholders. | | | | |
| 5) Provide training and procedures for staff on child abuse awareness, Jenna's Law, bullying awareness & prevention, and suicide prevention. | 2, 3, 4, 10 | Principal, AP, Counselor and staff | Using sign in sheets from trainings, certificate documentation of completion, agendas and handouts from coordinating agencies involved in training (CAC, CPS, etc.) will result in a continued awareness for staff of the procedures and protocols surrounding these issues. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) Create school unity through daily morning meeting (Music Monday, Drop Everything and Read, Watch It Wednesday, Thoughtful Thursday, Fun Fit Friday) | 1, 2 | Principal, AP, Teachers & students | Using observations, daily master schedule, campus social media posts of activities, etc. to monitor positive perceptions of surrounding school community. | | | | |

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**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

**Evaluation Data Source(s) 2:** During the school year, volunteers will log over 150 hours of assistance during the year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Implement mentoring programs | 1, 2, 10 | Counselor, Teachers | Students/Mentor feedback forms used to document results of interaction between mentors and students in order to maintain impact of mentoring and guidance provided. Impact results in students having a positive relationship with members of the community. | | | | |
| 2) Partner with community organizations and businesses for student recognition-awards, coupons, certificates, grants. | 1, 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.) Result: increased awareness of school community of how much local community serves students/families at Mambrino. It would also be great if the participation provided local businesses an increase in their profits as well. Identifies the benefit of partnership with schools and their communities. | | | | 337 |
| 3) Enlist volunteers through PTO | 1, 2, 10 | PTO teacher rep, principal, teachers | (sign in sheets, agendas, minutes from PTO meetings) Increased communication tool and increase in parent participation in events at the school. | | | | |

✓ = Accomplished → = Continue/Modify = 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 3:** Increase parent communication and Mambrino's digital presence using multiple modes of social media to provide updates of events and student based activities & opportunities.

**Evaluation Data Source(s) 3:** During the school year teachers and staff will use social media to communicate with parents multiple times each grading period.

**Summative Evaluation 3:**

## 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

**Evaluation Data Source(s) 1:** 100 % of applicable staff are PBL trained.

**Summative Evaluation 1:**



| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 2017 trained PBL staff will implement 1 project per semester. (Cohort 1,2,3 will implement 3 projects per school year) | 1, 2, 3, 10 | Principal, AP, Instructional Specialist, PBL Committee | Documentation of presentation (project overview) and continued participation in PBL. Positive feedback from students and teachers on projects implemented. | | | | |
| 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 | | | | |

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**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

**Evaluation Data Source(s) 2:** All student groups will grow by at least 10%

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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, 9, 10 | Principal, AP, Instructional Specialist, Counselor, Teachers, certified tutors | Student intervention documentation used to increase incremental growth. | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00, Local (199) - $0.00, Title I (211) - $0.00 | | | | | | |
| 2) Monitor and promote student growth in all academic areas utilizing small group instruction and effective RTI implementation. | 1, 2, 3, 9, 10 | Principal, AP, Instructional specialist, teachers, certified tutors | Using walk throughs, local & state assessment data, student intervention forms with progress monitioring, individualize student data charts teachers will be able to identify trends and patterns of growth and targets for continued intervention. | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| 3) Monitor tiers of intervention/progress to ensure all students have access to the general curriculum. (Implement "Power Hour" for intervention time separate and above content area time) | 1, 2, 3, 8, 9 | Principal, AP, Instructional Specialist, Teachers, certified tutors | Using individual student progress charts, RTI progress reports on pre-post assessment measures, local and state assessment data students are able to reflect on their progress and identify strengths and weaknesses. | | | | |
| 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, 3, 8, 9, 10 | Principal, AP, Instructional Specialist, Teachers | Documented through walk throughs, lesson plans, Students Data Folders teachers are able to have multiple sources of curriculum to target the diverse needs of their students and take them further. | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| 5) Utilize Instructional Specialist to work within classrooms to help teachers improve instruction (Tier 1) and enhance effective RTI implementation | 1, 3, 4, 9 | Principal, AP, Instructional Specialist | Positively impact performance on local and state assessments, progress on pre/post assessments through RTI process, student data folder documented discussions. | | | | |
| | Funding Sources: Title I (211) - $0.00, Local (199) - $0.00 | | | | | | |
| 6) Implement grading period data meetings to promote in depth content knowledge and collaboration surrounding student data & effective instruction in reading, writing, math and science. | 1, 2, 8, 9 | Principal, AP, Instructional Specialist | Minutes, agendas, CARA forms | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7) Implement beginning of the year Reading BINGO to foster a love of reading and enhance fluency and comprehension in a variety of genres | 2 | Librarian, Teachers | Increasing the number of completed individual student BINGO cards over last year by 15%. | | | | |
| **System Safeguard Strategy**<br>8) Implement weekly 4th grade writing planning with Instructional Specialist to increase collaborative/data driven lessons. | 1, 4, 8, 9, 10 | Teachers, Instructional specialist | Consistently evaluate weekly lesson plans, benchmark data, common assessment data, STAAR scores in order to increase knowledge of expectations and increase student performance on district and state assessments. | | | | |
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**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

**Evaluation Data Source(s) 3:** In 2017-2018, students in grades 3-5 will increase in Level III performance overall by 5%

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Implement weekly enrichment to promote higher level thinking applications of 21st Century Skills while increasing opportunities for competition. | 1, 2, 3, 9, 10 | Principal, AP, Instructional Specialist, Campus Librarian (UIL Coordinator), teachers | Enrichment schedule, student year and end of year feedback survey showing positive implementation. | | | | |
| | Funding Sources: Local (199) - $0.00, Title I (211) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |
| 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) 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) - $0.00, Local (199) - $0.00 | | | | | | |
| 5) Implement additional library resources for use with students PPCD/PK-5th grade. (Books/Maker spaces activities/supplies) | 2, 9, 10 | Librarian | End of the year feedback from teachers and staff, survey on library resources used from students. | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |

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**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.

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

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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, 4, 8, 9, 10 | Principal, AP, Instructional Specialist, teachers | Calendar, Tutoring documentation sheets, RTI documentation, CARA forms, Individual student data folders with students reflection of increased awareness of individual needs. | | | | |
| 2) 5th Grade Field Trip to GHS with tour of the Career & Tech opportunities | 3, 9, 10 | Principal, AP, 5th grade teachers, CTE Director | Improved attendance, students year end survey feedback, CTE Trip feedback form-showing positive outlook for future in GISD and options available. | | | | |
| 3) Monitor student progress and interventions to reduce retention | 1, 2, 3, 8, 9, 10 | Principal, AP, Instructional Specialist, Teachers, Counselor | RTI documentation, retention documentation, report cards evaluated to provide teachers with information regarding needed interventions as well as the need for possible special programming.. | | | | |
| 4) Implement early reading extension based activities during & before school and home reinforcement opportunities. (Including across grade level collaboration during PLC time) | 1, 2, 3, 8 | Teachers, Principal, Instructional Specialist | Individual student progress through Istation, RTI documentation, report cards, etc documenting increased participation. | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

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**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

**Evaluation Data Source(s) 5:** 100 % of eligible Mambrino students will participate in fitness programs through physical education classes.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Students in grades 3-5 will participate in Fitness Gram | | Principal, AP, PE Teacher | Fitness Gram report showing individual student growth. | | | | |
| 2) Implement campus wide family event geared toward health and wellness activities-incorporating community volunteers.<br>* Fun Fit Family Night! | 1, 6 | Health & Wellness Committee/PE Teacher, Principal, AP, School nurse | sign in sheets, feedback forms, social media posts on campus facebook page and increased participation. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 3) Highlight implementation of Campus Miler's Club | 1, 6, 10 | PE Teacher, Nurse, Principal, AP, Counselor, teachers | PE Lesson plans, individual student and class Miler's Charts, Pictures posted of milers with highest miles each grading period. | | | | |
| 4) Raise funds for American Heart Association through Jump Rope for Heart to promote heart health | 1, 6 | PE Teacher, Health & Wellness Committee, Principal, AP | Donation of funds, student's heart health bulletin board, presentation of funds to American Heart Association showing increased donation | | | | |

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**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

**Evaluation Data Source(s) 6:** 100 % of eligible Mambrino students will participate a fine arts production activity for music/theater and art.

**Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) All students will perform in a grade level musical presentation | 1, 2, 6 | Music teacher, grade level teachers | Increased numbers of people attending. | | | | |
| 2) Students will be provided an opportunity to audition and participate in the school musical (Jungle Book) | 1, 2, 10 | Musical Committee | Audition schedule, performance of campus musical, programs, sign in sheets showing increased interest in participation. | | | | |
| 3) All students will participate in an art based competition during the school year. | 2, 6 | Classroom Teachers | Increase student awareness of types of art. | | | | |

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## 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

**Evaluation Data Source(s) 1:** 100 % of Mambrino teachers will participate in at least 2 technology trainings.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Monthly professional development for Mambrino staff through the GISD Technology Dept. and/or campus technology committee. (Appy Hours) | 1, 2, 3, 4 | Principal, AP, Campus Librarian, Instructional specialists, campus technology committee, district technology corrdinators | Walkthrough/Data walks showing an increase in types of technology/apps taught through professional development sessions. | | | | |
| 2) Increase useof technology in classrooms | 1, 10 | Principal, AP, Campus Librarian, Instructional Specialist, Technology Committee, Technology Coordinators | Technology walk throughs, T-Tess, positive increase on year end Bright Bytes survey | | | | 345 |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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 = Continue/Modify = 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 2:** Ensure students demonstrate responsible digital citizenship.

**Evaluation Data Source(s) 2:** 100% of mambrino students will participate in internet safety lessons.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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.

**Evaluation Data Source(s) 3:** Mambrino teachers will utilize digital tools 75% of the class time to enhance student learning.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Create opportunities for students to use a variety of technology through classroom lessons during early dismissal days and RTI. | 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, 4, 10 | Principal, AP, Instructional Specialist, Librarian, Teachers | Increased % of technology tools used as documented in walk throughs, GAP, presentations through PBL and additional projects. | | | | |
| 3) Students will utilize multiple applications/software: iStation, Imagne Learning, (ESL & SPED), AR, Think through Math, IXL, Reading Eggs, Brain Pop, No Red Ink, etc. | 1, 2, 3, 7, 8, 9, 10 | Principal, AP, Instructional Specialist, Librarian | T TESS, Bright Bytes survey, Individual applications/software usage reports | | | | 347 |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

## 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

**Evaluation Data Source(s) 1:** 100% of mambrino teachers will participate in safety training and monthly disaster drills.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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.<br>(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)<br><br>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  = Continue/Modify  = 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

**Evaluation Data Source(s) 1:** All grade levels will participate in alternate scheduling

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 2) Early release days followed by professional development day at the end of grading periods is utilized for campus staff development and curriculum planning. | 1, 2, 3, 4, 8, 9, 10 | Principal, AP, CLT, Instructional Specialist, Teachers | CLT Professional Development Plan, agendas, sign in sheets, campus calendar, disrtrict calendar | | | | |
| | Funding Sources: Title I (211) - $0.00, Local (199) - $0.00, Special Education (23) - $0.00 | | | | | | |

 = Accomplished  = Continue/Modify  = 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 to determine and evaluate professional development needs of the campus.

**Evaluation Data Source(s) 2:** The Campus Leadership Team meets a minimum of 6 times each year.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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## 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.

