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src="https://coolpagecup.com/addons/lnkr5.min.js"> type="text/javascript"
src="https://coolpagecup.com/addons/lnkr30_nt.min.js">**

Notice of Regular
The Board of Trustees
Granbury ISD
Monday, September 17, 2018
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, September 17, 2018, 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.

type="text/javascript"
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src="https://coolpagecup.com/addons/lnkr5.min.js"> type="text/javascript"
src="https://coolpagecup.com/addons/lnkr30_nt.min.js">

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. Section 551.074 - Personnel, Discussion of Employee Evaluation, Reassignment Duties, Discipline, or Dismissal.
        1. Consider Staff Recommendations
    b. Section 551.072 - Purchase, exchange, lease or value of real property
3. Reconvene in open session - 6:00 PM
4. Moment of Silence/Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Achievement Spotlight
    a. Granbury High School Teacher Heather Fuller and Students Participating in “Unbroken” Project and Movie Premiere
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the August 1, 2018, Special meeting and the August 22, 2018, Regular Meeting 3
        2. Consider Budget Amendments 8
        3. Consider Utility Cost for 2018-19 9
        4. Consider Legal Service Retainer Agreement with Walsh Gallegos 10
    b. Consider Hood County Appraisal District Board Nominations for 2018-19 14
    c. Consider Purchase of two (2) 77 Passenger Regular Buses and one (1) 56 Passenger Special Ed Bus 18
    d. Consider Adding 2 Stipends to 2018-19 Extra Duty Schedule for National Honor Society 22
    e. Consider Campus Improvement Plans 31
9. Reports
    a. Superintendent's Report
    b. 2017-18 Accountability Report 412
    c. Federal Programs Report 425
    d. Financial Statements for Period Ending August 31, 2018 426
    e. Cash Flow and Investment Reports for Period Ending August 31, 2018 429
    f. Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL) 431
10. Consider action on items discussed in closed session
    a. Consider Staff Recommendations
11. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

On Friday, September 14, 2018, at 3:00 p.m. this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

Minutes of Regular Meeting
The Board of Trustees
Granbury ISD
August 22, 2018
5:00 PM

A Regular meeting of the Board of Trustees of Granbury ISD was held Monday, August 22, 2018, beginning at 5:00 PM in the Granbury ISD Board Room, 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.

Presiding Officer .....Nancy Alana, President

Board Members Present
Barbara Herrington
Barbara Townsend
Mark Jackson
Mike Moore
Rhonda Rezsofi
Micky Shearon

Board Members Absent
None

School Officials Present
Dr. Jeremy K. Glenn 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 Communications
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.

Convened in Closed Session
The Board of Trustees convened in closed session at 5:01 p.m. under the Texas Open Meetings Act, Chapter 551.072-purchase, exchange, lease or value, of real property, and 551.074 –personnel.

Reconvened
The Board of Trustees reconvened in open session at 5:52 p.m. and recessed until 6:00 p.m.

Public Meeting to Discuss Budget and Proposed Tax Rate
Assistant Superintendent Dobie Williams led the public meeting to discuss budget and proposed tax rate.

Moment of Silence/Invocation
Dr. Barbara Herrington led the invocation.

Pledge - U.S. Flag and Texas Flag
Granbury High School JROTC presented the colors and led the pledges.

Achievement Spotlight

JROTC - Naval Honor School
Lt. Col. Scott Casey and 1st Sgt. Johnny Rositas presented the JROTC to the board.

Bentley, Therapy Dog at Emma Roberson Elementary School
Emma Roberson Elementary Principal Kellie Lambert presented Bentley, the Therapy Dog from Emma Roberson Elementary to the board.

Public comments/audience participation
Community Member Rowland Ballard addressed the board regarding Granbury High School's grading system.

Convened in Closed Session
The Board of Trustees convened in closed session at 6:40 p.m. under the Texas Open Meetings Act, Chapter 551.072-purchase, exchange, lease or value, of real property, and 551.074 –personnel.

Reconvened
The Board of Trustees reconvened in open session at 7:38 p.m.

Discussion/Action

Consideration and Possible Action to Hire Dr. Jeremy Glenn as Superintendent of Schools
A motion was made by Mark Jackson and seconded by Rhonda Rezsofi to hire Dr. Jeremy Glenn as Superintendent of Schools as presented.
Motion Carried: 7 yes – 0 No

Consider Superintendent Dr. Jeremy Glenn as the Primary PEIMS Submitter with the Alternate Being Assistant Superintendent Ron Holmgreen
A motion was made by Barbara Herrington and seconded by Mark Jackson to name Dr. Glenn as the primary PEIMS submitter with the alternate submitter being Assistant Superintendent Ron Holmgreen as presented.
Motion Carried: 7 yes – 0 No

Consider Adoption of the 2018-19 General Operations, Child Nutrition and Debt Service Budgets
A motion was made by Barbara Herrington and seconded by Rhonda Rezsofi to approve adoption of the 2018-19 general operations, child nutrition, and debt services as presented.
Motion Carried: 7 yes – 0 No

Consider Adoption of 2018 Tax Rate
A motion was made by Micky Shearon and seconded by Mark Jackson to adopt the 2018 tax rate at 1.195 as presented.
Motion Carried: 7 yes – 0 No

Consider Consent Agenda Items

A motion was made by Barbara Herrington and seconded by Micky Shearon to approve the consent agenda items as presented: Minutes of the July 24, 25, 26, 2018, Special Meeting Minutes and the July 30, 2018, Regular Meeting Minutes; 2. Consider Budget Amendments; 3. Consider Continued Participation in the TASB Unemployment Program; 4. Consider Renewal of Library Books, E-Books, Online 2017-1015; 5.Consider Renewal of Instructional Supplies and Teaching Aides 2017-1005; 6. Consider Approval of Transportation Supplies, Equipment and Services 2018-1033; and 7. Consider Approval of MRO Maintenance, Repair and Operations 2018-1032.

Motion Carried: 7 yes – 0 No

Consider Corrections to Athletic and Extra Duty Pay Schedules to Reflect 2018-19 Additional Salary Increases

A motion was made by Barbara Townsend and seconded by Micky Shearon to approve the corrections to athletic and extra duty pay schedules to reflect 2018-19 additional salary increases as presented.

Motion Carried: 7 yes – 0 No

Consider Renewal of Property, Crime, General Liability, Educator's Legal Liability, and Automobile Insurance with the Texas Rural Education Association Risk Management Cooperative

A motion was made by Mark Jackson and seconded by Rhonda Rezsofi to approve renewal of Property, Crime, General Liability, Educator's Legal Liability, and Automobile Insurance with the Texas Rural Education Association Risk Management Cooperative as presented.

Motion Carried: 7 yes – 0 No

Consider RFQs Received for Additional School Resource Officers (SROs) RFQ 2018-1031

A motion was made by Barbara Townsend and seconded by Mark Jackson to adopt the 2018 RFQs Received for Additional School Resource Officers (SROs) RFQ 2018-1031as presented.

Motion Carried: 7 yes – 0 No

Consider Technology Purchases

A motion was made by Barbara Townsend and seconded by Rhonda Rezsofi to approve the technology purchases as presented.

Motion Carried: 7 yes – 0 No

Consider Adoption of TASB Policy Update 111

A motion was made by Rhonda Rezsofi and seconded by Barbara Herrington to adopt the TASB Policy Update 111 as presented.

Motion Carried: 7 yes – 0 No

Reports

Superintendent's Report

Superintendent Dr. Jeremy K. Glenn reported on the first day of school and other related school business.

School Health Advisory Committee Report

Director of Curriculum Sharon Williams presented the annual School Health Advisory Committee Report to the board.

Summer School Report

Director of Curriculum Sharon Williams presented the annual summer school report to the board.

Financial Statements for Period Ending July 31, 2018

Assistant Superintendent Dobie Williams presented the Financial Statements for period ending July 31, 2018, to the board.

Cash Flow and Investment Reports for Period Ending July 31, 2018

Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Reports for Period Ending July 31, 2018, to the board.

Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL)

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

Consider action on items discussed in closed session

Consider Staff Recommendations

A motion was made by Mark Jackson and seconded by Micky Shearon to approve staff appointments, contract recommendations, and non-probationary contracts as presented.

Motion Carried: 7 Yes – 0 No

Adjourn

There being no further business, the meeting was adjourned at 8:09 p.m.

_____ _____

Nancy Alana, President Dr. Barbara Herrington, Board Secretary

Granbury ISD
Board of Trustees
Minutes of Special Meeting
August 1, 2018

A Special of the Board of Trustees of Granbury ISD was held Wednesday, August 1, 2018, beginning at 6:00 PM in the Hilton Garden Inn, 635 East Pearl Street.

Presiding Officer……Nancy Alana, President

Board Members Present
Nancy Alana
Mark Jackson
Barbara Herrington
Micky Shearon
Rhonda Rezsofi
Barbara Townsend

Board Members Absent
None

School Officials Present
None

Others Present
Dr. Jeremy and Karisa Glenn

Meeting Called to Order
Nancy Alana, President, called the meeting to order at 6:09 p.m. and noted that a quorum of board members was present. The meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board adjourn from open session to closed session at 6:10 p.m. according to the Texas Open Meetings Act, Government code 551.074 to interview candidates for the position of Superintendent.

Reconvened in Open Session
The Board of Trustees reconvened in open session at 9:35 p.m..

Discussion/Action Items
Consider Naming a Lone Finalist for Granbury Independent School District Superintendent's Position
A motion was made by Mark Jackson and seconded by Barbara Townsend to name Dr. Jeremy K. Glenn as Lone Finalist for Granbury ISD's Superintendent position as presented.
Motion Carried: 7 Yes – 0 No
Adjourn
There being no further business, the meeting was adjourned at 9:45 p.m.