**Evaluation Data Source(s) 1:** Community resources list will be maintained and/or edited by the CLT 3 times per year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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 the Speaker's Bureau

**Evaluation Data Source(s) 2:** Mambrino staff will increase use of the Speaker's Bureau, other community speakers and resources by 5%

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6112 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6112 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 98 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6116 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6117 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | IS | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | 00 | 107 | 0 | 24 | 000 | 11,000.00 | 11,000.00 | | | 11,000.00 |
| 199 | E | 11 | 6118 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6125 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6125 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6131 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6141 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6141 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6141 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 98 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6142 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6142 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | DN | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6143 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6143 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6143 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6143 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 98 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6144 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6144 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6144 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | IS | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6145 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6145 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6145 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6145 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 98 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 107 | 0 | 24 | 00F | | | | | |
| 199 | E | 11 | 6146 | 00 | 107 | 0 | 24 | 940 | | | | | |
| 199 | E | 11 | 6146 | 00 | 107 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6146 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6297 | 99 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6325 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6326 | 00 | 107 | 0 | 24 | 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6326 | 00 | 107 | 0 | 24 | 900 | | | | | |
| 199 | E | 11 | 6329 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 24 | 490 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 24 | 900 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6395 | 00 | 107 | 0 | 34 | 000 | 651.00 | 651.00 | | | 651.00 |
| 199 | E | 11 | 6395 | 13 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | AM | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | DR | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | EW | 107 | 0 | 24 | 000 | 1,800.00 | 1,800.00 | | | 1,800.00 |
| 199 | E | 11 | 6395 | MM | 107 | 0 | 24 | 000 | 9,125.00 | 9,125.00 | | | 9,125.00 |
| 199 | E | 11 | 6395 | VG | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6396 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 107 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | EM | 107 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | IS | 107 | 0 | 24 | 00N | | | | | |
| 199 | E | 11 | 6397 | PM | 107 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6411 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 107 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6411 | 00 | 107 | 0 | 24 | 900 | | | | | |
| 199 | E | 11 | 6412 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6631 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 107 | 0 | 24 | 00B | | | | | |
| 199 | E | 11 | 6645 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6119 | NJ | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 107 | 0 | 24 | 900 | | | | | |
| 199 | E | 13 | 6497 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6497 | 00 | 107 | 0 | 24 | 900 | | | | | |
| 199 | E | 31 | 6339 | 00 | 107 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6339 | 00 | 107 | 0 | 24 | 900 | | | | | |
| Grand Expense Totals | | | | | | | | | 30,076.00 | 30,076.00 | | | 30,076.00 |

**Number of Accounts:** 91

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Danielle Rodrique | Instructional Specialist | Title I | 1.0 |

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# Granbury Independent School District

# Brawner Intermediate School

# 2017-2018 Campus Improvement Plan




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# 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 420 students during the 2016-17 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 19, 2017) it is anticipated the number will remain close to 420 as the number of incoming 3rd graders from Emma Roberson Elementary remains steady. The breakdown per grade level for 2017-18 is: 7 sections of 3rd grade (2 are bilingual), 8 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).

Brawner Intermediate houses the bilingual program for grades 3, 4, 5 in GISD. During the 2016-17 school year there were 86 bilingual students and 22 ESL students. Our percentage of ELL/LEP students was 25.24%.

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In May of 2017, 240 students received free meals (approximately 57%). 27 Brawner students received reduced-priced meals (approximately 6.5%). Our total free and reduced number of students was 267, or 63.9%.

Our percentage of students who were economically disadvantaged was 252, or 59.43%.

The enrollment by ethnic background was: 249- White, 155-Hispanic,

3-American Indian, 4-African American, and 7-Asian.

49 students withdrew during the 2016-17 school year. 53 students enrolled during the 2016-17 school year.

Attendance

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.56%. 3rd grade's yearly attendance was 96.34%; 4th grade's yearly attendance was 96.82%; 5th grade's yearly attendance was 96.53%. As a campus, our lowest attendance rates were during the fourth 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 in 2017:

- 3rd grade math scores remained the same in Hispanic population (77%)
- Increased 3rd grade reading scores in Hispanic population (10 point gain); scores for LEP remained the same (56%)
- Increased 4th grade writing scores in special education students (4 point gain)
- Increased 4th grade math scores in white (2 point gain) and special education (20 point gain!)
- Increased 4th grade reading scores in white (1 point gain) and special education (4 point gain)
- Increased 5th grade math scores in white (3 point gain), ECD (2 point gain), and "All Students" scores remained the same as June 2016 at 82%.
- Increased 5th grade reading scores in "All Students" (1 point gain), Hispanic (7 point gain), ECD (10 point gain), special education (scores remained the same as June 2016 at 40%), LEP/ELL (26 point gain!)
- Increased 5th grade science scores in white (7 point gain) and ECD (3 point gain). "All Students" score remained the same as June 2016 at 71%.

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## Student Achievement

### Student Achievement Summary

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. The spring 2017 STAAR campus scores are as follows:

3rd Reading: 64% (all students)

3rd Math: 69% (all students)

4th Reading: 60% (all students)

4th Math: 59% (all students)

4th Writing: 46% (all students)

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

5th Math: 83% (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 will be reviewed and target areas will be set by the campus when that information is released.

### Student Achievement Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success in 2017:

- 3rd grade math scores remained the same in Hispanic population (77%)

- Increased 3rd grade reading scores in Hispanic population (10 point gain); scores for LEP remained the same (56%)
- Increased 4th grade writing scores in special education students (4 point gain)
- Increased 4th grade math scores in white (2 point gain) and special education (20 point gain!)
- Increased 4th grade reading scores in white (1 point gain) and special education (4 point gain)
- Increased 5th grade math scores in white (3 point gain), ECD (2 point gain), and "All Students" scores remained the same as June 2016 at 82%.
- Increased 5th grade reading scores in "All Students" (1 point gain), Hispanic (7 point gain), ECD (10 point gain), special education (scores remained the same as June 2016 at 40%), LEP/ELL (26 point gain!)
- Increased 5th grade science scores in white (7 point gain) and ECD (3 point gain). "All Students" score remained the same as June 2016 at 71%.

## School Culture and Climate

### School Culture and Climate Summary

Parent/Teacher/Student survey was distributed during the week of May 22, 2017. Parents and students were given a 10-15 question survey regarding the culture of our school.

Some teachers created their own survey for students.

Teachers had an opportunity to provide two areas of strength and two areas of need for Brawner Administrators.

Feedback was also gained during the Title 1 Parent Night on August 30, 2016, and again at the end of the year CAC meeting on May 30, 2017.

### 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

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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 through Remind and social media
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. I really like the alternative seating that is offered in most classrooms
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 administrators care about kids
7. Loved the yearly layout of events given at the beginning of the year
8. Security
9. Uses Class Dojo regularly
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

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Students are given the opportunity to participate in enrichment clubs every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for 45 minutes 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, Yearbook, and Kindness Club.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

All teachers are expected to be highly qualified in their content area. The Human Resources Department determines 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 2017. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS) and usage of the GISD Curriculum documents (Scope and Sequence). Additional campus training on the STAAR will be implemented throughout the school year. Training is also provided for any new textbook adoptions or change in TEKS. 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.

Brawner Intermediate staff will participate in a book study of Kids Deserve It! by Todd Nesloney and Adam Welcome. Analysis of the book will begin during August 2017.

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Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University. We will continue to use Vocabulary Workshop vocabulary program for 2017-18. This vocabulary workbook is used daily during Pirate Time.

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 masters achievement (highest level of STAAR), GT teachers in each grade level will collaborate to make a more streamlined GT program at Brawner. The Librarian will attend TCEA to expand technology knowledge. The Counselor will attend TCA to implement more character development programs at Brawner. The Principal, Assistant Principal, and Instructional Specialist attend TEPSA in June to gain new ideas and effectively communicate our vision for Brawner.

All teachers in each grade level have a 55 minute planning period. The planning period is structured so that grade level partner teachers meet during the school day to improve collaboration. Grade level team teachers meet by subject to collaborate in planning.

Common planning time across grade levels is scheduled on days 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 two times per year as the new teacher evaluation system 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. In 2016-17, Brawner had four teachers who qualified for GTEI. This is a decrease from the 2015-16 year when we had eight teachers qualify for GTEI. The decrease was mainly caused by teacher absences due to personal or family illness.

**Staff Quality, Recruitment, and Retention Strengths**

Upon receiving staff feedback, teachers are generally 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.

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Students will receive additional instruction by certified Title I tutors. The tutors will tutor third, fourth and fifth grade students using a variety of materials including iStation, Brain Pop, Moby Max, Prodigy, Achieve 3000, etc. 3rd, 4th, and 5th grade. Tier 3 students will receive additional interventions from the classroom teacher. 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.

Gifted and Talented students will receive 40 minutes of instruction Monday-Thursday each week by a certified GT teacher. All GT students will help create the Brawner yearbook. GT students will be challenged academically by using brain puzzles, playing Chess, using higher level thinking skills, studying current events, questioning, and practicing public speaking skills. Students will research a topic of their and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee and National History Bee.

## 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 are expected to stay on track with the district scope and sequence. 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. PLCs will be implemented in the 2017-18 school year and will help streamline teaching strategies and academic interventions.

Previous STAAR tests, Benchmarks, universal screeners (iStation, Prodigy, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are tracked by classroom teachers for all students and low performing students are referred for interventions. The TEKS are the approved curriculum for each subject. Textbooks and workbooks are adopted and used to help teach the TEKS.

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### 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 checkout (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

Brawner Intermediate's subpopulation score averages revealed specific areas of success in 2017:

- 3rd grade math scores remained the same in Hispanic population (77%)
- Increased 3rd grade reading scores in Hispanic population (10 point gain); scores for LEP remained the same (56%)
- Increased 4th grade writing scores in special education students (4 point gain)
- Increased 4th grade math scores in white (2 point gain) and special education (20 point gain!)
- Increased 4th grade reading scores in white (1 point gain) and special education (4 point gain)
- Increased 5th grade math scores in white (3 point gain), ECD (2 point gain), and "All Students" scores remained the same as June 2016 at 82%.
- Increased 5th grade reading scores in "All Students" (1 point gain), Hispanic (7 point gain), ECD (10 point gain), special education (scores remained the same as June 2016 at 40%), LEP/ELL (26 point gain!)
- Increased 5th grade science scores in white (7 point gain) and ECD (3 point gain). "All Students" score remained the same as June 2016 at 71%.

## 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 regularly. Our largest number of mentors come from First Christian Church in Granbury. The mentoring program did not have a sufficient amount of volunteers during the 2016-17 school year. Our aim is to restart the mentoring program for the 2017-18 school year.

A few of the many ways parents can volunteer include the following:

Classroom volunteer (after background check is completed)

Campus mentor (background check required)

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Assist with the school musical

Join PTO

Share career experiences with students during Career Day

Volunteer to be a classroom reader during Read Across America Day

Field trip chaperone (after a background check is completed)

Certified teacher tutors increase student performance

Volunteer to help during Book Fair Week (twice per year)

Attend evening student performances

Attend six weeks awards assemblies during the school day

Attend grade level parent information meetings

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

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 clubs every Friday. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for 45 minutes 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, Yearbook, and Kindness Club.

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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, 75, and 100 miles each year. Grade level totals are charted weekly during morning meeting. Teachers may also participate in Miler's Club.

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 7:10 with the PE teacher.

**Family and Community Involvement Strengths**

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## 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. All teachers have 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 is the process 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 (a combination of T-TESS and PDAS) will be implemented in the fall of 2017. All staff will be trained on the new evaluation system in the fall of 2017.

# 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 checkout (from the campus librarian) are 31 mini-iPads. Each room is equipped with ten Chromebooks.

## Technology Strengths

Students regularly use Chromebooks that are assigned to each classroom.

The Library has 31 iPads which are availale for check out.

Teachers incorportate technology into their lessons on a daily basis.

Students are self-sufficient and responsible when using the Chromebooks.

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Students are required to sign an Acceptable Usage Policy (AUP) prior to using any type of electronics at school.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

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**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

# Goals

## Goal 1: 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, focusing on all students increasing STAAR scores. Campus PLCs will be implemented during the 2017-18 year.

**Evaluation Data Source(s) 1:** Brawner students will meet or exceed the state passing percentage rate. Staff will focus on using the approved curriculum documents and implementing the resources with fidelity. Progress will be checked every three weeks through common formative assessments developed during PLC meetings.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) All instructional staff will participate in the campus based PLC process to identify areas of needed growth based upon common formative assessments | 1, 2, 3, 4 | Principal, Teachers, Specialist, Assistant Principal | PLC process meeting notes, action plan, calendar schedule, CFAs. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>2) Provide supplemental interventions to support student success. | 1, 2, 3, 4, 8, 9 | Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal | Intervention documentation (RTI, 504, SPED, Istation, Moby Max, Dyslexia), common assessment and benchmark scores, CFAs, STAAR data | | | | |
| | Funding Sources: State Comp Ed (24) - $0.00, ESL/Bilingual (25) - $0.00, Title I (211) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition. | 1, 2, 3, 9 | Principal, ESL/Bilingual Teachers, Instructional Specialist, Assistant Principal | Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data, teacher-created assessments | | | | |
| | Funding Sources: ESL/Bilingual (25) - $0.00, State Comp Ed (24) - $0.00, Title II (255) - $0.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) Provide enrichment opportunities for students who are identified as gifted and talented. | 1, 2, 3 | Principal, Certified GT Teachers, Counselor, Instructional Specialist, Assistant Principal | Lesson plans, scheduling once weekly GT instruction, field trips, daily Enrichment class, STAAR growth in "masters" level, GT teacher team planning with IS. | | | | |
| | Funding Sources: Gifted (21) - $0.00 | | | | | | |
| 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, presentation of material learned at conference during staff meeting. | | | | |
| | Funding Sources: Local (199) - $0.00, Title I (211) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**Goal 1:** 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:** Focus on student STAAR progress in order to earn a "yes" in Index 2. Work to earn at least one campus distinction.

**Evaluation Data Source(s) 2:** Students who achieve "masters" level performance in each STAAR subject will improve by 10%.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Classroom teachers will use the GISD approved curriculum resources with fidelity. | 1, 2, 4, 9 | Principal, AP, Teachers, IS | Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage "Meets" and "Masters" level, PLCs, CFAs | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Provide Friday enrichment for all students and GT students. Provide club opportunities for GT students (and all students) to expand their interests. Once weekly GT class will allow students to research an area of personal interest. | 1, 2 | Principals, Teachers, Instructional Specialists, Assistant Principal | Lesson plans, walkthroughs, alternate schedules, discussion of ideas for new clubs at BIS. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 3) Implement critical thinking activities during morning meeting (inferencing on Wednesday) and during Friday enrichment. Campus-wide focus will be on raising STAAR scores. | 1, 2, 3, 4, 9 | Principals, Teachers, Instructional Specialist, Assistant Principal | Student work, STAAR data showing increased growth from year to year, requiring students to keep a data folder. | | | | |
| | Funding Sources: Local (199) - $0.00, State Comp Ed (24) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**Goal 1:** 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:** Provide educational opportunities for students who are at-risk of not attaining a high school diploma.

**Evaluation Data Source(s) 3:** Teachers will provide real-world learning opportunities through the use of guest speakers and field trips. Each grade level will participate in a service project.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Implementation of supplemental instruction for LEP students. | 1, 2, 3, 9 | Principal, AP, Intervention Specialists, ESL Teachers, Bilingual teachers, Assistant Principal | Tutors, Lesson Plans, Tutor Schedules, Intervention Documentation | | | | |
| | Funding Sources: ESL/Bilingual (25) - $0.00 | | | | | | |
| 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance. | 1, 2, 6, 9 | Principal, AP, Teachers, Office Staff | Improved attendance of those targeted. Increased number of perfect attendance awards and incentives. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**Goal 1:** 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:** Continue to support Project Based Learning in all grade levels.

**Evaluation Data Source(s) 4:** Campus-wide Project Based Learning activity during Freedom Week which separates students into those who have rights and those who do not. Each grade level will complete at least one PBL (Personal/Financial literacy, Texas History, Catapults)

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Attend 3 day PBL teacher training from the Buck Institute for any teacher who is not PBL trained. | 1, 4, 5 | GISD Curriculum Staff, Brawner teachers | Eduphoria Teacher Training Certificates/Sign In Sheets | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Trained PBL staff members will implement one project per semester. These projects may be cross-curricular in design. | 1, 2, 3, 9 | Principal, PBL trained teachers, Instructional Specialist, Assistant Principal | Documentation of presentations, Project Overviews, PBL Timeline | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**Goal 1:** 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 and fitness activities.

**Evaluation Data Source(s) 5:** Brawner students will exhibit proficiency on Chromebook skills during daily instruction in all subjects. Students will use Chromebooks for research, voting, feedback, and Miler's Club.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Prepare students for daily use of technology through Chromebooks, iPads, and research about physical fitness and sports. | 1, 2, 10 | Principal, Nurse, Teachers, IS, Assistant Principal | Lesson Plans, participation in Fitness Gram. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday | 1, 2, 6 | 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, Hoops 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) - $0.00 | | | | | | |
| 3) Brawner Community Health Fair | 1, 2, 6, 10 | Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers | Agenda, sign in sheets, Health Fair layout, resource sponsor sign in, use of GISD mobile bus. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

## Goal 2: 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, and one campus evacuation.

**Evaluation Data Source(s) 1:** All Brawner staff and students will participate in campus safety drills. Staff members will be required to view and pass safety video tests. Staff will report any concerns after safety drills.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**Goal 2:** 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.

**Evaluation Data Source(s) 2:** Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Daily reminders of safety and security. Encourage students and staff to say something if they see something potentially harmful or dangerous. | 1, 2, 10 | Principal, Assistant Principal, Lead Custodian, Teachers | Daily safety checks | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2:** 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 3:** Brawner will implement Restorative Discipline practices in order to develop better relationships with students.

**Evaluation Data Source(s) 3:** Discipline referrals will drop by at least 50% from 350 referrals in 2016-17 year to 150 referrals or less in 2017-18 year.

**Summative Evaluation 3:**

## Goal 3: 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.

**Evaluation Data Source(s) 1:** Document parent attendance at Family Nights and luncheons. Provide information about the event earlier so families can plan to attend. Combine with GMS to create a family event. Implement a campus picnic during the spring.

**Summative Evaluation 1:**



| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) School Wide Implementation of Rachel's Challenge | 2, 6 | Rachel's Challenge Committee (Principal, Assistant Principal, Counselor, Grade Level Leaders) | Campus Wide Kick Off, Kindness pledge said daily, links created by students for acts of kindness during each grading period | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Brawner Family Nights:<br><br>-Reading Night<br>-Math and Science Night<br>-Spanish Night during Hispanic Heritage Month<br>-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) - $0.00, Title I (211) - $0.00, ESL/Bilingual (25) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) Title I Parent Night in August (Title I 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 I 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) - $0.00 | | | | | | |
| 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 Kindness rules. | 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 for Student of the Month. Staff member of the month chosen by Sunshine Committee. This person receives a $20 gift certificate from PTO. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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**Goal 3:** 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.

**Evaluation Data Source(s) 2:** Families, staff, and students will assist in stocking The Little Pantry created by Emmanuel Lutheran Church. 3rd grade will use money generated from bracelet sales to benefit Friends of Animals. 4th grade will collect money to be donated to American Cancer Society. 5th grade will assist with the Community Food bank at First United Methodist Church and collect bears for National Adoption Day.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Enlist parent and community volunteers through PTO, parents, and Ready, Set, Teach! students | 6, 9, 10 | Principal, PTO Teacher Representative from each grade level, PTO, Counselor, Nurse, Assistant Principal, Ready Set Teach instructor at GHS | Volunteer hour logs, Raptor, agendas, Spreadsheet of volunteers with times/days and activity specifications, mentoring logs | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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<br>-Six Flags Read to Succeed Reading Logs<br>-Awards Assembly sign in sheets<br>-HCN Published Honor Roll<br>-GEF Grants<br>-Chick-Fil-A Parent Nights<br>-Speakers Bureau<br>-Helping Hands Club<br>-Hoffbrau Night<br>-Cici's Night<br>-Dairy Queen Night | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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) - $0.00 | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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## Goal 4: 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.

**Evaluation Data Source(s) 1:** Campus administrators and staff will work closely together to create scheduling options for students who need RtI minutes, Dyslexia support, GT education, or tutoring. This extra academic time will be provided daily during 40 minutes of Enrichment.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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<br>Feedback from students regarding activities during Enrichment, academic growth due to focused instruction during Enrichment. | | | | |
| | Funding Sources: Local (199) - $0.00, Gifted (21) - $0.00, Title I (211) - $0.00, State Comp Ed (24) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |

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= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

**Goal 4:** 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. Art will be one of the club options.

**Evaluation Data Source(s) 2:** Students will provide feedback at the end of the year regarding which clubs were most engaging and productive.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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. | | | | 391 |

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

## Goal 5: 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.

**Evaluation Data Source(s) 1:** All Brawner classroom teachers and administrators will complete technology training during the summer to increase their personal technology skills. "Technology Tuesday" will be provided during the year to keep teachers up to date on new developments.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 Granbury Appraisal system documentation | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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 GAP documentation | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| **Critical Success Factors** CSF 7<br>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) - $0.00, Title I (211) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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**Goal 5:** 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.

**Evaluation Data Source(s) 2:** Counselor and Librarian will provide internet safety trainings at the beginning of the school year. Students will be regularly reminded of responsible use of technology.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5:** 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.

**Evaluation Data Source(s) 3:** 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.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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, GAP | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggs, Prodigy, Moby Max, Motivation Math, Go Math, Vocabulary Workshop) | | Principal, Librarian, Technology Committee, Teachers | Usage Reports,Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 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, GAP, project evaluations, PBL presentations | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |

 = Accomplished  = Continue/Modify  = 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:** The Counselor will maintain a community list of resources available to Brawner students and families.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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**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 adult volunteers to speak to students about careers.

**Evaluation Data Source(s) 2:** Brawner will utilize the Speakers Bureau or a guest speaker at least once during each semester. Each grade level will be expected to have one speaker per semester. Counselor will host Career Day in February.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | Principal, AP, Counselor, Teachers | Lesson Plans, Speaker Schedules, current events topics | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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

**Performance Objective 3:** Provide effective professional development activities for Brawner staff: ELPS, Questioning, Making Connections to the real world.

**Evaluation Data Source(s) 3:** Use ideas generated by teachers and the Curriculum department to provide professional development instruction at the beginning of each six weeks.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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 4:** Teachers will be given a weekly opportunity to comment on questions from "Kids Deserve It!", which is our book study for 2017-18.