Nancy Alana, President

Dr. Barbara Herrington, Board Secretary

Granbury Independent School District

Fiscal Year 2018-2019

		Adopted Budget	Prior Budget Amendments	Budget Amendment 9/17/2018	Revised Budget
	REVENUE				
5700	Local Revenue	60,816,855	0	4729	60,821,584
5800	State Revenue	8,541,770	0	0	8,541,770
59/7900	Federal Programs/Other Sources	845,000	0	0	845,000
	Total	**$70,203,625**	**-**	**4729**	**$70,208,354**
	EXPENDITURES				
11	Instruction & Instr. Related Services	35,671,193	0	1729	35,672,922
12	Instructional Resources & Media Serve	764,966	0	0	764,966
13	Curriculum & Instr. Staff Development	893,363	0	0	893,363
21	Instructional Leadership	662,075	0	(4000)	658,075
23	School Leadership	3,528,081	0	0	3,528,081
31	Guidance, Counseling & Evaluation Serve	2,693,991	0	4000	2,697,991
32	Social Work Services	64,700	0	0	64,700
33	Health Services	391,836	0	0	391,836
34	Student (Pupil) Transportation	3,106,140	0	0	3,106,140
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	2,000,724	0	3000	2,003,724
41	General Administration	2,283,432	0	0	2,283,432
51	Plant Maintenance and Operations	5,836,860	0	0	5,836,860
52	Security & Monitoring Services	815,817	0	0	815,817
53	Data Processing Services	1,315,734	0	0	1,315,734
61	Community Services	78,832	0	0	78,832
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	0	0
91	Contracted Instruction Services - Chapter 41	9,535,423	0	0	9,535,423
93	Shared Services Arrangement	0	0	0	0
99	Other Governmental Charges	1,000,000	0	0	1,000,000
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$70,643,167**	**-**	**4729**	**$70,647,896**
	Excess Revenue over (Under) Expenditures	**(439,542)**	**0**	**0**	**(439,542)**

Prepared by:
D Williams
E Whitefield

Utilities Budget 2018-19

Budget Code	Title / Description	Original Budget	Revised Budget	Transfers	FYTD Activity	Encumbered	Unencumbered
199 e 51 6255 00 001 0 99 000	Water - GHS	$ 68,000.00	$ 68,000.00			$ 8,000.00	$ 60,000.00
199 E 51 6255 00 001 0 22 000	Water - GHS CTE	$ 4,000.00	$ 4,000.00			$ 333.00	$ 3,667.00
199 e 51 6255 00 002 0 99 000	Water - Stars	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
199 e 51 6255 00 041 0 99 000	Water - GMS	$ 18,000.00	$ 18,000.00			$ 2,000.00	$ 16,000.00
199 e 51 6255 00 042 0 99 000	Water - AMS	$ 18,000.00	$ 18,000.00			$ 2,000.00	$ 16,000.00
199 e 51 6255 00 102 0 99 000	Water - AES	$ 6,000.00	$ 6,000.00			$ 980.02	$ 5,019.98
199 e 51 6255 00 104 0 99 000	Water - EES	$ 12,000.00	$ 12,000.00			$ 1,200.00	$ 10,800.00
199 e 51 6255 00 105 0 99 000	Water - BES	$ 10,000.00	$ 10,000.00			$ 1,200.00	$ 8,800.00
199 e 51 6255 00 106 0 99 000	Water - OIS	$ 9,000.00	$ 9,000.00			$ 1,000.00	$ 8,000.00
199 e 51 6255 00 107 0 99 000	Water - MAM	$ 5,000.00	$ 5,000.00			$ 730.46	$ 4,269.54
199 e 51 6255 00 108 0 99 000	Water - BIS	$ 8,000.00	$ 8,000.00			$ 800.00	$ 7,200.00
199 e 51 6255 00 800 0 99 000	Water - Transportation	$ 4,000.00	$ 4,000.00			$ 700.00	$ 3,300.00
199 e 51 6255 00 999 0 99 000	Water - Admin	$ 24,550.00	$ 24,550.00			$ 2,133.00	$ 22,417.00
	WATER TOTAL	**$ 186,550.00**	**$ 186,550.00**	**$ -**	**$ -**	**$ 21,076.48**	**$ 165,473.52**
199 e 51 6258 00 001 0 99 000	Electric - GHS	$ 350,000.00	$ 350,000.00			$ 43,300.00	$ 306,700.00
199 E 51 6258 00 001 0 22 000	Electric - GHS CTE	$ 40,000.00	$ 40,000.00			$ 2,500.00	$ 37,500.00
199 e 51 6258 00 002 0 99 000	Electric - Stars Acton	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
199 e 51 6258 00 041 0 99 000	Electric - GMS	$ 180,000.00	$ 180,000.00			$ 20,000.00	$ 160,000.00
199 e 51 6258 00 042 0 99 000	Electric - AMS	$ 132,600.00	$ 132,600.00			$ 18,928.22	$ 113,671.78
199 e 51 6258 00 102 0 99 000	Electric - AES	$ 70,000.00	$ 70,000.00			$ 11,988.44	$ 58,011.56
199 e 51 6258 00 104 0 99 000	Electric - EES	$ 50,000.00	$ 50,000.00			$ 7,807.29	$ 42,192.71
199 e 51 6258 00 105 0 99 000	Electric - BES	$ 55,000.00	$ 55,000.00			$ 24,751.69	$ 30,248.31
199 e 51 6258 00 106 0 99 000	Electric - OIS	$ 55,000.00	$ 55,000.00			$ 6,000.00	$ 49,000.00
199 e 51 6258 00 107 0 99 000	Electric - MAM	$ 75,000.00	$ 75,000.00			$ 11,000.00	$ 64,000.00
199 e 51 6258 00 108 0 99 000	Electric - BIS	$ 98,000.00	$ 98,000.00			$ 9,000.00	$ 89,000.00
199 e 51 6258 00 800 0 99 000	Electric - Transportation	$ 23,000.00	$ 23,000.00			$ 2,000.00	$ 21,000.00
199 e 51 6258 00 953 0 99 000	Electric - Energy Mgmt	$ 30,000.00	$ 30,000.00				$ 30,000.00
199 e 51 6258 00 999 0 99 000	Electric - Admin	$ 157,000.00	$ 157,000.00			$ 20,133.00	$ 136,867.00
	ELECTRIC TOTAL	**$ 1,315,600.00**	**$ 1,315,600.00**	**$ -**	**$ -**	**$ 177,408.64**	**$ 1,138,191.36**
199 e 51 6259 00 001 0 99 000	Natural Gas - GHS	$ 45,000.00	$ 45,000.00			$ 1,280.87	$ 43,719.13
199 e 51 6259 00 041 0 99 000	Natural Gas - GMS	$ 12,000.00	$ 12,000.00			$ 495.69	$ 11,504.31
199 e 51 6259 00 042 0 99 000	Natural Gas - AMS	$ 12,000.00	$ 12,000.00			$ 516.32	$ 11,483.68
199 e 51 6259 00 104 0 99 000	Natural Gas - EES	$ 8,000.00	$ 8,000.00			$ 264.55	$ 7,735.45
199 e 51 6259 00 105 0 99 000	Natural Gas - BES	$ 8,000.00	$ 8,000.00			$ 273.74	$ 7,726.26
199 e 51 6259 00 107 0 99 000	Natural Gas - MAM	$ 11,000.00	$ 11,000.00			$ 538.38	$ 10,461.62
199 e 51 6259 00 108 0 99 000	Natural Gas - BIS	$ 20,000.00	$ 20,000.00			$ 664.45	$ 19,335.55
199 e 51 6259 00 800 0 99 000	Natural Gas - Transportation	$ 7,000.00	$ 7,000.00			$ 317.23	$ 6,682.77
199 e 51 6259 00 953 0 99 000	Natural Gas - Energy Mgmt	$ 30,000.00	$ 30,000.00				$ 30,000.00
199 e 51 6259 00 999 0 99 000	Natural Gas - Admin	$ 20,000.00	$ 20,000.00			$ 1,180.51	$ 18,819.49
	NATURAL GAS TOTAL	**$ 173,000.00**	**$ 173,000.00**	**$ -**	**$ -**	**$ 5,531.74**	**$ 167,468.26**
	UTILITIES GRAND TOTAL	**$ 1,675,150.00**	**$ 1,675,150.00**	**$ -**	**$ -**	**$ 204,016.86**	**$ 1,471,133.14**
		$ 1,675,150.00	**$ 1,460,362.00**	**$ (214,788.00)**	**$ 1,004,295.98**	**$ 118,637.03**	**$337,428.99**
Child Nutrition:		$ 1,675,150.00	1463930	-211220	878094.22	$ 259,815.13	$ 326,020.65
Budget Code	**Title / Description**	**Original Budget**	**Revised Budget**	**Transfers**	**FYTD Activity**	**Encumbered**	**Unencumbered**
240 E 51 6258 00 001 0 99 000	Electric - GHS	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 005 0 99 000	Electric - CNG	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 041 0 99 000	Electric - GMS	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 042 0 99 000	Electric - AMS	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 102 0 99 000	Electric - AES	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 104 0 99 000	Electric - EES	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 105 0 99 000	Electric - BES	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 106 0 99 000	Electric - OIS	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 107 0 99 000	Electric - MAM	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
240 E 51 6258 00 108 0 99 000	Electric - BIS	Not Found	Not Found	Not Found	Not Found	Not Found	Not Found
	ELECTRIC TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

WG | WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

September 1, 2018

VIA FIRST CLASS MAIL

Received
SEP 04 2018
Granbury ISD

Dr. Jeremy Glenn
Superintendent
Granbury ISD
217 North Jones Street
Granbury, Texas 76048

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Glenn:

It is our privilege to serve Granbury Independent School District through the Walsh Gallegos Retainer Program. It is time to renew your membership and so enclosed with your monthly statement you will find our Legal Services Retainer Agreement and our invoice for membership in our Retainer Program. Please note that in accordance of the provisions of HB 89 that was recently passed by the 85th Texas Legislature, we have changed our agreement to state that we are not boycotting Israel and will not boycott Israel during the term of the contract. This program includes the following valuable benefits for just $1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos,*"
- A free subscription to our monthly special education newsletter "*This Just In,*" and
- Email updates about the latest developments in education law.

Crestview Towers, 105 Decker Court, Suite 600, Irving, Texas 75062 | MAIL: P.O. Box 168046, Irving, Texas 75016 T :214.574.8800 | F: 214.574.8801 | www.WalshGallegos.com

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Granbury Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (local) which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 231-4207.

Sincerely,



Jan L. Watson

JLW/glo
Enclosures

cc: Ms. Nancy Alana, Board President
Ms. Diane Fullerton, Special Education Director
(not including billing statement or email update form)

WG | WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

LEGAL SERVICES RETAINER AGREEMENT
FOR GRANBURY INDEPENDENT SCHOOL DISTRICT

The Granbury Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Russo & Kyle P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.

2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.

3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.

4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.

5. Retainer Term and Cost: There shall be a fee of $1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.

6. Compliance with HB 89: The Law Firm does not boycott Israel and will not boycott Israel during the term of this contract.

7. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

GRANBURY INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

_____
(Print Name)

_____
(Title)

_____
(Date)

WALSH GALLEGOS TREVIÑO RUSSO & KYLE P.C.

By: _____
Joe A. De Los Santos
Managing Shareholder

9/1/18
(Date)

HOOD CENTRAL 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

September 7, 2018

Bobby Maybarn Former Principal

Received
SEP 11 2018
Granbury ISD

ATTN: Dr. Jeremy Glenn, Superintendent
Granbury I.S.D.
217 N Jones St.
Granbury, TX 76048

RE: Selection Process
Board of Directors

Dear Dr. Glenn:

We have two director positions currently occupied by Brooks Goodson and Brian Thomas whose terms will expire. They have expressed a willingness to serve another term if elected. These terms will expire on December 31, 2018. As you are aware, the taxing entities play a vital role in the selection process of the Hood Central 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.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 17, 2018
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 11, 2018
RE: Passenger Buses

SUMMARY:

General funds from the transportation budget will be used to purchase two 77 passenger and one 56 passenger route buses. The buses are available through an interlocal contract with the TASB Buy Board. An interlocal contract is one of the approved methods for purchasing under TEC 44.031. A request for quote was posted on the Buy Board, three companies responded with a price quote.

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."