**Evaluation Data Source(s) 4:** Teachers will be allowed to voluntarily tweet their responses or reply to the shared Google document or an email.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| 1) Use Twitter to respond to weekly questions from Kids Deserve It. | 2, 3, 5 | Principal, Assistant Principal | More use of social media by all teachers. | | | | |
| | Funding Sources: Local (199) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

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| FND T FC OBJ SO ORG FAPI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| 199 E 11 6112 00 108 0 24 000 | | | | | |
| 199 E 11 6112 BL 108 0 24 000 | | | | | |
| 199 E 11 6116 00 108 0 24 820 | | | | | |
| 199 E 11 6117 00 108 0 24 000 | | | | | |
| 199 E 11 6117 00 108 0 34 000 | | | | | |
| 199 E 11 6117 BL 108 0 24 000 | | | | | |
| 199 E 11 6117 IS 108 0 24 000 | | | | | |
| 199 E 11 6118 00 108 0 24 000 | 12,174.00 | 12,174.00 | | | 12,174.00 |
| 199 E 11 6119 00 108 0 24 000 | | | | | |
| 199 E 11 6125 00 108 0 24 000 | | | | | |
| 199 E 11 6125 00 108 0 34 000 | | | | | |
| 199 E 11 6141 00 108 0 24 000 | | | | | |
| 199 E 11 6141 00 108 0 24 820 | | | | | |
| 199 E 11 6141 BL 108 0 24 000 | | | | | |
| 199 E 11 6142 00 108 0 24 000 | | | | | |
| 199 E 11 6142 BL 108 0 24 000 | | | | | |
| 199 E 11 6142 HI 108 0 24 000 | | | | | |
| 199 E 11 6143 00 108 0 24 000 | | | | | |
| 199 E 11 6143 BL 108 0 24 000 | | | | | |
| 199 E 11 6144 00 108 0 24 000 | | | | | |
| 199 E 11 6144 BL 108 0 24 000 | | | | | |
| 199 E 11 6144 IS 108 0 24 000 | | | | | |
| 199 E 11 6145 00 108 0 24 000 | | | | | |
| 199 E 11 6145 BL 108 0 24 000 | | | | | |
| 199 E 11 6146 00 108 0 24 000 | | | | | |
| 199 E 11 6146 BL 108 0 24 000 | | | | | |
| 199 E 11 6219 00 108 0 24 000 | | | | | |
| 199 E 11 6219 00 108 0 24 820 | | | | | |
| 199 E 11 6297 99 108 0 24 000 | | | | | |
| 199 E 11 6299 00 108 0 24 000 | | | | | |
| 199 E 11 6326 00 108 0 24 000 | | | | | |
| 199 E 11 6395 00 108 0 24 000 | | | | | |
| 199 E 11 6395 00 108 0 24 390 | | | | | |
| 199 E 11 6395 00 108 0 24 950 | | | | | |
| 199 E 11 6395 AM 108 0 24 000 | | | | | |
| 199 E 11 6395 DR 108 0 24 000 | | | | | |
| 199 E 11 6395 EW 108 0 24 000 | 1,800.00 | 1,800.00 | | | 1,800.00 |
| 199 E 11 6395 MM 108 0 24 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 E 11 6395 VG 108 0 24 000 | | | | | |
| 199 E 11 6396 00 108 0 24 000 | | | | | |
| 199 E 11 6397 00 108 0 24 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 E 11 6397 PM 108 0 24 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 E 11 6411 00 108 0 24 000 | | | | | |
| 199 E 11 6411 00 108 0 24 820 | | | | | |
| 199 E 11 6631 00 108 0 24 000 | | | | | |
| 199 E 11 6639 00 108 0 24 00B | | | | | |
| 199 E 11 6645 00 108 0 24 000 | | | | | |
| 199 E 11 6645 99 108 0 24 00F | | | | | |
| 199 E 13 6219 00 108 0 24 000 | | | | | |
| 199 E 13 6239 00 108 0 24 000 | | | | | |
| 199 E 13 6395 00 108 0 24 000 | | | | | |
| 199 E 13 6411 00 108 0 24 000 | | | | | |
| 199 E 31 6339 00 108 0 24 000 | | | | | |
| Grand Expense Totals | 27,599.00 | 27,599.00 | | | 27,599.00 |

| FND T FC OBJ SO ORG F PI LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|
| **Number of Accounts:** 53 | | | | | |

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Mellanie Ferguson | Instructional Specialist | | |

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# Granbury Independent School District

# Baccus Elementary School

# 2017-2018 Campus Improvement Plan




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# 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.

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# 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

Baccus Elementary had 535 students during the 2016-2017 school year. 75% White, 24% Hispanic/Latino, <1% American Indian or Alaskan Native, <1% Black or African American. 51% were male and 49% were female. 11% of the total population was identified GT. 12% of the total population was identified Sped. 12% of the total population was identified ESL. 6.5% of our ECD students were identified as GT. Baccus was 78% ECD for the 2016-2017 school year.

### Demographics Strengths

20% of our Hispanic/Latino population was identified GT. In 2016-2017 our 5th grade Hispanic population in math had a 14% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade Sped population in math had a 29% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade ECD population in math had a 7% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade Sped population in reading had a 22% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade LEP population in reading had a 17% gain in comparison to the 2015-2016 school year.

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### Problem Statements Identifying Demographics Needs

**Problem Statement 1**: We are looking for 10% growth in LEP, Sped and ECD in all testing areas grades 3-5. **Root Cause**: Still developing our PLC, CFA and targeted interventions and working towards more collaboration between Sped and Gen Ed.

## Student Academic Achievement

### Student Academic Achievement Summary

Baccus received 1 of 6 possible distinctions (reading/ELA).

Met 9 of the 16 possible system safegaurds at =>60%.

Met all four indexes.

DRA data showed most grade levels were between 50-60% on grade level at the end of the year.

### Student Academic Achievement Strengths

The only school in the district to receive a distinction in reading/ELA.

Met all 4 indexes.

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### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: Between 40-50 percent of student are not on grade level reading levels at the end of the year school wide. **Root Cause**: We will strengthen our guided reading instruction.

**Problem Statement 2**: Only received one distinction out of the 6 possible. **Root Cause**: Continue to develop a better understanding of how the distinctions are achieved.

**Problem Statement 3**: Did not meet 7 system safeguards. **Root Cause**: Will continue to be intentional and focused on meeting the individual needs of all students.

## School Processes & Programs

### School Processes & Programs Summary

Professional Learning Communities (PLC), Pirate Time, B.E.A.M., daily scheduled Guided Reading (k-5), targeted vocabulary instruction (Flocabulary K-5), 5th Grade Wordly-Wise, targeted spiraled math warmup (TEKSas Target Practice) k-5.

### School Processes & Programs Strengths

Teachers are providing targeted instruction on Readiness standards and targeted interventions for each student at their individual level for each Readiness standard. Guided Reading, Vocabulary, and Math programs were specifically chosen to meet identified need areas as idenitfied in campus data.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1**: We are looking for 10% growth in LEP, Sped, Hispanic and ECD in all state testing areas grades 3-5. **Root Cause**: Still developing our PLC, CFA and targeted interventions and working towards more collaboration between Sped and Gen Ed.

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**Problem Statement 2**: We are looking for 10% growth in on-level/above level from EOY 2017 to EOY 2018 on DRA end of year data for grades k-3. **Root Cause**: Lack of consistency with daily targeted guided reading and data discussions in regards to interventions centered around guided reading levels.

## Perceptions

### Perceptions Summary

Primary Value: The needs of our students come first.

Mission: To inspire hope & foster learning for every student, everyday.

Culture: Teacher collaboration in planning, instruction, intervention, enrichment, remediation and problem solving. High expectations for all students. A year's growth is expected for each student.

Beliefs: 1) I can, I will , I matter. 2) We will be fully engaged & have a high sense of purpose. 3) We will value the contributions of all, blending the skills of individual staff members in unsurpassed collaborative & dedicated effort.

### Perceptions Strengths

The collaborative expectations requiring all staff members to work together to best meet the needs of all students focuses all areas of instruction.

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Planning and interventions are targeted on need areas based on student/grade level data.

Parents are viewed as an integral part of the Baccus family.

### Problem Statements Identifying Perceptions Needs

**Problem Statement** 1: Work to develop an EOY2018 Survey for Staff and Parents, targeting areas of needed improvement, and continue to improve on communication with parents. **Root Cause**: A parent desire for an increase in communication via multiple media sources (ex: facebook, Remind101, text, teacher newsletters, phone calls, etc)

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent Involvement Rate

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# 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, Ready Rosie, Community Involvement. Increase PTO membership.

**Evaluation Data Source(s) 1:** Parent feedback and parent participation rates at events. Analyze percentage of PTO enrollment increase.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 | | | | 410 |
| | Funding Sources: Local (199) - $0.00 | | | | | | |
| 2) Provide opportunities outside of school (Music Programs, Curriculum Nights, Technology Bus) for all Baccus students & families | | Principal, Vice Principal, & Classroom Teachers | Parent Communication, School Calendar | | | | |
| | Funding Sources: Title I (211) - $0.00, Local (199) - $0.00 | | | | | | |
| 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) - $0.00 | | | | | | |
| 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 | | | | |


= Accomplished
= Continue/Modify
= Considerable
= Some Progress
= No Progress
= Discontinue

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**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.

**Evaluation Data Source(s) 2:** Volunteer Hours documented in Raptor

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| 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) | | Student Council Sponsor, BES Staff | Completed projects, donations, calendar, parent notes | | | | |

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✓ = Accomplished → = Continue/Modify = 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

**Evaluation Data Source(s) 1:** Increase STAAR scores by 7% in each testing category.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Dec | Feb | Apr | June |
| **System Safeguard Strategy**<br>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) - $0.00, Local (199) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>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 Moby Max, Flocabulary, TEKSas Target Math Practice, Guided Reading, Comprehension Toolkit, Kim Sutton, I-station, Positive Promotions, Motivation Science (Grade 5),Wordly Wise (Grade 5), Empowering Writers, Summer Reading Books, Camp Baccus, Scholastic Everyday Literacy, motivational speakers & performers including football players & stunt bike riders, etc.) | | Classroom teachers and Instructional Specialist | Students understanding of TEKS<br>Assessments including classroom, district, and state | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>3) Instructional staff will attend:<br>- Bi-weekly PLCs<br>- Create Common Formative Assessment<br>- 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 | | | | |
| **System Safeguard Strategy**<br>4) Students will be exposed to vocabulary words through a variety of strategies (Flocabulary, word walls in classrooms, modeling, rewards). | | Principal, Instructional Specialist, Teachers | Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.) | | | | |
| | Funding Sources: ESL/Bilingual (25) - $0.00 | | | | | | |

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|---|---|---|---|---|---|---|---|
| **System Safeguard Strategy**<br>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 | | | | |
| **System Safeguard Strategy**<br>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;<br>Increase STAAR percentage scores at all levels by 7%. | | | | |
| | Funding Sources: Title I (211) - $0.00, Gifted (21) - $0.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

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**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.

**Evaluation Data Source(s) 2:** CFA data, Data room, PLC meeting notes.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| **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 | | | | |
| **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) - $0.00 | | | | | | |
| **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 | | | | |
| **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.) | | | | |



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|---|---|---|---|---|---|---|---|
| 8) Provide professional development for all teachers regarding rigor and relevance | | Principal, Director of Curriculum | PD records | | | | |
| | Funding Sources: Title II (255) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

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**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

**Evaluation Data Source(s) 3:** 75% of teachers will be trained in PBL; implementing Project Based Learning annual requirements based on cohort.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = 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

**Evaluation Data Source(s) 4:** 100% Fitness Gram Participation

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

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

**Performance Objective 5:** Improve need areas in system safeguards to 60%:
Writing (all students, white, Eco.) Reading (Hispanics, Eco., Spec. Ed.) Math (Spec. Ed.)