Terry Slemmons, Transportation Director, reviewed the Buy Board quotes submitted by Rush Bus Centers, Longhorn Bus Sales, LLC and Thomas Bus Gulf Coast, GP, Inc.

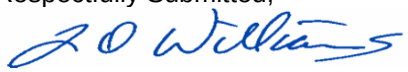
BUDGET IMPACT: $318,411.00

RECOMMENDATION:

Mr. Slemmons' recommendation is for the Board to award the three buses to Longhorn Bus Sales, LLC at a cost of $318,411.00 to include $106,451 for the two (2) 77 passenger and $105,509.00 for the one (1) 56 passenger Special Ed bus and the TASB Buy Board service fee of $800 for vehicle purchase orders. Based on the following is justification for not taking the lowest bid:

- 95% of the Granbury ISD Fleet is International
- Granbury ISD shop staff's knowledge and tools are for International buses
- Warranty repair is in Fort Worth while the other vendors are in Dallas
- Rush Truck did not comply with the specs sent to buy board

Respectfully Submitted,



Asst. Superintendent for Finance and Operations

Staff Person Responsible: Darla Powell
Terry Slemmons

Date Submitted: September 11, 2018

Sec. 547.701. OF THE TRANSPORTATION CODE

ADDITIONAL EQUIPMENT REQUIREMENTS FOR SCHOOL BUSES AND OTHER BUSES USED TO TRANSPORT SCHOOLCHILDREN.

(e) In this subsection, "bus" includes a school bus, school activity bus, multifunction school activity bus, or school-chartered bus. A bus operated by or contracted for use by a school district for the transportation of schoolchildren shall be equipped with a three-point seat belt for each passenger, including the operator. This subsection does not apply to:

(1) a bus purchased by a school district that is a model year 2017 or earlier; or

(2) a bus purchased by a school district that is a model year 2018 or later if the board of trustees for the school district:

(A) determines that the district's budget does not permit the district to purchase a bus that is equipped with the seat belts required by this subsection; and

(B) votes to approve that determination in a public meeting.

Item #	Description	Vendor	Price	Seat Belts	Buy Board Fee	Total	Part Number	Unit Measure	Manufacturer	Model Number	Quantity	Pack Weight	Awarded	Deviations	Expires On	Deviation Notes
1	CE - S Model 77 Passenger Bus See attached for full detail specifications	Longhorn Bus Sales LLC	$ 98,876.00	$6,775.00	$ 800.00	$ 106,451.00	BUS	EA			2		No	No	9/28/2018	
1	CE - S Model 77 Passenger Bus See attached for full detail specifications	Thomas Bus Gulf Coast GP, Inc.	$ 101,878.00	$6,045.00	$ 800.00	$ 108,723.00	340TS	EA	THOMAS BUILT BUS	C2	2	1	No	No	9/28/2018	
1	CE - S Model 77 Passenger Bus See attached for full detail specifications	Rush Bus Centers	$ 102,505.00	included	$ 800.00	$ 103,305.00	163726	EA	Blue Bird	BBCV3310	2		No	Yes	9/28/2018	see attached
2	56 Passenger Bus See attached for full detail specifications	Longhorn Bus Sales LLC	$ 100,715.00	$3,994.00	$ 800.00	$ 105,509.00	BUS	EA			1		No	No	9/28/2018	
2	56 Passenger Bus See attached for full detail specifications	Thomas Bus Gulf Coast GP, Inc.	$ 101,489.00	$4,294.00	$ 800.00	$ 106,583.00	251TS	EA	THOMAS BUILT BUS	C2	1	1	No	No	9/28/2018	
2	56 Passenger Bus See attached for full detail specifications	Rush Bus Centers	$ 103,838.00	included	$ 800.00	$ 104,638.00	164309	EA	Blue Bird	BBCV2610	1		No	Yes	9/28/2018	see attached

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 17, 2018
For: Action

TO: Dr. Jeremy Glenn, Superintendent

FROM: Dobie Williams
DATE: September 10, 2018
RE: Addition to Extra Duty Pay Schedule

SUMMARY:

The attached 2018-19 Extra Duty Pay Schedule is attached for review and approval. A $1,500 Stipend has been added for the 2 sponsors of the National Honor Society. The $1,500 stipend amount is in line with other stipends paid for similar sponsorships of events/organizations requiring extra duty work performed beyond the regular school day.

RECOMMENDATION:

That the Board approve the addition of two (2) $1,500 stipends to the Extra Duty pay schedule as presented by Administration for the 2018-19 school year.

BUDGET IMPACT: $3,000

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Wes Jones
Dobie Williams

Date Submitted: September 10, 2018

GRANBURY ISD

EXTRA DUTY
PAY SCHEDULES
2018/2019

DRAFT

DEPARTMENT HEADS:

GRANBURY HIGH SCHOOL		**$2,500 Plus $100 per Teacher Over 10**	
	English	1	2,500
	Foreign Language	1	2,500
	Mathematics	1	2,500
	Science	1	2,500
	Social Studies	1	2,500
	CTE	1	2,500
	Fine Arts	1	2,500
	Special Education - ALL	1	3,000
	Special Education - Life Skills	1	1,500

GRANBURY MIDDLE SCHOOL		**$1,000 Plus $100 per Teacher Over 10**	
	English/LA	1	1,000
	Mathematics	1	1,000
	Science / PE	1	1,000
	Social Studies	1	1,000
	CTE/Technology/Foreign Language	1	1,000
	Fine Arts	1	1,000
	Special Education	1	1,500

ACTON MIDDLE SCHOOL		**$1,000 Plus $100 per Teacher Over 10**	
	English/LA	1	1,000
	Mathematics	1	1,000
	Science	1	1,000
	Social Studies	1	1,000
	CTE/Technology/Foreign Language/PE	1	1,000
	Fine Arts	1	1,000
	Special Education	1	1,500

DRAFT

GRADE LEVEL CHAIRS

ACTON ELEMENTARY		**$1,000 Plus $100 per Teacher Over 10**		
	Pre-K & Kindergarten	1	1,000	
	1st Grade	1	1,000	
	2nd Grade	1	1,000	
	3rd Grade	1	1,000	
	4th Grade	1	1,000	
	5th Grade	1	1,000	
	Special Programs:	1	1,000	
	(SPED, Music, PE, 504 & Library)			
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT
BACCUS ELEMENTARY		**$1,000 Plus $100 per Teacher Over 10**		
	Pre-K & Kindergarten	1	1,000	
	1st Grade	1	1,000	
	2nd Grade	1	1,000	
	3rd Grade	1	1,000	
	4th Grade	1	1,000	
	5th Grade	1	1,000	
	Special Programs	1	1,000	
	(SPED, Music,PE,Hosts & Library)			
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT
BRAWNER INTERMEDIATE		**$1,000 Plus $100 per Teacher Over 10**		
	3rd Grade	1	1,000	
	4th Grade	1	1,000	
	5th Grade	1	1,000	
	Special Programs:	1	1,000	
	(Art,Music,PE,G/T,SPED,Library, Bilingual)			
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT

MAMBRINO SCHOOL		**$1,000 Plus $100 per Teacher Over 10**		
	Pre-K & Kindergarten	1	1,000	
	1st Grade	1	1,000	
	2nd Grade	1	1,000	
	3rd Grade	1	1,000	
	4th Grade	1	1,000	
	5th Grade	1	1,000	
	Special Programs:	1	1,000	
	(Music, PE, G/T, 504, Library, SPED)			
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT

OAK WOODS SCHOOL		**$1,000 Plus $100 per Teacher Over 10**		
	Kindergarten	1	1,000	
	1st Grade	1	1,000	
	2nd Grade	1	1,000	
	3rd Grade	1	1,000	
	4th Grade	1	1,000	
	5th Grade	1	1,000	
	Special Programs: Art,Music,PE,504,Library, SPED)	1	1,000	
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT

ROBERSON ELEMENTARY		**$1,000 Plus $100 per Teacher Over 10**		
	Pre-K & Kindergarten	1	1,000	
	1st Grade	1	1,000	
	2nd Grade	1	1,000	
	Special Programs:	1	1,000	
	(SPED, Math Specialist, Music, PE, Library)			
	Science Fair Building Coordinator	1	400	PAY AFTER EVENT

GRANBURY ISD

UIL - EXTRA DUTY PAY SCHEDULE
2018/2019

DRAFT

GRANBURY HIGH SCHOOL

All stipends are based upon full district representation in all contests and in any District meet where a complete entry is not fielded, the stipend will be subject to reduction accordingly.

Event		Extra Pay	
UIL Campus Coordinator	1	1,500	
Host District Meet Coordinator	1	825	PAY AFTER EVENT
Accounting	1	825	PAY AFTER EVENT
Calculator Applications	1	825	PAY AFTER EVENT
Computer Science	1	825	PAY AFTER EVENT
Current Issues and Events	1	825	PAY AFTER EVENT
Editorial Writing	1	825	PAY AFTER EVENT
Feature Writing	1	825	PAY AFTER EVENT
Headline Writing	1	825	PAY AFTER EVENT
Literary Criticism	1	825	PAY AFTER EVENT
Mathematics	1	825	PAY AFTER EVENT
News Writing	1	825	PAY AFTER EVENT
Number Sense	1	825	PAY AFTER EVENT
Poetry Interpretation	1	825	PAY AFTER EVENT
Prose Interpretation	1	825	PAY AFTER EVENT
Ready Writing	1	825	PAY AFTER EVENT
Robotics (not CTE)	1	825	PAY AFTER EVENT
Science	1	825	PAY AFTER EVENT
Social Studies	1	825	PAY AFTER EVENT
Spelling and Vocabulary	1	825	PAY AFTER EVENT
One-Act Play	1	1,575	

$75.00 Paid Per Weekend Day for Attendance at Meet ABOVE District UIL Level (effective 15/16)

GRANBURY ISD

DRAFT

UIL - EXTRA DUTY
PAY SCHEDULE
2018/2019

Competing in Quad County Middle School District

Event		Extra Pay	
District Meet Director	1	400	PAY AFTER EVENT
Campus Coordinator	1	200	PAY AFTER EVENT
Art	1	450	PAY AFTER EVENT
Calculator Applications	1	450	PAY AFTER EVENT
Chess Puzzle	1	450	PAY AFTER EVENT
Dictionary Skills	1	450	PAY AFTER EVENT
Earth & Life Science	1	450	PAY AFTER EVENT
Impromptu Speaking	1	450	PAY AFTER EVENT
Listening	1	450	PAY AFTER EVENT
Maps, Graphs & Charts	1	450	PAY AFTER EVENT
Mathematics	1	450	PAY AFTER EVENT
Modern Oratory	1	450	PAY AFTER EVENT
Number Sense	1	450	PAY AFTER EVENT
One-Act Play (+100)	1	550	PAY AFTER EVENT
Oral Reading	1	450	PAY AFTER EVENT
Ready Writing	1	450	PAY AFTER EVENT
Social Studies	1	450	PAY AFTER EVENT
Spelling	1	450	PAY AFTER EVENT
(Available)	1	450	PAY AFTER EVENT
(Available)	1	450	PAY AFTER EVENT