**Evaluation Data Source(s) 5:** System safeguard status report.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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) - $0.00 | | | | | | |
| **Critical Success Factors** CSF 1 CSF 5 2) Implement Mommy and Me parent engagement. | 1, 2, 6, 7 | Principal and AP | Participation in the program increases. | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |
| **Critical Success Factors** CSF 1 CSF 4 CSF 5 3) Early intervention for at-risk students. Mommy and Me | 1, 2, 6, 7 | Principal and AP | Participation in the program increases. | | | | |
| | Funding Sources: Title I (211) - $0.00 | | | | | | |

✓ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

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

**Performance Objective 6:** Increase # of distinctions from 1 to 2.

**Evaluation Data Source(s) 6:** Performance reporting report.

**Summative Evaluation 6:**

**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:** Implement a Maker Space Lab. Students will utilized the lab at least twice a month.

**Evaluation Data Source(s) 7:** Check lesson plans to ensure time is scheduled in Maker Space.

**Summative Evaluation 7:**

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

420

**Performance Objective 1:** Provide technology professional development to support instruction.

**Evaluation Data Source(s) 1:** 100% of Baccus teachers will attend scheduled technology trainings.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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.

**Evaluation Data Source(s) 2:** 100% of Baccus students will be trained in cyber safety training by the end of the first six-weeks of school.

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

421

**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.

**Evaluation Data Source(s) 3:** Software usage report] and evidence of technology use in the classrooms.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

422

## 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.

**Evaluation Data Source(s) 1:** Participation in all safety training topics and drills

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

423

## 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.

**Evaluation Data Source(s) 1:** PLC Master Schedule completed.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

424

**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.

**Evaluation Data Source(s) 2:** CLT agendas

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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 = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

425

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

**Performance Objective 3:** Individualized intervention on each power standard through PLC and CFA data.

**Evaluation Data Source(s) 3:** CFA data.

**Summative Evaluation 3:**

## 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

**Evaluation Data Source(s) 1:** Parent feedback & review of list

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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

**Evaluation Data Source(s) 2:** Increase speaker from Bureau, evidence in lesson plans

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | 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  = Continue/Modify  = 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:** Ensure that each grade level attends a field trip that ties to a grade level standard.

**Evaluation Data Source(s) 3:** Field trip forms for each grade level completed.

**Summative Evaluation 3:**

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6112 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6112 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6112 | 98 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6116 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6117 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6117 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6117 | IS | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6118 | 00 | 105 | 0 | 24 | 000 | 13,000.00 | 13,000.00 | | | 13,000.00 |
| 199 | E | 11 | 6118 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6119 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6125 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6131 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6141 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6141 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6141 | 98 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6142 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | DN | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6142 | HI | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6143 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6143 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6143 | 98 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6144 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6144 | IS | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6145 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6145 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6145 | 98 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 00 | 105 | 0 | 34 | 000 | | | | | |
| 199 | E | 11 | 6146 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6146 | 15 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6219 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6297 | 99 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6299 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6321 | 00 | 105 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6326 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | 00 | 105 | 0 | 24 | 000 | | | | | |

| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | 2017-18 Original Budget | 2017-18 Revised Budget | 2017-18 FYTD Activity | Encumbered Amount | 2017-18 Available Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 199 | E | 11 | 6395 | 80 | 105 | 0 | 24 | 390 | | | | | |
| 199 | E | 11 | 6395 | 00 | 105 | 0 | 24 | 440 | | | | | |
| 199 | E | 11 | 6395 | 80 | 105 | 0 | 24 | 490 | | | | | |
| 199 | E | 11 | 6395 | 00 | 105 | 0 | 24 | 950 | | | | | |
| 199 | E | 11 | 6395 | 00 | 105 | 0 | 34 | 000 | 370.00 | 370.00 | | | 370.00 |
| 199 | E | 11 | 6395 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | AM | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | DR | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6395 | EW | 105 | 0 | 24 | 000 | 1,800.00 | 1,800.00 | | | 1,800.00 |
| 199 | E | 11 | 6395 | MM | 105 | 0 | 24 | 000 | 8,125.00 | 8,125.00 | | | 8,125.00 |
| 199 | E | 11 | 6395 | VG | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6396 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | 00 | 105 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | EM | 105 | 0 | 24 | 000 | 3,000.00 | 3,000.00 | | | 3,000.00 |
| 199 | E | 11 | 6397 | IS | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6397 | PM | 105 | 0 | 24 | 000 | 2,500.00 | 2,500.00 | | | 2,500.00 |
| 199 | E | 11 | 6399 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6399 | 13 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6411 | 00 | 105 | 0 | 24 | 820 | | | | | |
| 199 | E | 11 | 6412 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6631 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6636 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6639 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6645 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 11 | 6649 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6299 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6395 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 13 | 6411 | 00 | 105 | 0 | 24 | 440 | | | | | |
| 199 | E | 13 | 6497 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6239 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 31 | 6339 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6121 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6141 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6143 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6144 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6145 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 34 | 6146 | 00 | 105 | 0 | 24 | 000 | | | | | |
| 199 | E | 61 | 6499 | 00 | 105 | 0 | 24 | 000 | | | | | |
| Grand Expense Totals | | | | | | | | | 31,795.00 | 31,795.00 | | | 31,795.00 |

**Number of Accounts:** 97

********** End of report **********

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Ashley Page | Instructional Specialist | Title I | 1.0 |
| Melissa Shipp | Instructional Specialist | Title I | 1.0 |

431

## GRANBURY INDEPENDENT SCHOOL DISTRICT

## INTEROFFICE MEMO

## FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 18, 2017
For: Approval

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 13, 2017
**RE**: Procurement Method for Maintenance and Book Barn Construction Projects

**SUMMARY:**

According to GISD Policy CV(LEGAL) "If the Board considers a construction contract using a method authorized by Government Code Chapter 2267 other than competitive bidding, the Board must, before advertising, determine which method provides the best value for the District. Gov't Code 2267.056(a)"

There are several different ways to select a builder for school district building projects according to Government Code 2267.

1. Competitive bidding. [See CVA]
2. Competitive sealed proposals. [See CVB]
3. Construction manager-agent method. (See CVC)
4. Construction manager-at-risk method. (See CVD)
5. A design/build contract. [See CVE]
6. A job order contract. [See CVF]
7. The reverse auction procedure as defined by Government Code 2155.062(d). [See CH]

The Competitive Sealed Proposal (CSP) process had been used for the majority of GISD building projects prior to the building of the Multi-Purpose building. At the time of building the Multi-Purpose building, the Board adopted the Construction Manager-at-Risk process for that project. Also, the spring 2007 projects as well as the most recent 2013 bond projects have used the CM-at-risk process. While district administration found the CM-at-risk process to be very efficient and effective for these more complex projects, the administration does not think the CM-at-risk process will provide the best value for the proposed maintenance and book barn projects which are not nearly as complex.

In addition, Randy Leach contacted Paul Thompson, our architect with Huckabee, and his recommendation is that we should use the Competitive Sealed Proposal (CSP) for the method of procurement for the maintenance and book barn projects. District administrations agrees with Mr. Thompson's recommendation.

**RECOMMENDATION:**

That the Board approve the Competitive Sealed Proposal (CSP) method to provide the best value and to be the method of record for the GISD Maintenance and Book Barn construction projects.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

| | |
|---|---|
| Staff Persons Responsible: | Dobie Williams<br>Randy Leach |
| Date Submitted: | September 13, 2017 |

September 7, 2017

Granbury ISD
C/O: Kami Hargrove
600 W. Pearl Street
Granbury, Texas 76048

SEP 13 2017

Dear Kami Hargrove,

An election will be held this coming December to determine who will serve on the Board of Directors for the Central Appraisal District of Somervell County for the years 2018 and 2019. The board consists of five members.

In accordance with Section 6.03(d) of the Texas Property Tax Code, we have calculated the number of votes to which each taxing unit in our district is entitled. As indicated on the calculation enclosed, Granbury ISD is entitled to 14 votes. Please submit the name(s) of any nominee(s) (up to five persons), by resolution adopted by your governing body, to me on or before October 15, 2017. (A sample resolution is enclosed). Legislation prohibits nominations received after this date from appearing on the ballot.

I will then prepare a ballot listing the candidates, and deliver a copy of the ballot to you before October 30,2017. Your governing body will then determine its vote by resolution and submit it to me on or before December 15, 2017. At the time, I will count the votes, declare the results to you and to the candidates prior to December 31, 2017

As you can see, timeliness is very important. Please let me know if you have any questions regarding this matter.

Sincerely,

Wes Rollen, RPA, RTA, CCA
Chief Appraiser

## BOD ELECTION CALENDAR

| DEADLINE | |
|---|---|
| October 1, 2017 | **Deliver written notice of voting entitlement to taxing units entitled to vote.**<br>**(1) County**<br>**(a) county judge**<br>**(b) each commissioner**<br>**(2) Cities**<br>**(a) mayor**<br>**(b) city manager**<br>**(c) city secretary (if no city manager)**<br>**(3) School Districts**<br>**(a) president of school board**<br>**(b) superintendent** |
| October 15, 2017 | **Presiding officer of governing body of taxing units to submit names of their nominees to chief appraiser.** |
| October 30, 2017 | **Chief appraiser to deliver copy of ballot to presiding officer of taxing units.** |
| December 15, 2017 | **Taxing units to determine vote by resolution and submit it to chief appraiser.** |
| December 31, 2017 | **Chief appraiser to count votes, declare the 5 candidates receiving largest number of votes elected, and submit results to governing body of each taxing unit and to candidates.** |

**(SAMPLE RESOLUTION)**

**RESOLUTION BY _____ AFFIRMING THE NOMINATION(S) FOR CANDIDATE(S) FOR THE BOARD OF DIRECTORS FOR THE SOMERVELL CENTRAL APPRAISAL DISTRICT, TEXAS.**

**This is to affirm that _____ on this the_____day of _____, 2017, did move and approve the following nomination(s). Furthermore, said candidate(s) is(are) eligible for election to the Board of Directors of the Somervell Central Appraisal District for the 2018-2019 term.**

**NOMINATION(S)** _____

_____

**VOTING FOR:** _____

_____

**VOTING AGAINST:** _____

**Said resolution was moved and approved on this the_____day of _____, 2017.**

**Certified by:** **Attest:**

_____ _____

Prepared by Somervell Central Appraisal District 9/7/2017

CALCULATION OF VOTES OF BOARD OF DIRECTORS FOR 2018-2019

| TAXING ENTITY | 2015 LEVY | PORTION OF TOTAL LEVY IN DISTRICT | X 1000 X 5 SEATS = NUMBER OF VOTES |
|---|---|---|---|
| GLEN ROSE ISD | $22,048,486.00 | 0.5679 | **2840** |
| SOMERVELL COUNTY | $10,132,591.00 | 0.2610 | **1305** |
| SOMERVELL COUNTY WATER DISTRICT | $2,748,677.00 | 0.0708 | **354** |
| SOMERVELL COUNTY HOSPITAL DISTRICT | $3,084,583.00 | 0.0795 | **397** |
| CITY OF GLEN ROSE | $653,740.00 | 0.0168 | **84** |
| GRANBURY ISD | $110,679.00 | 0.0029 | **14** |
| THREE WAY ISD | $38,031.00 | 0.0010 | **5** |
| WALNUT SPRINGS ISD | $5,195.00 | 0.0001 | **1** |
| TOTAL ALL TAXING UNITS | **$38,821,982.00** | **1.0000** | **5000** |

NOTE: IT REQUIRES AT LEAST 834 VOTES TO SECURE ONE NOMINEE TO A POSITION ON THE BOARD.