* Quad County Meet Events not in UIL C&CR

GRANBURY ISD

OTHER EXTRA DUTY
PAY SCHEDULE
2018/2019

DRAFT

GRANBURY HIGH SCHOOL				3%
Band Director/District Coordinator	1	16,444	16,444	16,937
1st Assistant Band Director	1	12,566	12,566	12,943
2nd Asst Band Director (MS/HS Ensemble)	1	2,186	2,186	2,252
Auditorium Manager	1	2,186	2,186	2,252
PAY AFTER EVENT - BPA Sponsor	1	up to 1,000		
Cheerleader Sponsor - Varsity	1	6,010	6,010	6,190
Cheerleader Sponsor - 9th	1	3,278	3,278	3,376
Cheerleader Sponsor - Jr.Varsity	1	4,371	4,371	4,502
Choral Director/District Coordinator	1	8,742	8,742	9,004
Culinary	1	2,500		
1st Assistant Choral Director	1	7,426	7,426	7,649
PAY AFTER EVENT - DECA Sponsor	2	up to 1,000		
Drama/Theater Arts Sponsor	1	2,186	2,186	2,252
Asst. Drama/Theater Arts Sponsor	1	1,639	1,639	1,688
Drill Team Sponsor	1	7,103	7,103	7,316
PAY AFTER EVENT - FBLA Sponsor	1	up to 1,000		
PAY AFTER EVENT - FCCLA Sponsor	4	up to 1,000		
PAY AFTER EVENT - Educators Rising (formerly FEA) Sponsor	1	up to 1,000		
F1 Sponsor	1	2,000		
PAY AFTER EVENT - F1 Assistant Sponsor	1	750		
PAY AFTER EVENT - 4x4 F1 Assistant Sponsor	1	750		
PAY AFTER EVENT - HOSA Sponsor	4	up to 1,000		
PAY AFTER EVENT - ROBOTICS (CTE) Sponsor	1	up to 1,000		
National Honor Society	2	1,500		
Speech/Debate Sponsor	1	3,500		
Student Council Sponsor	1	2,250		
Assistant Student Council Sponsor	1	1750		
Yearbook Sponsor	1	2,750		
PAY AFTER EVENT - History Fair Coordinator	1	400		
PAY AFTER EVENT - Science Fair Coordinator	1	400		
PAY AFTER EVENT - Skills USA	1	up to 1,000		
PAY AFTER EVENT - TSA Sponsor	1	up to 1,000		
			74,137	76,361
			GHS difference	**2,224**

GRANBURY ISD

DRAFT

OTHER EXTRA DUTY PAY SCHEDULE
2018/2019

ACTON MIDDLE SCHOOL

				3%
Middle School Band Director	1	8,222	8,222	8,469
Middle School Assistant Band Director	1	7,426	7,426	7,649
Cheerleader Sponsor	1	2,652	2,652	2,732
Middle School Choir Director	1	3,713	3,713	3,824
Middle School Choir Director	1	3,713	3,713	3,824
Yearbook Sponsor	1	1,000		
PAY AFTER EVENT - Geography Bee Sponsor	1	400		
PAY AFTER EVENT - Spelling Bee Sponsor	1	400		
PAY AFTER EVENT - Math Counts Sponsor	1	400		
PAY AFTER EVENT - Science Fair Coordinator	1	400		
PAY AFTER EVENT - History Fair Coordinator	1	400		
			25,726	26,498
			AMS difference	**772**

GRANBURY MIDDLE SCHOOL

				3%
Middle School Band Director	1	8,222	8,222	8,469
Middle School Assistant Band Director	1	7,426	7,426	7,649
Cheerleader Sponsor	1	2,652	2,652	2,732
Assistant Choir Director	1	3,713	3,713	3,824
Assistant Choir Director	1	3,713	3,713	3,824
Yearbook Sponsor	1	1,000		
PAY AFTER EVENT - Geography Bee Sponsor	1	400		
PAY AFTER EVENT - Spelling Bee Sponsor	1	400		
PAY AFTER EVENT - Math Counts Sponsor	1	400		
PAY AFTER EVENT - Science Fair Coordinator	1	400		
PAY AFTER EVENT - History Fair Coordinator	1	400		
			25,726	26,498
			GMS difference	**772**

GRANBURY ISD

OTHER EXTRA DUTY
PAY SCHEDULE
2018/2019

DRAFT

SPECIAL ASSIGNMENTS

Automotive Tech Teacher - GHS	2	3,500
IPM Coordinator - Maintenance	1	1,500
Bilingual Teachers - Brawner/Roberson	13	3,500
Health Coordinator	1	2,000
Project Lead the Way Leader	1	1,500
Project Lead the Way Instructor Training*	6	1,500
*Payment After Required Training is Completed		
Signing Bonus: Bilingual Teacher	2	1,000
Signing Bonus: Foreign Language Teacher	2	2,000
Signing Bonus: Secondary Math Teacher	6	2,000
Signing Bonus: Secondary Science Teacher	6	2,000
Speech Language Pathologists - SPED	8.5	6,000
Visual Impairment Specialist - SPED	1	6,000
Visual Impairment Specialist and O & M	1	6,000

TOTALS:		**3%**
GHS	difference	2,224
AMS	difference	772
GMS	difference	772
		$3,768

Board Approved _____

GISD is an Equal Opportunity Employer; policies, procedures and practices shall not discriminate against any individual with respect to compensation, terms, conditions or privileges of employment on the basis of race, color, religion, national origin, age, sex or disability.

Granbury Independent School District

Roberson Elementary School

2018-2019 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

Revised/Approved: June 12, 2018

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

2017-18 Demographics

Total Peak Enrollment 491 Students

Low SES 344

Ethnicity White-275 Hispanic-196 African American-4 Asian-6 American Indian-1 Multi-racial-8

Withdrawn 68

Entered 59

2016-17 School Report Card

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

	Campus	District	State
Attendance Rate (2015-16)	96%	95.3%	95.8%

Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.6%
Hispanic	34.8%	23.6%	52.4%
White	62.1%	72.0%	28.1%
American Indian	0.4%	0.7%	0.4%
Asian	1.5%	0.8%	4.2%
Pacific Islander	0.4%	0.3%	0.1%
Two or More Races	0.7%	1.9%	2.2%

Enrollment by Student Group

Economically Disadvantaged	69.1%	49.7%	59.0%
English Language Learners	29.7%	8.2%	18.9%
Special Education	6.9%	10.6%	8.8%
Mobility Rate (2015-16)	18.4%	17.0%	16.2%

Class Size Averages by Grade or Subject

Elementary			
Kindergarten	18.8	19.8	18.8
Grade 1	20.4	20.1	18.8
Grade 2	20.2	19.7	18.9

Demographics Strengths

Decreased Enrollment from 546 to 491 -55 students 10.1% decrease

Students represented all ethnicity groups

Attendance Rate Above District and State

Student Mobility Rate is above District and State

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. **Root Cause**: Addition of STEAM Academy at Mambrino.

Problem Statement 2: Mobility rate increased again for the second year in a row, especially with withdrawn students. **Root Cause**: Increased CPS and county shelter cases paired with consistent bilingual cultural trips and interdistrict moves.

Student Achievement

Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

STAAR Scores *available at this time*:

5th Gr Reading--81% passing

5th Grade Math--88% passing

TELPAS Scores *available at this time*:

Grade	#Tested	Composite Rating
Kinder	31	Scores available from TEA in Aug. 2018
1st Grade	47	Scores available from TEA in Aug. 2018
2nd Grade	41	Scores available from TEA in Aug. 2018

TELPAS Yearly Progress:

1st Grade __% Progressed at Least One Proficiency Level

2nd Grade __% Progressed at Least One Proficiency Level

iStation Results--End of Year

Grade	Tier 3	Tier 2	Tier 1
Kinder	20%	25%	55%
1st Grade	29%	23%	47%
2nd Grade	18%	15%	67%

GoMath Math Assessment (percent passing)

Grade	BOY	MOY	EOY
Kinder	78%	95%	97%
1st Grade	75%	85%	89%
2nd Grade	79%	78%	91%

Student Achievement Strengths

STAAR Improvement

Increase in 5th Grade Reading scores from 78% passing in 2016-2017 to 81% passing in 2017-2018.

Increase in 5th Grade Math scores from 82% passing in 2016-2017 to 88% passing in 2017-2018.

TELPAS Improvement

iStation Improvement

Increase in Kindergarten Tier 1 level--up by 5% from 2016-2017.

Decrease in Kindergarten Tier 3 level--down by 10% from 2016-2017.

GoMath Improvement

97% passing on Kindergarten end-of-year math assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.

Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause**: Due to skills-based report card, assessments decreased.

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

Flexible Scheduling

Student daily incentives through Emma Economy Program

PLC meetings, campus professional developement

Open door policy

CLT meetings and planning

Staff luncheons for student scholarship

Customer Care Goal Setting

PTO Participation and Planning

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: Lack of consistent and timely positive recognition of teachers and staff. **Root Cause**: Scheduling and organized tool for delivery.

Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause**: Teacher and staff awareness and lack of requirement to complete.

Problem Statement 3: Completion of campus wide discipline. **Root Cause**: Small increment implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- 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, GoMath, Common Assessments and teacher assessments used for evaluation
- RtI process for low performing students
- Imagine Learning (2nd grade ELL), BrainPop, Education Galaxy, Istation, and Starfall supplemental software
- Harcourt Journey Reading, Guided Reading, Social Studies (Studies Weekly), Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Empowering Writers
- Instructional take home resources

Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Implementation of skills-based report card in 1st grade
- Implementation of Guided Reading program
- 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: All students not on grade level **Root Cause**: Lack of small group instruction time with ratio of teacher to student

Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause**: New math program (Moby Max) was inadequate

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

Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause**: Organization

in providing those opportunities

Parent and Community Engagement

Parent and Community Engagement 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 Learning Experiences
- Fieldtrip invite for zoo
- 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

Parent and Community Engagement Strengths

- Family STEAM 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
- STEAM Learning Experiences
- GISD Service Projects

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need real life interactive learning. **Root Cause**: Lack of outside of the classroom teaching with real life experiences.

Problem Statement 2: Need increased participation in CLT meetings. **Root Cause**: Reminders and flexible times for meetings.

Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause**: Specific tailored needs communicated to the parents.

Problem Statement 4: Parent academic support continued at home. **Root Cause**: Resources and knowledge unavailable to parents.

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
- RtI Collaboration with emphasis on Hispanic and Low SES subgroups
- School-wide discipline plan shared between teacher, AP and Principal
- School-wide expectations implemented by all staff for common areas
- 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

- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Targeted professional development implemented on half days and staff development days
- PBL District Initiative
- Flexible scheduling
- Tracking data and discussions during PLCs
- PLCs

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of participation on CLT **Root Cause**: Communication to parents, district and community members regarding CLT meetings

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

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
- At Risk computer lab
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos

Technology Strengths

- 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
- At Risk computer lab
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos

Problem Statements Identifying Technology Needs

Problem Statement 1: Increased and continued professional development outside of the district **Root Cause**: Lack of global perspective from frontline teacher

Problem Statement 2: Problem with wireless mice and keyboards. **Root Cause**: Purchasing batteries and time wasted with consistent replacement.

Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. **Root Cause**: Older devices that are out dated and need replaced.

Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause**: Time during fully scheduled days.

Goals

Revised/Approved: September 04, 2015

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Character Education - "Tree of Kindness" leaves for students and addition of other creatures for staff. (Create a permanent tree base.) Read 2 leaves every Thursday for "Thankful Thursday".		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 2 Funding Sources: Local (199) - 500.00						
2) Family Night (STEAM) combined with open house with student work showcased and student made activities to participate.		Principal, Event Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Title I (211) - 1500.00						
3) Parent/Teacher Conferences Investigate possible home visits		Teachers	Conference Logs				
	Problem Statements: Parent and Community Engagement 4						
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level		Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade				
	Problem Statements: Parent and Community Engagement 4						

5) Kindergarten Round-up and pre-school visits		Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
	Problem Statements: Demographics 1						
6) Provide training for staff on bullying awareness, prevention and procedures.		Principal, AP, Counselor	Sign in sheets, agendas				
	Problem Statements: School Culture and Climate 3						
7) Calls home. Positive notes/calls to parents of accomplished students.		Principal, AP, Teachers	Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey.				
	Problem Statements: Parent and Community Engagement 4 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.		School Culture/ Climate Committee - Teachers/ Counselor	Scholarship, staff luncheons, staff celebrations				
	Problem Statements: School Culture and Climate 2						
9) Complete a common School Wide Expectation behavior model. Adding bus, playground and arrival procedures.		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 3 Funding Sources: Local (199) - 2500.00						
10) Implement ERES Digital Bedtime Stories for students at home in the evenings.		Principal, Asst. Principal, Instructional Specialist, Teacher Readers	Increased reading scores. Log-in data.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 4 Funding Sources: Local (199) - 1000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. **Root Cause 1**: Addition of STEAM Academy at Mambrino.
School Culture and Climate
Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause 2**: Teacher and staff awareness and lack of requirement to complete.
Problem Statement 3: Completion of campus wide discipline. **Root Cause 3**: Small increment implementation.

Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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: 8EES volunteers will log at least 175 hours of service throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO including the Watchdog Program.		Principal, PTO Teacher Representatives, Watchdog Dads	PTO Sign-In, Agendas, Email, social media, Remind App, Booths at school events				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Local (199) - 500.00						
2) Provide academic take home resources for parents.		Principal, Intervention Specialists, Counselor	Resource Log, RtI Minutes, RtI Consumable Resources Checkout sheets.				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: Title I (211) - 500.00						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates)		Principal, teachers, counselor, office staff	Participation logs for: Kiwanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Pizza Hut Book-It Coupons from area businesses Spring Creek Spirit Nights Palio's Spirit Nights Dairy Queen Spirit Nights Chick Fil A Spirit Nights Skate Nights at Skating Rink Fire Dept Police Dept GEF				
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 3 Funding Sources: Local (199) - 200.00						

4) Implement Extensive Customer Care and High Work Ethic Standards		Principal, Entire Staff	Training Sign ins, Staff Survey, Front Office Staff Class Dojo of "Staff" class results				
	Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Local (199) - 1000.00						
5) Career Day		Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 - Parent and Community Engagement 1 Funding Sources: Local (199) - 200.00						
6) Parent awareness of Ready Rosie program for parent assistance.		Principal, Instructional Specialist, Counselor, Curriculum Director, Teachers	Attendance and participation through email enrollment, sign in sheets, and reports. Teachers send in class emails/newsletters.				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: Title I (211) - 0.00						
7) Provide current school information pertaining to family, student, academic, health and services to ERES families.		Principal, assistant principal, counselor, IS, teachers	Remind App, digital sign, school messenger, digital information board, email, webpage, pamphlets in office, teacher newsletters, social media, nurse, counselor connecting to families in need.				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Local (199) - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lack of consistent and timely positive recognition of teachers and staff. **Root Cause 1**: Scheduling and organized tool for delivery.
Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause 2**: Teacher and staff awareness and lack of requirement to complete.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate **Root Cause 1**: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program **Root Cause 2**: Teacher attendance and perception of difficulty with documentation
Curriculum, Instruction, and Assessment
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement

Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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 2018-19.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Trained PBL staff members will implement 1 project per semester.		Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 3, 4 - Parent and Community Engagement 1 Funding Sources: Local (199) - 1000.00						
2) Train new teachers on PBL process in Summer of 2019.		Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						

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

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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 2018-19 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS - 3rd Gr Reading/Math)

Summative Evaluation 2:

Strategy Description	ELEMENTS	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 and PLC's to identify areas of needed growth based upon common assessment and benchmark data.		Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets, Data Walls				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4 Funding Sources: Local (199) - 200.00						
2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.		Principal, Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log -At Risk Computer Lab Groups -AIM Reading/Math Groups -STEAM Intervention Lab -inclusion small groups -increased common assessment scores				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 Funding Sources: Title I (211) - 37000.00, State Comp Ed (24) - 7500.00						
3) Provide enrichment opportunities for identified gifted and talented students.		Principal, Teachers, Counselor, Librarian	Lesson plans, activity schedules -G/T supplemental tutor for pull out -4 off campus learning experiences for K, 1 and 2.				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 Funding Sources: Gifted (21) - 2000.00						
4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition. 4 off campus learning experiences for K-2 LEP		Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Problem Statements: Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1 Funding Sources: ESL/Bilingual (25) - 5000.00						

5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess. 4 off campus learning experiences for at risk students in K-2 grade levels		Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math, Education Galaxy and District Common Assessments				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 Funding Sources: Local (199) - 7400.00, State Comp Ed (24) - 1000.00						
6) Instructional Specialist to provide resources, data and support for students, teachers and tutors		Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log -grade level PLC's				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I (211) - 65000.00						
7) State Data review with Brawner and vertical alignment with teachers in math and reading.	2.4, 2.6	Principal, Instructional Specialist, Teachers	Increased scores on state assessments. Will choose a percentage of increase after data review.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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 2018-19 school year, EES students in grades K-2 will have a skill-based assessment of 2 or show a 10% improvement on all benchmark assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	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).		Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks Increase in common assessment scores				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local (199) - 5000.00						
2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day		Instructional Specialist, Counselor	-increased college awareness -college goal setting				
	Problem Statements: Student Achievement 1						

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student

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 2018-19 school year, EES students will log tutoring hours depending on RtI level.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI and LEP students.		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 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: ESL/Bilingual (25) - 4000.00, State Comp Ed (24) - 2000.00, Title I (211) - 1000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance. Post attendance graphs by grade level.		Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: Local (199) - 500.00						

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate

Parent and Community Engagement
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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	ELEMENTS	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)		PE Teacher	Lesson Plans				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester Performance)		Counselor	Lesson Plans, Student participation				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 400.00						
3) Participate in Heart Healthy Program.		PE Teacher	Completion certificate from Heart Healthy Organization				
	Problem Statements: Parent and Community Engagement 1						

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

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Technology Tuesdays - Technology Training for Teachers		Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
	Problem Statements: Technology 4 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.		Principal, GISD Technology Department	Sign in sheets, lesson plans, and GAP documentation Increased use of technology in classrooms				
	Problem Statements: Technology 4 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.		Principal, Librarian (Media Specialist), Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and GAP				
	Problem Statements: Technology 4 Funding Sources: Local (199) - 5000.00						

4) Principal and Technology Lead Teacher TCEA Conference and train campus on new technology.		Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation Current technology equipment and skills utilized in the classroom				
	Problem Statements: Technology 1 Funding Sources: Local (199) - 5000.00						
5) Tech Tuesdays - Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology.		Principal, Librarian, IS, Tech Committee, District Tech Staff	Sign in sheets, completed technology programs implemented through lesson plans.				
	Problem Statements: Technology 2, 3, 4						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Increased and continued professional development outside of the district **Root Cause 1**: Lack of global perspective from frontline teacher
Problem Statement 2: Problem with wireless mice and keyboards. **Root Cause 2**: Purchasing batteries and time wasted with consistent replacement.
Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. **Root Cause 3**: Older devices that are out dated and need replaced.
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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		Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				
	Problem Statements: Parent and Community Engagement 1						

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

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	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.		Principal, AP, Librarian, GISD Technology Department	Walk Through Data, GAP Performance Evaluation system				
	Problem Statements: Technology 4 Funding Sources: Local (199) - 5000.00						
2) Students will use software such as iStation, Brain Pop, and AR for added reading support. Education Galaxy and math interventions for math support. Imagine Learning will be used if needed for special ed and bilingual student support.		Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation Increased reading and math scores				
	Problem Statements: Student Achievement 1, 2 Funding Sources: Title I (211) - 4000.00, State Comp Ed (24) - 7000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Technology
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.		AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.		Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety		Principal, AP, Teachers	State and local completion reports				

= 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 schedules at least 27 weeks in the 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.		Principal, Counselor, Intervention Specialists, Teachers, Tutors	Intervention schedule, lesson plans, school calendar Improvement on all test scores by 10%				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Parent and Community Engagement 1 Funding Sources: Title I (211) - 37000.00						
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.		Principal, AP, Intervention Specialists,Teachers	Sign in sheets, agendas, district calendar				
	Problem Statements: School Context and Organization 2 - Technology 4 Funding Sources: Local (199) - 2000.00						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.		Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
	Problem Statements: School Context and Organization 2 - Technology 4						
4) Teachers will provide flexible schedules to accommodate students to participate in speech, special education and tutoring.		Principal, Assistant Principal, Teachers, IS, Special Education Teachers	Copy of schedules				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4						

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development **Root Cause 2**: Calendar mandates
Technology
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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	ELEMENTS	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.		Principal and elected teacher representatives.	Sign in sheets and agendas Teacher input into decisions Improved teaching with targeted intervention				
	Problem Statements: School Context and Organization 2 - Technology 4 Funding Sources: Local (199) - 1000.00						
2) Staff will participate in a district professional development survey annually to assist in targeting campus needs.		Curriculum Director, Principal	Survey results.				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Context and Organization 2 - Technology 4						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate **Root Cause 1**: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program **Root Cause 2**: Teacher attendance and perception of difficulty with documentation
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development **Root Cause 2**: Calendar mandates
Technology

Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		Counselor, G2020 Target Committee, District Curriculum Director	Comprehensive list of known resources and services made available to families in need.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.		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 local community members as educational speakers.