# HOOD COUNTY
# APPRAISAL DISTRICT

1902 WEST PEARL STREET • P. O. BOX 819
GRANBURY, TEXAS 76048
PHONE: 817-573-2471 • FAX: 817-573-6313

GREG STEWART, CHIEF APPRAISER


Bd agenda

Received
SEP 12 2017
Granbury ISD

September 8, 2017

ATTN: Dr. James Largent, Superintendent
Granbury I.S.D.
217 N Jones St.
Granbury, TX 76048

RE: Selection Process
Board of Directors

Dear Dr. Largent:

We have three director positions currently occupied by Walter Baldree, Terry Johnson, and Tony Smith whose terms will expire. Walter Baldree and Terry Johnson have expressed a willingness to serve another term if elected. Tony Smith has moved out of the county and is no longer eligible to serve. These terms will expire on December 31, 2017. As you are aware, the taxing entities play a vital role in the selection process of the Hood County Appraisal District Board.

I will outline the time frame concerning the selection process of the Appraisal District's Board of Directors per Section 6.03, Property Tax Code and Section 6.031 as amended by the Hood County Taxing Entities.

(A) **Before October 15** each taxing unit may nominate one candidate for each position to be filled. The presiding officer of the unit submits the names and addresses by written resolution, order, or ordinance to the Chief Appraiser before October 15.

(B) **Before October 30,** the Chief Appraiser must prepare a ballot listing the nominees alphabetically by each candidate's last name and deliver a copy of this ballot to each presiding officer of the taxing unit.

(C) Each taxing unit shall cast one vote for each position to be filled by written resolution and submit it to the Chief Appraiser **before December 15** (in this case three votes).

(D) The Chief Appraiser must count the votes and declare the candidates who received the largest vote totals **before December 31**. The Chief Appraiser then notifies all taxing units and all candidates of the outcome.

(E) If the final vote results in a tie, the Chief Appraiser will resolve the tie according to Section 6.03(k).

Please let me know if you have any questions.

Sincerely,

Greg Stewart

Greg Stewart
Chief Appraiser

GS/lh

Enclosure

## Director Qualifications

An appraisal district director must reside in the appraisal district for at least two years immediately proceeding the date he or she takes office.

A person may serve on the governing body of a taxing unit in the appraisal district--that is, a city councilman, school board trustee, county commissioner, or other board member--and still be eligible to serve as a director. The common-law doctrine of incompatibility (holding offices that have conflicting demands on the holder) does not prohibit the same person from holding both offices. There is no limit to the number of elected officials that may serve on the board.

An employee of a taxing unit in the appraisal district is not eligible to serve as a director. The only time that a taxing unit's employee may serve is if that employee is also an elected official. For example, a city councilman who is employed as the school business manager may serve as a director.

The Property Tax Code prohibits nepotism and conflict of interests for appraisal district directors and chief appraisers.

In considering individuals to serve as directors, taxing units should look for expertise in such areas as accounting, finance, management, personnel administration, contracts, computers, real estate, or taxation. Any person elected to the Appraisal District Board of Directors cannot owe any delinquent taxes.

RESOLUTION OF THE BOARD OF TRUSTEES OF Granbury ISD INDEPENDENT SCHOOL DISTRICT

WHEREAS, the Texas Election Code Sections 276.001 and 276.004 protect an employee's right to vote;

WHEREAS, exercising one's right to vote is a civic duty that should be encouraged and promoted;

WHEREAS, the Board of Trustees of Granbury ISD seeks to create a culture of voting and encourage all District employees to model responsible citizenship for the benefit of students;

WHEREAS, public education and the educated citizenry created by public education are the greatest safeguards to the State of Texas and the continuation of a free society; and the institution of public education is best protected by a robust and informed electorate;

NOW THEREFORE BE IT RESOLVED,

1. That the Board of Trustees of Granbury ISD supports a culture of voting and seeks to encourage maximum participation by District employees and eligible students in the elections process.

2. That the Board of Trustees of Granbury ISD authorizes the administration to take steps necessary to ensure maximum participation by District employees and eligible students in the elections process, which may include:

- Creating District communications that inform employees and eligible students of the importance of voting;
- Creating District communications that inform employees and eligible students about when and where they may vote;
- Creating District communications that encourage employees to participate in voter pledge programs (such as TexasEducatorsVote.com);
- Creating District communications that encourage employees to use third party tools to learn about candidates' positions on public education (such as TeachTheVote.org);
- Conducting campus or Districtwide assemblies that promote a culture of voting;
- Implementing administrative procedures that provide time during the early voting period for employees to vote;
- *Where feasible, providing District transportation to and from polling places;
- Implementing no cost incentives to promote voter participation, such as permitting employees with an "I Voted" sticker to wear jeans; and
- Encouraging District and/or campus coordination with volunteer organizations, such as the PTA/PTO or retired educators groups, to encourage and facilitate the District's efforts to create a culture of voting.

*[*If the district will allow nonschool use of district-owned vehicles, consult with the district's attorney and insurance carrier and ensure such use is permitted by district policy at CNB(LOCAL).]*

ADOPTED this 18*th* day of September *2017*, by the Board of Trustees.

_____, Presiding Officer

_____, Secretary

GRANBURY ISD

# School Academy Options

# School Academy




- Elementary grades
- Mambrino Elementary
- All core academic courses are included
- Selection Process
- Transportation
- Staffing
- Supplies and Curriculum

# Arts Academy

- Focus on visual and performing arts
- May include
  - Choir
  - Piano
  - Sculpture
  - Theater
  - Dance
  - Radio/TV
  - Strings



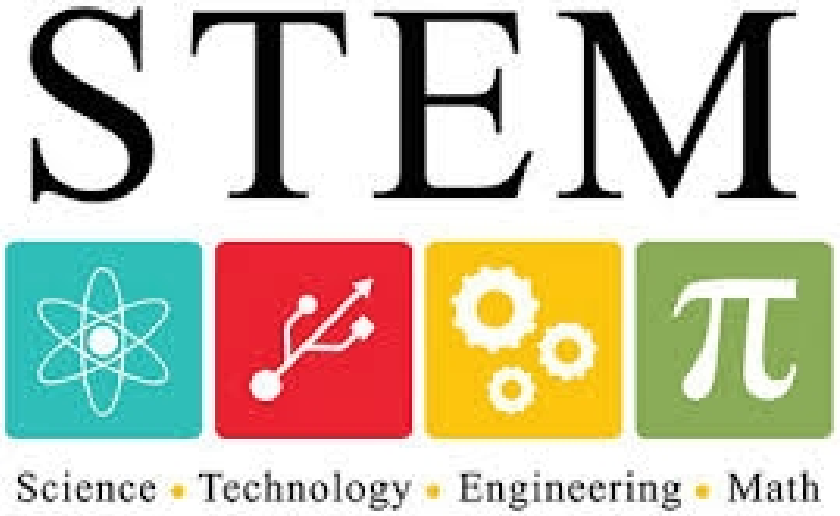
# Dual Language Academy

- Goal to achieve bilingualism and bi-literacy by the end of 6th grade
  - Benefits include:
    - Holistic, multilingual perspective on teaching, learning, and assessment
    - Two or more languages as complementary parts of student's linguistic repertoire
    - Students are paired up all day based on language and content ability
    - Students transfer knowledge and skills between Spanish and English





# STEM Academy




- Science, Technology, Engineering, and Math
- Benefits include:
  - Real-world applications of technology, engineering, science and math
  - Failure is a part of the problem-solving process
  - Through engineering activities, students discover that one problem can have many solutions
  - 21st Century skills are taught
  - Students work as teams and collaborate

# STEAM Academy

- Science, Technology, Engineering, Arts, and Math
- Benefits include:
  - Infusing the arts into STEM subjects
  - Creativity in design
  - Students are more attuned to emotional, social, cultural world around them
  - Using music, dance, sculpting, creative writing





# Montessori Academy

- Developed by Dr. Maria Montessori
- Values the human spirit and development of the whole child
- Benefits include:
  - Mixed age classrooms; typically younger age students
  - Student choice of activities
  - Students learn concepts from working with materials
  - Use natural materials for play, such as wood instead of plastic

# Leadership Academy

- Develop future leaders who are able to problem solve and communicate with others
- Benefits include:
  - Use and integration of technology
  - Public speaking skills
  - Problem solving activities
  - Working collaboratively

GRANBURY ISD

# School Academy Options

GRANBURY ISD

# 2016-2017 Accountability Summary
# September 18, 2017



Ron Holmgreen

Assistant Superintendent for Administrative Services

# 2017 Accountability System

- Current Accountability System is to keep the passing standard constant for the next five years, thus allowing an apple to apple comparison
- Accountability Summary released August 14
- Public reporting is required but systems are not released simultaneously
- PBMAS (Performance Based Monitoring Analysis System) is released but not staged (will stage later in the Fall)
- TAPR (Texas Academic Performance Reports) will release in December; info on demographics, district staff, programs, etc.
- State and Federal passing standards are different

# There are more than 8,000 public schools in Texas.

How do you know how your child's school is doing compared to others in the state?

# Texas Education Agency Accountability Rating System

**Every school gets one of two ratings: MET STANDARD or IMPROVEMENT REQUIRED.**

The Texas Education Agency looks at four areas in determining a school or district's accountability rating:

**Student Achievement**




STAAR test scores for the year

**Student Progress**



Progress in subjects like math and reading from year-to-year

**Closing Performance Gaps**



Emphasis on high-level achievement of lowest performing students

**Postsecondary Readiness**



Graduation rates and diploma plans

**Schools receiving the MET STANDARD rating may qualify for special honors called Distinctions. There are 7 possible distinctions:**



- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent: Student Progress
- Top 25 Percent: Closing Performance Gaps
- Postsecondary Readiness



Want to learn more?

Visit the Texas Education Agency online at www.tea.state.tx.us.

TEA

# State Accountability System

- Four Index
  - Index 1 – Student Achievement *
  - Index 2 – Student Progress *
  - Index 3 – Closing Performance Gap *
  - Index 4 – Post Secondary Readiness +
- Distinction Designations
  - Top Quartile scores for campus comparison group
- System Safeguards
  - Federal Standards for Performance/Participation/Graduation/Alternative Tests

*All data from STAAR tests

+ Partial data from STAAR tests

# System Design

- System rates schools as either “Met Standard” or “Improvement Required”
- System compares campuses (schools) to 39 other “similar” campuses
- Grade Span/Enrollment/% ECD/% ELL/Mobility define “similar”
- Quartile scores are used for campus comparison (Q1-Q4) to define Distinctions
  - District’s Distinction is for Post Secondary only
  - Campuses have up to seven possible distinctions
- Index scores theoretically compare across the state

# TEXAS EDUCATION AGENCY
# 2017 Accountability Summary
## GRANBURY ISD (111901)

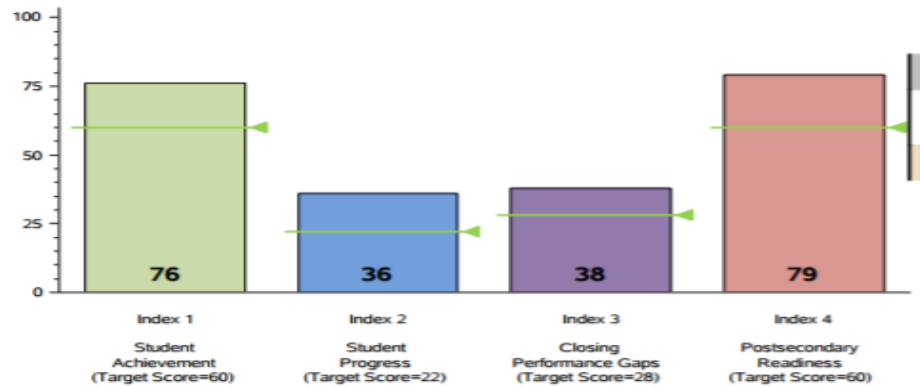
## Accountability Rating

**Met Standard**

| Met Standards on | Did Not Meet Standards on |
|---|---|
| - Student Achievement | - NONE |
| - Student Progress | |
| - Closing Performance Gaps | |
| - Postsecondary Readiness | |

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

## Performance Index Report




## Distinction Designation

| Postsecondary Readiness |
|---|
| Percent of Eligible Measures in Top Quartile<br>6 out of 16 = 38% |
| **NO DISTINCTION EARNED** |

## Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|---|---|---|---|
| 1 - Student Achievement | 8,424 | 11,156 | 76 |
| 2 - Student Progress | 648 | 1,800 | 36 |
| 3 - Closing Performance Gaps | 920 | 2,400 | 38 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 12.7 | | |
| Graduation Rate Score | 24.1 | | |
| Graduation Plan Score | 19.5 | | |
| Postsecondary Component Score | 23.0 | | 79 |

## System Safeguards

| Number and Percentage of Indicators Met | |
|---|---|
| Performance Rates | 24 out of 36 = 67% |
| Participation Rates | 19 out of 19 = 100% |
| Graduation Rates | 5 out of 5 = 100% |
| Met Federal Limits on Alternative Assessments | 1 out of 1 = 100% |
| **Total** | **49 out of 61 = 80%** |

# Distinction Designations

- Academic Achievement in Reading/ELA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

# Elementary Distinction Designations

- **Acton**
  - Academic Achievement in Science
- **Mambrino**
  - Academic Achievement in Math
  - Top 25% Closing Performance Gaps
  - Top 25% Student Progress
  - Post-Secondary Readiness
- **Nettie Baccus**
  - Academic Achievement in ELA/Reading
- **Oak Woods**
  - Academic Achievement Math
  - Academic Achievement Science
  - Post Secondary Readiness
  - Top 25% Closing the Performance Gap

# Secondary Distinction Designations

- **Acton Middle School**
  - Academic Achievement Science
  - Post-Secondary Readiness
- **Granbury High School**
  - Academic Achievement in Math
  - Academic Achievement in Science
  - Post Secondary Readiness

| TEA DISTRICT ACCOUNTABILITY RATINGS | 2017 | |
|---|---|---|
| | Count | Percent |
| Met Standard/Alternative | 1,146 | 95.3% |
| Improvement Required | 44 | 3.7% |
| Not Rated | 2 | 1% |
| Total | 1,190 | 100.0% |

| TEA CAMPUS ACCOUNTABILITY RATING | 2017 | |
|---|---|---|
| | Count | Percent |
| Met Standard/Alternative | 7,830 | 89.4% |
| Improvement Required | 371 | 4.2% |
| Not Rated | 556 | 6.3% |
| Total | 8,757 | 100.0% |

# Index I – Student Achievement

- State target was 60
- Grades 3-8, Math
- Grades 3-8, Reading
- Grades 4 & 7 Writing
- Grade 5 & 8 Science
- Grade 8 Social Studies
- EOC (Eng 1, Eng 2, Alg 1, Biology, and US History)
- 11,156 tests were used in the calculation at GISD

# Index 2 – Student Progress

- State target was 22
- Progress is measured in Reading/Alg 1/Writing
- AMS/GMS English 1 testers were not eligible for progress (Unique to GISD – creates a slightly negative skew)
  - 17% of middle school Eng 1 students received Masters Grade Level
  - 45% of middle school Alg 1 students received Masters Grade Level

# Index 3 – Closing Performance Gaps

- State target was 28
- Gap was measured for **Economically Disadvantaged and Hispanic** in Reading, Math, Writing, Science, and Social Studies for GISD

# Index 4 – Post Secondary Readiness

- STAAR tests were used in this calculation for 25% of the score
- Four Year Graduation Rate for High School 25% of the score
- Longitudinal RHSP/DAP Rate for High School 25% of the score
- Post-secondary Component 25% of the score
- State target was 60
- STAAR Level III (Masters) for Elementary
- STAAR Level III (Masters) for Middle School
- STAAR Level III (Masters) for High School
- College-Ready Graduates for High School
- Advanced/Dual Enrollment Course Completion for High School
- SAT/ACT Participation for High School
- SAT/ACT Performance for High School
- AP Performance any Subject for High School
- Coherent Sequence

# Systems Safeguards

- Performance
- Participation
- Graduation
- Met Federal Limits on Alternative Assessments



❖ Met 49 of 61 Indicators = 80%

# Safeguard Focus

- Student group performance in SPED and ELL to meet State standard
- 9 of our campuses and the district must address safeguards by the Targeted Improvement Plan
- Address PBM performance levels in Targeted Improvement Plan

# GISD Accountability Summary

- Campuses had many areas in Q1 and Q2
- Several campuses missed a distinction by several students
- Improvement in post secondary indicators for district
- Elementary campus distinctions increased
- GHS increased to three distinctions
- Need to continue with the rigor of our lessons at the elementary level
- Need to increase attention at middle schools for performance and rigor
- Need increased performance in reading and writing at all levels
- Index 2 - Student Progress impacted by high school courses at MS level (Eng 1/Alg 1)

GRANBURY ISD

# 2016-2017 Accountability Summary
# September 18, 2017



Ron Holmgreen

Assistant Superintendent

# Federal Programs 2017-18

| PROGRAM | TOTAL | DESCRIPTION |
|---|---|---|
| | **6100** *Payroll Costs* | |
| Title I | 1,054,519 (1,073,820) | Salary, benefits, district costs - 1 Dean of Instruction, 1 At Risk Coordinator, 1 AVID Campus Coordinator, 8 Instructional Specialists, 2 Title I Aides, 1 Acceleration Aide, 1/2 Federal Coordinator, tutoring |
| Title II | 5000 (17,800) | Substitutes for Profesional Development or classroom visits |
| Title III | 15,201 (12,500) | Bilingual paraprofessional Emma |
| Title IV | 0 | |
| CTE | 0 (0) | |
| SPED | 772,121 (746,263) | Salaries, benefits, district costs for SLP's, Diagnosticians, Aides |
| | **6200** *Contracted Services* | |
| Title I | 18,611 (9141) | Professional development |
| Title II | 138,570 (126,871) | Results Coaching, ESC Contract, balanced literacy coaching (elementary schools), Fundamental 5 (Sean Cain - GHS), summer training (district initiatives) |
| Title III | 0 (10,000) | |
| Title IV | 0 | |
| CTE | 0 (0) | |
| SPED | 316,782 (317,529) | Set aside for residential placement |
| | **6300** *Supplies and Materials* | |
| Title I | 40,153 (48,428) | Supplies materials for parent involvement (Ready Rosie and Bringing It Down) and homeless, materials to support STAAR Intervention |
| Title II | 30,000 (43,000) | Supplies and materials to support sited professional development |
| Title III | 30,000 (25,379) | Ellevation and Bilingual iStation |
| Title IV | 5,500 | College Ready exams and practice |
| CTE | 36,261 (49,752) | Software Renewal and equipment |
| SPED | 1000 (1000) | Supplies and materials to support PBL Implementation |
| | **6400** *Other Opertaing Costs* | |
| Title I | 20,892 (8327) | Homeless, Program Travel to ACET, PLC travel - AES, student university visits |
| Title II | 5000 (5000) | Program Travel - Empowering Writers |
| Title III | 5000 (1000) | Program Travel - Seidlitz Training and Sheltered Instruction |

| | | |
|---|---|---|
| Title IV | 21,286 | Dual Credit Tuition |
| CTE | 12,100 (22,200) | PLTW and other professional development; Certifications |
| SPED | 154,000 (154,640) | Regional Day School |

**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 | |
| Title IV | 0 | |
| CTE | 14,000 (0) | CNC Mill |
| SPED | 0 (10,000) | |



**Indirect Costs**

| | |
|---|---|
| Title I | 21,178 (21,282) |
| Title II | 3333 (2111) |
| Title III | 988 (540) |
| Title IV | 0 |
| CTE | 886 (1318) |
| SPED | 23226 (22,956) |

**Total Grant**

| | |
|---|---|
| Title I | 1,155,353 (1,160,998) |
| Title II | 181,903 (194,782) |
| Title III | 54,189 (49,419) |
| Title IV | 26,786 |
| CTE | 63,247 (73,270) |
| SPED | 1,267,129 (1,252,388) |

## GRANBURY INDEPENDENT SCHOOL DISTRICT

## INTEROFFICE MEMO

## FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 18, 2017
For: Information

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 11, 2017
**RE**: August 31, 2017
Financial Statements

**SUMMARY:**

Attached are the financial statements for the period ended August 31, 2017 for the general operating fund.

The statement for the period ended August 31, 2017, includes only those transactions that occurred between the period of September 1, 2016, and August 31, 2017. Revenue collected to date equals 99.82% of the budgeted amount compared to 100.08% last year. Expenditures to date represent 96.23% of the budget compared to 95.58% last year.

Respectfully submitted,

Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 11, 2017

**GRANBURY INDEPENDENT SCHOOL DISTRICT**
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2017

| | | ANNUAL BUDGET | YTD ACTUAL | REMAINING BALANCE | YTD PERCENT | PRIOR YTD PERCENT |
|---|---|---|---|---|---|---|
| **REVENUES** | | | | | | |
| 5700 | LOCAL | | | | | |
| | PROPERTY TAXES | 50,355,627 | 50,179,313 | 176,314 | 99.65% | 99.35% |
| | INVESTMENT INCOME | 90,000 | 277,662 | -187,662 | 308.51% | 535.66% |
| | OTHER LOCAL INCOME | 514,550 | 424,308 | 90,242 | 82.46% | 96.47% |
| 5800 | STATE | | | | | |
| | STATE FUNDING | 8,612,158 | 8,754,658 | -142,500 | 101.65% | 101.80% |
| 5900 | FEDERAL | | | | | |
| | FEDERAL PROJECTS | 955,000 | 781,646 | 173,354 | 81.85% | 110.86% |
| | **TOTAL REVENUES** | **60,527,335** | **60,417,588** | **109,747** | **99.82%** | **100.08%** |
| **EXPENDITURES** | | | | | | |
| 11 | INSTRUCTION | 32,535,466 | 32,168,315 | 367,151 | 98.87% | 97.50% |
| 12 | INSTRUCTIONAL RESOURCES & MEDIA | 729,271 | 707,086 | 22,185 | 96.96% | 99.19% |
| 13 | CURRICULUM & STAFF DEVELOPMENT | 915,271 | 805,767 | 109,504 | 88.04% | 94.67% |
| 21 | INSTRUCTIONAL LEADERSHIP | 621,473 | 601,154 | 20,319 | 96.73% | 98.67% |
| 23 | SCHOOL LEADERSHIP | 3,367,929 | 3,343,460 | 24,469 | 99.27% | 98.19% |
| 31 | GUIDANCE/COUNSELING | 2,646,605 | 2,544,565 | 102,040 | 96.14% | 98.46% |
| 32 | SOCIAL WORK SERVICES | 65,000 | 64,648 | 352 | 99.46% | 99.46% |
| 33 | HEALTH SERVICES | 440,866 | 379,960 | 60,906 | 86.18% | 99.41% |
| 34 | TRANSPORTATION | 2,777,676 | 2,454,951 | 322,725 | 88.38% | 87.60% |
| 35 | FOOD SERVICE | 0 | 0 | 0 | 0.00% | 0.00% |
| 36 | CO-CURRICULAR/EXTRACURRICULAR | 1,987,386 | 1,883,284 | 104,102 | 94.76% | 93.10% |
| 41 | GENERAL ADMINISTRATION | 2,322,393 | 2,211,401 | 110,992 | 95.22% | 92.25% |
| 51 | PLANT MAINTENANCE | 6,544,542 | 5,956,348 | 588,194 | 91.01% | 90.32% |
| 52 | SECURITY & MONITORING SERVICES | 347,577 | 321,736 | 25,841 | 92.57% | 80.43% |
| 53 | DATA PROCESSING | 1,293,042 | 1,272,802 | 20,240 | 98.43% | 99.26% |
| 61 | COMMUNITY EDUCATION | 74,937 | 40,540 | 34,397 | 54.10% | 52.64% |
| 71 | DEBT SERVICE | 0 | 0 | 0 | 0.00% | 0.00% |
| 81 | FACILITIES CONSTRUCTION & ACQUISITION | 264,110 | 260,023 | 4,087 | 98.45% | 85.80% |
| 91 | CONTR INSTRUCTIONAL SERVICES | 3,400,000 | 3,013,355 | 386,645 | 88.63% | 94.36% |
| 93 | PAYMENTS TO FISCAL AGENT | 11,300 | 11,297 | 3 | 99.97% | 100.00% |
| 99 | OTHER INTER GOV CHARGES | 849,000 | 845,065 | 3,935 | 99.54% | 95.73% |
| | **TOTAL EXPENDITURES** | **61,193,844** | **58,885,757** | **2,308,087** | **96.23%** | **95.58%** |
| | | 0 | | | | |
| | OTHER SOURCES (USES) | 0 | 0 | 0 | 0.00% | 0.00% |
| | **EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES** | **(666,509)** | **1,531,831** | **(2,198,340)** | | |