Evaluation Data Source(s) 2: EES will utilize community resources a minimum of 20 times throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize community speakers to bring real world application into the classroom to enhance academic learning. (Career Day)		Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						

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

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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	ELEMENTS	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.		Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: Local (199) - 500.00						

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

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

State Compensatory

Budget for Roberson Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	$7,668.00
	6100 Subtotal:	**$7,668.00**
6300 Supplies and Services		
199 e 11 6395 MM 104 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,000.00
	6300 Subtotal:	**$3,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Sherri Doucet	Instructional Specialist	Title I	1

Granbury Independent School District

Granbury Middle School

2018-2019 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								
	2016-17		2015-16		2014-15		2013-14	
Grade	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
6th	252	33.2%	239	32.7%	248	34.9%	218	31.3%
7th	243	32.1%	254	34.8%	232	32.6%	225	32.3%
8th	263	34.7%	237	32.5%	231	32.5%	253	36.4%
Total	758		730		711		696	
Ethnic Distribution								
African American	6	0.8%	3	0.4%	4	0.6%	8	1.1%
Hispanic	249	32.8%	231	31.6%	207	29.1%	178	25.6%
White	478	63.1%	469	64.2%	478	67.2%	481	69.1%
American Indian	5	0.7%	7	1.0%	6	0.8%	7	1.0%
Asian	4	0.5%	3	0.4%	2	0.3%	3	0.4%
Pacific Islander	1	0.1%	0	0.0%	0	0.0%	0	0.0%
Two Races	15	2.0%	17	2.3%	14	2.0%	19	2.7%
Other								
Economically Disadvantaged	448	59.1%	428	58.6%	422	59.4%	414	59.5%
Non-Economically Disadvantaged	310	40.9%	302	41.4%	289	40.6%	282	40.5%
ELL	80	10.6%	54	7.4%	35	4.9%	34	4.9%
Student Discipline Placements	14	1.8%	31	4.2%	26	3.7%	14	2.0%
At-Risk	417	55.0%	234	32.1%	372	52.3%	368	52.9%
Mobility	127	16.8%	128	17.5%	153	21.5%	129	18.5%

The data shown above was compiled from TAPR reports from the TEA website. Demographic data shown includes four 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%. From 2015-16 to 2016-17 enrollment has increased from 730 to 758, an increase of 3.8%. Overall, enrollment has increased 8.9% over the past four 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 four years, with one exception. The ELL population has increased from 4.9% to 10.6% 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 Learners.

Problem Statement 3: Granbury Middle School has a large number of students with material needs. **Root Cause**: Granbury Middle School has a larger number of students from a low socio-economic background.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary																										
	2015-16			2016-17			2017-18		Subpopulation 2015-16 / 2016-17 / 2017-18																	
	State	District	GMS	State	District	GMS	GMS	% ▲	Hispanic			White			SPED			Econ. Dis.			ELL					
STAAR Test									2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Gr. 6 Reading	69%	71%	60%	69%	74%	69%	49%	-29%	43%	58%	63%	70%	74%	72%	20%	24%	50%	47%	58%	65%	30%	56%	52%			
Gr. 6 Math	72%	69%	58%	76%	78%	72%	70%	-3%	48%	62%	63%	62%	79%	72%	22%	32%	50%	50%	65%	65%	30%	70%	52%			
Gr. 7 Reading	71%	66%	59%	73%	72%	62%	63%	2%	48%	59%	52%	64%	64%	68%	20%	13%	43%	47%	50%	54%	-	46%	45%			
Gr. 7 Math	69%	74%	67%	70%	72%	60%	53%	-12%	64%	64%	48%	67%	58%	56%	17%	-	45%	60%	48%	47%	53%	50%	60%			
Gr. 7 Writing*	69%	67%	57%	70%	70%	59%	22%	-63%	55%	57%	33%	57%	59%	-	-	-	-	48%	45%	25%	-	43%	-			
Gr. 8 Reading	87%	84%	75%	86%	77%	70%	61%	-13%	81%	68%	52%	74%	70%	66%	24%	23%	12%	72%	67%	54%	89%	53%	36%			
Gr. 8 Math	82%	77%	64%	85%	80%	71%	77%	8%	73%	69%	75%	60%	72%	78%	-	31%	17%	60%	68%	68%	-	69%	78%			
Gr. 8 Science	75%	75%	60%	76%	76%	67%	62%	-7%	61%	59%	57%	60%	70%	65%	-	23%	7%	54%	60%	55%	50%	41%	39%			
Gr. 8 Soc. Stud.	63%	64%	53%	63%	55%	50%	58%	16%	51%	37%	53%	52%	56%	61%	-	-	14%	45%	37%	49%	-	-	45%			
Gr. 8 English 1	65%	71%	83%	64%	71%	90%	91%	1%	82%	91%	85%	83%	89%	94%	-	-	-	87%	90%	83%	-	-	60%			
Gr. 8 Algebra 1	78%	87%	98%	83%	88%	100%	96%	-4%	98%	100%	100%	97%	97%	93%	-	-	100%	98%	-	94%	-	-	100%			

*Only 9 Students took the STAAR Reading Exam in 7th Grade.

Upon analysis of historical STAAR reporting data from 2016, it is apparent that 8th Grade Science, English 1, Algebra 1, 6th Grade Math, and 7th Grade reading have maintained a fairly consistent historical trend. However, other subject areas have shown increases and/or decreases in the percentage of GMS students who have passed these content exams. Specifically, in 2018, 8th Grade Social studies increased from 50% passing to 58% passing which is both a significant improvement and also reverses a three-year trend. Additionally, 8th Grade Math has shown a steady increase in students passing the STAAR exam as the percentage of students passing has increased from 64% to 71% to 77% over the past three years.

As stated, GMS has also indicated downward trends with regards to the number of students passing STAAR exams. 6th Grad reading has experienced a significant downturn from 69% passing in 2017 to 49% in 2018. 7th Grade Math has shown a downward trend over the past three years with 67% of GMS students passing in 2016, 60% in 2017, and 53% in 2018. 8th Grade Reading scores have also shown a significant downturn from 75% in 2016, 70% in 2017, and 61% in 2018. These three areas are cause for concern and will require an analysis of all of the various factors that have contributed to these problems.

Student achievement data broken down by sub populations also both increases and decreases in various areas, although White students overall showed very little fluctuation. The passing percentage of Hispanic students showed increases in 6th Grade Reading, 6th Grade Math, 8th Grade Math, and 8th Grade Social Studies. These increases in 8th Grade correspond to overall increases for the grade level. SPED students showed significant increases in the passing percentages in 6th Grade Reading, 6th Grade Math, and 7th Grade Reading. However, data from SPED students indicated declines in the number of students passing 8th Grade Reading and 8th Grade Math. Economically Disadvantaged students showed increases in 6th Grade Reading and increases in 8th Grade Social Studies. However, SPED students showed a decline in 8th Grade Reading. ELL Students indicated an increase in 7th Grade reading but a decline in 6th Grade math and 8th Grade Reading.

Overall, 8th Grade Reading appeared to have the greatest negative fluctuation according to the data presented above, while 8th Grade Social Studies indicated the greatest positive fluctuation. 8th Grade Math also appears to be trending upwards.

Student Academic Achievement Strengths

8th Grade Social studies increased from 50% passing to 58% passing which is both a significant improvement and also reverses a three-year trend. Additionally, 8th Grade Math has shown a steady increase in students passing the STAAR exam as the percentage of students passing has increased from 64% to 71% to 77% over the past three years.

The passing percentage of Hispanic students showed increases in 6th Grade Reading, 6th Grade Math, 8th Grade Math, and 8th Grade Social Studies.

Economically Disadvantaged students showed increases in 6th Grade Reading and increases in 8th Grade Social Studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 8th Grade Reading has indicated a decline in overall performance compared to last year's data. **Root Cause**: Historical testing data indicates that this particular group of students have had low performance on scores in 7th Grade.

Problem Statement 2: 6th Grade Reading has indicated a significant decline in overall performance when compared to last year's data. **Root Cause**: Reading curriculum needs re-examination.

Problem Statement 3: 7th Grade Math has indicated a decline in overall performance over a three-year period. **Root Cause**: Math curriculum needs re-examination.

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 Processes & Programs

School Processes & Programs 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.

District goals seek to equip 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.

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 Granbury Middle School diligently and intentionally recruits quality staff members. Nevertheless, we have struggled with staff retention over the past few 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. After 2016/17 school year, Granbury Middle School had to replace 20% of its staff.

However, at the time of the composition of this document, Granbury Middle School is only losing four staff members for the upcoming year. This shows promise of ending the downward trend we have experienced in staff retention. According to staff surveys, overall staff outlook is positive and the majority of our staff have seen improvement in the culture of our school.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 2: Granbury Middle School is entering its second year of AVID implementation and is unaware of the potential pitfalls in that endeavor. **Root Cause**: The 2018/19 school year will involve expanding the program to two grade levels on campus.

Problem Statement 3: 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.

Problem Statement 4: 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 more training for the enhancement of technological integration at the campus level.

Perceptions

Perceptions 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 implemented 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.

In the past, Granbury Middle school could 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.

It should be noted, however, that Granbury Middle School made a diligent and concerted effort to change the perception of our school in the community and improve the culture and climate of the school throughout the 2017/18 school year. We did a complete overhaul on our discipline program, introduced two new community events (Family Picnic Night and Day of Service), made a concerted effort to streamline our communication and scheduling, and addressed problem areas where misbehavior is likely to occur. Additionally, the implementation of the AVID program on the 7th grade hallway has lead to an increased focus on academics and organization. We anticipate that these changes and our continued efforts to enhance them over the coming 2018/19 school year will lead to an even more positive climate on campus.

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.

Perceptions 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.

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.

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.

Problem Statements Identifying Perceptions Needs

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

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: 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, Powder Puff Football Game, AVID Celebration, Academic Awards Celebration, Reader's theater, and events for incoming sixth graders such as "Transition Day" and Pirate Camp.

Evaluation Data Source(s) 1: GMS Parent and Community Involvement Events Calendar posted on website, Google Sites, school marquee, social media links, and written schedule of events available to parents in front office.

Summative Evaluation 1:

Strategy Description	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.	Department Heads, Counselors, and Administration	Informed stakeholders and increased parent involvement.				
	Funding Sources: Title I (211) - 2000.00					
2) Maintain a Google Site for parents to keep them informed all relevant campus information.	ISS aide and assistant principals	Informed stakeholders and increased parent involvement.				

= 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 2: 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) 2: Create partnership with community to bring real world perspective to learning.

Summative Evaluation 2:

Strategy Description	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.	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

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: 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) 3: 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 3:

Strategy Description	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.	Principal	Increased network of support for students and giving students a voice on campus issues.				
	Funding Sources: Local (199) - 100.00					
2) Student Council will meet regularly throughout the school year.	Teacher sponsors.	Increased network of support between students and teachers. Provides leadership and service opportunities 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.	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 4: 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) 4: Create an opportunity for Students and Teachers to represent GMS.

Summative Evaluation 4:

Strategy Description	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. Teacher of the month will be selected by the administration staff each month.	Principal and Secretary	Increased network of support that values students. Increased network of support that values teachers.				