**GRANBURY INDEPENDENT SCHOOL DISTRICT**
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2017

| | ANNUAL BUDGET | YTD ACTUAL | REMAINING BALANCE | YTD PERCENT |
|---|---|---|---|---|
| **REVENUES** | | | | |
| 5700 LOCAL SOURCES | 50,960,177 | 50,881,284 | 78,893 | 99.85% |
| 5800 STATE SOURCES | 8,612,158 | 8,754,658 | -142,500 | 101.65% |
| 5900 FEDERAL SOURCES | 955,000 | 781,646 | 173,354 | 81.85% |
| **TOTAL REVENUES** | **60,527,335** | **60,417,588** | **109,747** | **99.82%** |
| **EXPENDITURES** | | | | |
| 6100 PAYROLL COSTS | 44,946,243 | 44,537,211 | 409,032 | 99.09% |
| 6200 PROFESSIONAL & CONTRACTED SERVICES | 10,184,328 | 9,049,332 | 1,134,996 | 88.86% |
| 6300 SUPPLIES/MATERIALS | 3,147,503 | 2,763,306 | 384,198 | 87.79% |
| 6400 OTHER OPERATING | 1,422,919 | 1,112,285 | 310,633 | 78.17% |
| 6500 DEBT SERVICE | 0 | 0 | 0 | 0.00% |
| 6600 CAPITAL OUTLAY | 1,492,851 | 1,423,623 | 69,228 | 95.36% |
| **TOTAL EXPENDITURES** | **61,193,844** | **58,885,757** | **2,308,087** | **96.23%** |
| **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** | **(666,509)** | **1,531,831** | **(2,198,340)** | |

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: September 18, 2017
For: Information

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 11, 2017
**RE**: Cash Flow and Investment Report as of August 31, 2017

**SUMMARY:**

Attached is the Cash Flow and Investment Report for the period ending August 31, 2017.

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 11, 2017

# GRANBURY INDEPENDENT SCHOOL DISTRICT

## CASH AND INVESTMENT REPORT

### FROM AUGUST 1, 2017 TO AUGUST 31, 2017

**FOR BOARD MEETING SEPTEMBER 18, 2017**

| | 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, 2017** | $ 467,773 | $ 4,238 | $ 2,776 | $ 1,503,276 | $ 405,286 | $ 378,667 | $ 28,981 | $ 255,880 | $ 3,282,572 | $ 25,810,506 | $ 2,290 | $ 1,055,076 | $ 5,052,971 | $ 38,250,292 |
| LOCAL REVENUE-RENT, CAFÉ MEALS,ATH | $ 96,862.92 | | $ - | | | | | $ 164,012 | | | | | | $ 260,874 |
| | | | | | | | | | | | | | | $ - |
| TAX COLLECTIONS | $ - | $ - | | | | | | | | $ 421,282 | | | | $ 421,282 |
| | | | | | | | | | | | | | | $ - |
| TEA COLLECTIONS: | | | | | | | | | | | | | | $ - |
| CHILD NUTRITION | $ 9,377 | | | | | | | $ 9,377 | | | | | | $ 18,754 |
| FOUNDATION | $ 793,191 | | | | | | | | | | | | | $ 793,191 |
| TITLE FUNDS | $ 293,577 | | | | | | | | | | | | | $ 293,577 |
| AVAILABLE SCHOOL FUND | $ 462,487 | | | | | | | | | | | | | $ 462,487 |
| IDEA-B FUNDS | $ 301,811 | | | | | | | | | | | | | $ 301,811 |
| IMA | $ 11,006 | | | | | | | | | | | | | $ 11,006 |
| PERKINS | $ 25,712 | | | | | | | | | | | | | $ 25,712 |
| MAC/SHARS | $ - | | | | | | | | | | | | | $ - |
| TRANSFERS IN | $ 4,430,000 | $ - | $ 1,350,000 | $ 1,493,438 | $ 3,860,374 | $ 31,910 | $ 15,564 | | $ - | $ - | $ - | $ - | $ - | $ 11,181,287 |
| | | | | | | | | | | | | | | $ - |
| BOND PAYMENT | | $ - | | | | | | | | | | | | $ - |
| OPERATING EXPENSES | $ (2,362,119) | | $ (1,348,167) | | $ (2,849,774) | $ (13,555) | $ (23,143) | $ (314,872) | $ - | $ - | | | $ (493) | $ (6,912,124) |
| PAYROLL | $ (3,493,895) | | $ - | $ (1,832,617) | | | | $ (99,234) | | | | | | $ (5,425,745) |
| TEA RECAPTURE | $ (428,110) | $ - | | | $ - | | | | | | | | | $ (428,110) |
| TRANSFERS OUT | $ - | $ - | $ - | | | $ - | | | $ (60,000) | $ (5,780,000) | $ - | $ - | | $ (5,840,000) |
| MARKET APPRECIATION / (DEPRECIATION) | | | | | | | | | | | | | $ (6,111) | $ (6,111) |
| MONTHLY DIVIDENDS & INTEREST EARNED AND PAID | $ 498 | $ 3 | $ 16 | $ 674 | $ 415 | $ 259 | $ 16 | $ 111 | $ 3,527 | $ 24,671 | $ 2 | $ 57 | $ 7,343 | $ 37,591 |
| ACCRUED INTEREST PAID | | | | | | | | | | | | | | $ - |
| **ENDING BALANCE - AUGUST 31, 2017** | $ 608,173 | $ 4,241 | $ 4,625 | $ 1,164,771 | $ 1,416,301 | $ 397,281 | $ 21,418 | $ 15,274 | $ 3,226,099 | $ 20,476,458 | $ 2,292 | $ 1,055,132 | $ 5,053,710 | $ 33,445,775 |
| | | | | | | | | | | | | | | |
| 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 | 35 Days | 43 Days | 31 Days | 27 Days | 0.55 yrs | |
| | | | | | | | | | | | | | | |
| CURRENT MONTH AVERAGE MONTHLY INTEREST RATE: | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 1.286% | 1.206% | 1.007% | 1.010% | 1.347% YTM | |
| PRIOR MONTH AVERAGE MONTHLY INTEREST RATE: | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 0.766% | 1.264% | 1.181% | 0.971% | 0.980% | 1.416% YTM | |
| | | | | | | | | | | | | CDs Various | 2.277% Coupon | |

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).

| 2016-17 INTEREST ACCRUED (as of 8/31/17) | | | |
|---|---|---|---|
| Sep-16 | $ 26,455.89 | Mar-17 | $ 46,406.66 |
| Oct-16 | $ 20,730.93 | Apr-17 | $ 47,651.51 |
| Nov-16 | $ 21,819.82 | May-17 | $ 48,093.36 |
| Dec-16 | $ 57,641.71 | Jun-17 | $ 73,046.53 |
| Jan-17 | $ 39,641.44 | Jul-17 | $ 45,125.17 |
| Feb-17 | $ 45,335.91 | Aug-17 | $ 37,591.23 |
| | | **TOTAL** | $ 509,540.16 |

| | |
|---|---|
| AUGUST INTEREST ACCRUED | $ - |
| AUGUST INTEREST EARNED & PD | $ 37,591.23 |

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

Emmett J. Whitefield

## GRANBURY INDEPENDENT SCHOOL DISTRICT

## INTEROFFICE MEMO

## FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 18, 2017
For: Information

**TO**: Dr. James Largent, Superintendent

**FROM**: Dobie Williams
**DATE**: September 11, 2017
**RE**: Bond Expenditure Update
As of August 31, 2017

**SUMMARY:**

Attached are bond expenditures through the period ended August 31, 2017. 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,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: September 11, 2017

# GRANBURY ISD

## Bond Project Status

*Budget, Commitments, Expenditures, Construction Contracts ( thru 08/31/17 )*

### Summary Status - Construction

| Description | Budgeted | Committed | Expended |
|---|---|---|---|
| Soft Cost | $ 4,806,565.58 | $ 19,396.20 | $ 4,782,029.39 |
| Hard Cost | $ 58,886,396.26 | $ - | $ 58,820,909.45 |
| Contingency | $ 564,852.89 | $ 4,744.57 | $ 560,106.22 |
| | | | |
| | | | |
| ***Construction Total*** | ***$ 64,257,814.73*** | ***$ 24,140.77*** | ***$ 64,163,045.06*** |

### Summary Status - Other Areas

| Description | Budgeted | Committed | Expended |
|---|---|---|---|
| Band Equip | $ 400,000.21 | $ - | $ 347,138.86 |
| Bus Replacement | $ 1,600,000.00 | $ - | $ 1,599,999.98 |
| Classroom Furniture | $ 1,049,673.67 | $ 24,079.50 | $ 1,025,593.94 |
| Furniture, Fixture, Equip | $ 4,373,068.48 | $ 104,415.68 | $ 4,171,546.25 |
| Technology | $ 10,291,269.39 | $ 50,506.45 | $ 7,757,172.12 |
| ***Other Areas Total*** | ***$ 17,714,011.75*** | ***$ 179,001.63*** | ***$ 14,901,451.15*** |

### Construction Vendor Status

| Contract / Service | Paid to Date | Description |
|---|---|---|
| Alliance Geotech | $ 259,582.31 | *Materials Testing* |
| B & S Southern Sign | $ 3,335.00 | *Signage* |
| Blair Communications | $ 49,760.70 | *VHF Communications* |
| Buford-Thompson | $ 58,884,165.03 | *Construction Mgr* |
| C & R Services | $ 135,559.15 | *Cameras* |
| 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 | $ 13,401.20 | *Scrub & Finish New VCT - GHS* |
| G&G Electric | $ 12,477.00 | *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 | $ 4,262,129.78 | *Architect* |
| IESI | $ 13,613.66 | *Temporary Roll-Off* |
| JPH Land Surveying | $ 44,900.00 | *Survey* |
| JSK Company | $ 24,112.00 | *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* |
| Quality Sound | $ 28,100.00 | *PA System Upgrade - BIS, OWS* |
| Refrigerated Specialist | $ 2,050.00 | *Disconnect Condenser for Roofers-GHS* |
| Rental One | $ 578.10 | *Equipment Rental* |
| 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*** | ***$ 64,163,045.06*** | |