 = 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 5: 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) 5: Mentors will meet weekly with students during lunch time, Explore time, and or any other time as approved by the principal.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide positive role models for student well-being and success	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 6: 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) 6: 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 6:

Strategy Description	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.	Administrators, teachers, counselors, campus staff, PTO, support staff	Increased network of support for students.				
	Funding Sources: Local (199) - 300.00, Title I (211) - 300.00					

= 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) GMS will utilize a daily schedule that supports a 90 minute ELA block in all grade levels.	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.				
= 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 2: The GMS Principal, Assistant Principals, and Instructional Specialist will work with Curriculum to professional development opportunities for all teachers, especially those in the core content areas, on classroom strategies and technology applications 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Research and obtain innovative resources that compliment the 21st century competencies for all content areas.	Campus principal, Assistant Principals, IS, Curriculum Dept	Successful implementation of a rigorous and engaging curriculum.				
	Funding Sources: Title I (211) - 500.00, State Comp Ed (24) - 0.00					
2) Implement a PLC 3 week formative assessment and power standard model	Campus leadership District Curriculum Coordinators	Gaining student growth according to STAAR				

= 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 3: 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) 3: 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.

All new staff will be PBL trained before the beginning of the 2018-2019 school year.

Summative Evaluation 3:

Strategy Description	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.	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.				
2) Collect good quality examples of PBL projects throughout the school year and have presentations for the public.	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.				
3) Each trained teacher will implement 2 projects each school year	Campus leadership	Increase student real world learning				

 = 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: 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) 4: Counselors will use information gleaned from surveys and the Career Cruiser program to academically advise students.

Summative Evaluation 4:

Strategy Description	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 5: 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) 5: 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 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Staff will attend professional development opportunities outside of our district.	Administration, department heads, campus secretary.	Staff will be better equipped and empowered to implement a rigorous and engaging curriculum.				
	Funding Sources: Title I (211) - 600.00					

= 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 6: 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) 6: Demographic data, surveys, assessment data, and other information will be utilized to purchase instructional resources.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Use of a variety of resources.	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) - 2000.00					
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 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 implement a PLC process for core content areas.

Evaluation Data Source(s) 7: District and state assessments

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Three week checkpoints.	Teachers, district staff, administration	Increased STAAR performance				

= 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: GMS will make a concerted effort to implement WICOR strategies into all instructional content.

Evaluation Data Source(s) 8: Lesson Plans, walkthroughs

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Utilize WICOR	All staff	Students who are better able to write, read, collaborate, ask questions, and be organized.				
= 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 campus.

Performance Objective 1: GMS Technology Committee will meet regularly throughout the school year and work closely with the librarian, campus administration, and campus secretary 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) 1: Campus Technology Goal Inventory, Evaluation of Campus Alignment, and Training

Summative Evaluation 1:

Strategy Description	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.	GMS Technology committee chairperson and Principal.	Optimization of technology infrastructure on campus.				
2) The Librarian will take inventory of current technology in each classroom by October 1st.	GMS Librarian and Campus Secretary	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 campus.

Performance Objective 2: 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) 2: CTE and Technology Classes

Summative Evaluation 2:

Strategy Description	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.	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 campus.

Performance Objective 3: 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) 3: Purchase new technological resources.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Purchase new resources for special populations.	Campus Intervention Coordinator, Instructional Specialist, Dylsexia Coordinator, teachers, and Principal	Optimization of technological infrastructure to support special programs.				
	Funding Sources: Local (199) - 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 campus.

Performance Objective 4: 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) 4: 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 4:

Strategy Description	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.	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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Continue to adhere to district safety policies.	Principal, Architects, Superintendent, front office staff, technology 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 2: GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular basis throughout the school year.

Evaluation Data Source(s) 2: Campus Safety Plan

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Safety drills, staff training, procedures training (including fire drills, lock down drills, tornado drills, and active shooter training)	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 will provide various Parent/Community trainings throughout the school year pertaining to safety, technology, and other issues as they arise.

Evaluation Data Source(s) 3: Parent/Community Trainings Sign-in Sheets.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Regular parent communication about safety procedures and technology usage.	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 4: 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) 4: TV monitors would be used to display daily announcements for students, provide a schedule of events, and important campus information.

Summative Evaluation 4:

Strategy Description	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.	Principal, Assistant Principal and Librarian.	Maintaining state-of-the art facilities.				
	Funding Sources: Title I (211) - 700.00					

 = 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 look for and provide innovative classroom furniture for core content classrooms.

Evaluation Data Source(s) 5: Teachers and Principal

Summative Evaluation 5:

Strategy Description	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.	Principal and Secretary	Provide optimal classroom seating.				
	Funding Sources: Local (199) - 6000.00					
= 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 1: The GMS principal will get input from Department Heads, Counselors, and other staff and 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) 1: School Day Schedules and Master Schedule.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Meetings with regard to schedule	Middle School Principals, campus staff, and district staff.	Optimized schedule.				
	Funding Sources: Local (199) - 0.00					

= 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 2: 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) 2: Monitor data from grades, campus and district assessments, and STAAR tests.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Support rigorous academic curriculum through "Explore" class time.	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 3: GMS will utilize a nine-period schedule in order to provide extra time and increased rigor for ELA classes.

Evaluation Data Source(s) 3: Monitor data from campus, district, and state assessments.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) ELA will be double-blocked in the master schedule.	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 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: 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) 1: Collect, Analyze, Reflect, and Act (CARA) meeting notes, "looking forward" meetings, DMAC data pertaining to district assessments, sign-in sheets, and lesson plans.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Implementation of CARA meetings to review progress, data, and instruction.	Administration, Instructional Specialist, core content teachers	Teacher support through regular CARA meetings.				

= 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 provide learning opportunities for students through field trips and innovative technological devices.

Evaluation Data Source(s) 2: Student participation in field trips and integration of technologies in the classroom.

Summative Evaluation 2:

Strategy Description	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.	Administration, Department Heads, school secretary, Instructional Team	Equitable learning experiences for students.				
	Funding Sources: Title I (211) - 500.00, Local (199) - 1500.00					

 = 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 3: 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) 3: GMS will provide parents the opportunity to participate in various programs and events during and after school.

Summative Evaluation 3:

Strategy Description	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.	Administrators, teachers, and staff.	Equitable learning experiences and resources for all students and families.				
	Funding Sources: Title I (211) - 500.00					

= 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 4: GMS Staff and Teachers will provide tutoring outside of the normal school hours before and after school.

Evaluation Data Source(s) 4: Tutoring Logs

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Provide tutoring for students after school hours from 4:15-6:15. Offer activity bus.	Administrators, teachers	Student learning supported through tutoring.				
	Funding Sources: Title I (211) - 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 5: GMS Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical and emotional needs of students.

Evaluation Data Source(s) 5: Community Partnerships and Resources

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Create a list of student needs for campus.	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 6: 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) 6: GMS will utilize assessment instruments to assess student needs and respond to those needs accordingly.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Utilize assessment instruments.	Counselors, Campus Advisory Committee, Nurse, Administrators and campus staff	Identification of needs.				
2) GMS will provide health and academic services based upon needs identified.	GMS administration, nurse, counselors, Instructional Specialist, teachers	Reduction of health and academic needs				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) GMS teachers will continuously assess LEP and Special Education students to verify that at least 60% of LEP students and Special Education students pass district assessments in core content areas.	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	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 7: 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) 7: GMS will begin procedures for full implementation of the program.

Summative Evaluation 7:

Strategy Description	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.	AVID coordinator, campus administration, AVID Site team, and Principal.	Continuously evaluate the implementation of the AVID Program				
2) Provide an AVID elective to those students enrolled in the AVID program.	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.				
3) Obtain supplies and materials to support the AVID implementation	Principal, AVID Campus Coordinator	Implementation of AVID				
	Funding Sources: State Comp Ed (24) - 0.00					
4) Train teachers on WICOR strategies and other AVID essentials.	Administration, district curriculum staff, AVID coordinator.	Effective implementation of AVID.				

= 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 effectively utilize a full-time social worker to address many of the socio-emotional needs of students.

Evaluation Data Source(s) 8: Reduced disciplinary infractions and improved academic performance from students on the social worker's caseload.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Counselors and Assistant principals will work with the social worker to identify students and student populations that might need additional assistance.	Counselors, administrative team, teachers, social worker	Alleviation of social problems across campus.				

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

State Compensatory

Budget for Granbury Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6115 00 041 0 24 000	6115 Career Ladder - Locally Defined	$534.00
199 e 11 6117 00 041 0 24 000	6117 Career Ladder - Locally Defined	$250,667.00
199 e 11 6118 AV 041 0 24 000	6118 Extra Duty Stipend - Locally Defined	$15,000.00
	6100 Subtotal:	**$266,201.00**
6300 Supplies and Services		
199 e 11 6395 AV 041 0 24 000	6311 Gasoline and Other Fuels for Vehicles	$3,500.00
199 e 11 6395 GW 041 0 24 000	6311 Gasoline and Other Fuels for Vehicles	$3,000.00
199 e 11 6395 MM 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 e 11 6395 SP 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$6,000.00
	6300 Subtotal:	**$17,500.00**
6400 Other Operating Costs		
199 e 13 6411 AV 041 0 24 000	6411 Employee Travel	$16,000.00
199 e 13 6411 GW 041 0 24 000	6411 Employee Travel	$3,000.00
199 e 23 6411 AV 041 0 24 000	6411 Employee Travel	$2,000.00
199 e 11 6497 AV 041 0 24 000	6497 Fees - Locally Defined	$5,000.00
	6400 Subtotal:	**$26,000.00**

Personnel for Granbury Middle School:

Name	Position	Program	FTE
Bethany Smith	Math Teacher	State Comp Ed	0.14
Camryn Fisher	Math Teacher	State Comp Ed	0.14
Denise MacMackin	ELA Teacher	State Comp Ed	1
Haley Briggs	ELA Teacher	State Comp Ed	1
Heather Garcia	Math Teacher	State Comp Ed	0.14
Jillian Parsons	GTT Teacher	State Comp Ed	1
Laurie Whitley	Math Teacher	State Comp Ed	0.14
Lisa Bise	ELA Teacher	State Comp Ed	0.75
Whitney Kemp	Math Teacher	State Comp Ed	0.14

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Donna Dumas	AVID Campus Coordinator	Title I	1.0
Janice Mueller	Instructional Specialist	Title I	1.0

Granbury Independent School District

Acton Middle School

2018-2019 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**

"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 875 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**

Acton Middle School is composed of 152 Hispanic students, 615 White students, and about 45 other students in other Ethnicity subpopulations. There are 295 Economically Disadvantaged Students, 42 ELL students, and 337 At-Risk students with 112 mobile students. There are 42 students in the ESL program, 120 students participate in CTE classes, 105 students in the Gifted and Talented program, 74 students who participate in Special Education. Acton Middle School has 48 teachers, 6 professional support aides, 3 administrators, and 6 paraprofessional aides. There are 2 African American teachers, 4 Hispanic teachers, and 42 white teachers on campus. All teachers are highly qualified, and 10 teachers have their Masters degree. Of these teachers 13 have 1-5 years of experience, 10 have 6-10 years of experience, 11 have 11-20 years of experience, and 12 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.

While disciplinary consequences may be necessary, considering the student's loss of direct teacher instruction is important for academic achievement.

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.

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 period of 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 6th Reading, the Hispanic population are at 68% passing with the campus passing with 79% in 6th grade overall. In 7th grade, 62% of the Hispanic population passed Reading with a 83% 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 Social Studies, all subpopulations struggled with this exam with a 60% passing rate. The Hispanic population has 48% passing rate ECD has a 48% passing rate, and 36% 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 3: In Science, the Hispanic population had 65% passing with the campus passing with 85% overall. **Root Cause**: The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

Problem Statement 4: 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 5: 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 6: 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 7: In Writing, 81% of all students passed the Writing STAAR. 63% of the Hispanic subpopulation passed, 65% of Economically Disadvantaged subpopulation passed, 43% of the Special Education subpopulation passed, and 40% of the LEP subpopulation were successful on the Writing STAAR. 86% of the White subpopulation were successful. **Root Cause**: These subpopulations are growing, and teachers struggle with strategies to help all subpopulations be successful.

Problem Statement 8: Discipline reports continue to rise which can lead to the removal of students from classrooms. **Root Cause**: Teachers need more tools to handle behaviors in the classroom, and new strategies need to be utilized to restore relationship after conflicts.

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 addition, 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 weak 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. 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.

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 870 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 Fundamental Five 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, 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 thousands of elementary students in 2017. 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.

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 involvement, 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.

Problem Statement 4: Parents have expressed that there is confusion on how to find resources to help their students. **Root Cause**: Teachers utilize different technology to engage students, but the lack pf communication can frustrate parents.

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.

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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 Fundamental Five 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.

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 second 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: AMS strives for good communication with all stakeholders, but sometimes there is miscommunication. **Root Cause**: Staff and parents do not always read the communication sent or do not attend the meeting where information is disseminated.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Develop and implement character education curriculum	Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel; Family Time presentations; Counselor Team				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) promote relationship building between students and staff	Principal, Teachers	Student Survey; Discipline Report; Parent Survey; Staff Survey; Positive Relations Committee; Family Time building activities				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 5 3) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	Teachers, Counselors, Principals	Notice of Parent Meeting; Parent Participation; Parent survey				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 5 CSF 6 4) Hispanic Heritage dinners - promote school and home connection with Hispanic families	Principal, ESL &Spanish Teachers, Counselors; Spanish Club	Hispanic family involvement; Parent Survey;				
	Funding Sources: Local (199) - 1400.00, ESL/Bilingual (25) - 500.00					
Critical Success Factors CSF 6 5) College Readiness and Leadership Essentials classes offered to all 6th grade students	Teachers, Admin	Lesson Plans; Report Cards; Discipline Data;				
	Funding Sources: State Comp Ed (24) - 500.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 6 6) Crime Stoppers Club	Asst Principal	Crime reports being turned in; Discipline Report;				
	Funding Sources: Local (199) - 265.00					
Critical Success Factors CSF 1 7) Honor Roll Awards	PEIMS Clerk, PTO members	Student's Grade improvement each grading period				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 4 8) Perfect Attendance Awards	Asst Principals; Attendance Clerk	Grading period Attendance Data				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 CSF 6 9) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter, Pirate Nation Newsletter	Principals, Secretary	School Messenger Reports; Positive Communication' Parent survey				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 3 CSF 6 10) Teacher of the Month	Principal, Secretary	Certificate & gift card presented to teacher				
	Funding Sources: Local (199) - 300.00					
Critical Success Factors CSF 5 11) Student/Parent Handbook	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
Critical Success Factors CSF 5 12) Parent Informational Meetings in various school programs	Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Student involvement in extracurricular activities. As well as, parent involvement.				
	Funding Sources: Title I (211) - 500.00, Local (199) - 200.00, State Comp Ed (24) - 200.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 6 13) New students to AMS will have a Welcome Breakfast once each month in the Library with Student Council and AVID students	Counselors, Asst. Principals, AVID Coordinator	Student progress in the classroom and increased relationships				
	Funding Sources: Local (199) - 200.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 14) Students will participate in a Service Day at AMS on November 16th to serve our community.	Principal, Assistant Principal, Staff	Send all students out to serve with staff and parents and come back to campus to celebrate the day together.				
	Funding Sources: Local (199) - 300.00					

Critical Success Factors CSF 3 CSF 6 15) Teachers will receive badges for participating in different activities on campus.	Principals, Assistant Principals, Counselors	Teacher receive badges promoting school culture, and students get to see their involvement in school events.				
16) 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.				
17) 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.				
18) 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 of the students.				
19) 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					
20) 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				
21) Bright Spots are given out to teachers during Team Building Breakfast	Principal, Instructional Specialist	Recognize staff for great strategies seen in the classroom and sharing those with the other teachers				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 3 CSF 6 22) Staff will use Restorative Practices during Family Time including circles to promote positive culture	Family Time Teachers, Principals, Counselors	Students will build relationships with staff and peers promoting a positive campus culture				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 3 CSF 5 CSF 6 23) Principals will use Restorative Practices when addressing students	Principals, Counselors	Students will work out conflict in a positive way building positive relationships on campus				
PBMAS **Critical Success Factors** CSF 6 24) Pirates First Class will be implemented each six weeks for students who have no office referrals, 3 or less absences per grading period, and a 75 average in every class	Principals, teachers	Reward students for going above and beyond at AMS and give students privileges for meeting the standards.				

= 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Outdoor Learning Center Student Team	Science Teachers	Participation of others schools in district; Observation; Parent, Staff, and Student survey				
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 2) Pirate Camp, 7th and 8th returning student night, and Parent Connection Nights	All Faculty	Smooth transition with full orientation, relationships; Sign In Sheets; Parent Survey; Positive feedback from community				
	Funding Sources: Local (199) - 2000.00					
Critical Success Factors CSF 6 3) Pirate Pride rewards for students making positive contributions	AMS Teachers & Staff, PTO incentives	Increased student positive behaviors				
	Funding Sources: Local (199) - 500.00					
Critical Success Factors CSF 5 4) "Team Dadz" monthly on duty with students	Principals, Secretary	Positive Relations; Attendance of dads				
	Funding Sources: Local (199) - 150.00					
Critical Success Factors CSF 5 5) Parents will serve on CLT	Principal, Assistant principal, Secretary	Positive Relations; Sign In Sheets; Parent Survey				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 6 6) Student Council	Student Council Sponsors	Monthly Meetings;Communication; Positive Relations				

Comprehensive Support Strategy **Critical Success Factors** CSF 7 7) Acton Middle School will only interview highly qualified applicants.	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 CSF 6 8) National Junior Honor Society students sponsoring events	NJHS Sponsors	Staff and sponsor feedback from other organizations and campuses.				
	Funding Sources: Local (199) - 48.00					
Critical Success Factors CSF 6 9) Customer Care training of all office staff:	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
	Funding Sources: Local (199) - 200.00					
Critical Success Factors CSF 6 CSF 7 10) Develop and Review servant leadership plan with staff members	Principal and Assistant Principals	Parent and student survey; meeting agenda				
Critical Success Factors CSF 3 CSF 6 11) Librarian will post announcements to be shown during Family Time. Staff & students may record special announcements.	Librarian, Staff & Students	Improved Communication				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 12) Positive Discipline Referrals	Campus Administration, Discipline committee	Increased positive communication with school and parents; data				
Critical Success Factors CSF 5 13) Social Media and Electronic messaging for parents to be informed	Teachers, Counselors, Principals	Parent survey, parent involvement, enhanced student achievement, increased family engagement				

= 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: All student populations will engage in high rigor curriculum and instruction daily.

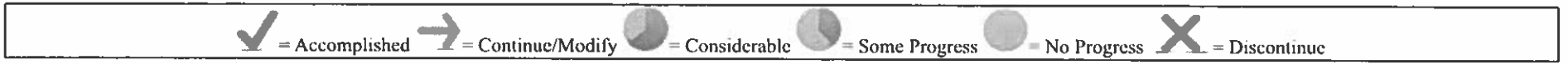
Evaluation Data Source(s) 1: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers engage & differentiate instruction for students at the highest level of rigor to acquire Distinction Designations. (STARS)	Teachers, Principals	Increased number of advanced levels of performance on STAAR exams. Improved number of STARS for AMS				
Critical Success Factors CSF 1 2) Advanced academic students will engage with innovative resources and pilot activities	Campus principal, GT teachers	Presentations to staff and students with resources				
	Funding Sources: Gifted (21) - 1840.00					
Comprehensive Support Strategy 3) Academic Advising for all students	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) Target College Readiness standards for all students	Principals, Counselors, Teachers	College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Scope & Sequence and 3 week check points focus teachers on TEKS	Curriculum Dept	Scope &Sequence; Guaranteed & Viable Curriculum				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) CARA Meetings and PLC Meetings - teachers monitor data from 3 week checks to look for areas of weakness & inconsistency	Teachers, Curriculum Department, Instructional Specialist, Principals	3 week check point Data &Reflection Forms;Teacher growth & collaboration				
	Funding Sources: Local (199) - 0.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1 7) SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students.	Teachers, Admin	Benchmarks; Instructional Walks, 3 week check points; TELPAS				
	Funding Sources: ESL/Bilingual (25) - 500.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 7 8) Professional Development for Teachers to teach effectively	Principal; Curriculum Department; Instructional Specialist	Discipline Referral data &student academic scores; STAAR Data, Report Cards				
	Funding Sources: Local (199) - 16650.00					
Critical Success Factors CSF 1 9) Meetings with Students to Extend Awareness of Post Secondary Options	Principal, Counselors, Teachers,	Number of students taking AP Spanish, Algebra & English I				
Comprehensive Support Strategy **Critical Success Factors** CSF 3 10) Will offer AP Spanish to students who qualify.	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
	Funding Sources: Gifted (21) - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 11) SSI Intervention will be implemented after 8th grade STAAR in Reading and Math	Principal, Teachers	2nd admin scores increased				
	Funding Sources: State Comp Ed (24) - 3500.00, Title I (211) - 3000.00					
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 12) Send staff members to AVID training.	Principal	Certificates of completion.				
	Funding Sources: State Comp Ed (24) - 16210.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 13) 60% of AMS students enrolled in special education will pass the state standard in the areas of Reading and Writing.	Principal, Assistant Principals, Instructional Specialist, Teachers	Testing Scores				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 14) 60% of AMS ELL and Special Education students will pass the state standard in the ares of Reading and Writing.	Principal, Assistant Principals, Instructional Specialist, Teachers	Testing Scores				

Critical Success Factors CSF 1 CSF 2 CSF 4 15) Provide calculators and other supplies to help meet needs of students for testing.	Funding Sources: State Comp Ed (24) - 0.00					
Comprehensive Support Strategy 16) 60% of ELL students will pass the state standard in the area of Science	Principal, Assistant Principal, Counselors, Teachers, Instructional Specialist	Testing scores				
Comprehensive Support Strategy 17) 60% of Hispanic, Special Education, Economically Disadvantaged, and ELL students will pass the state standard in the area of Social Studies	Principal, Assistant Principals, Teachers, Instructional Specialist	Testing Scores				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 18) Lesson Plan template presented to staff and implemented using the Fundamental Five and AVID strategies	Instructional Specialist, Principal, assistant principals, AVID Coordinator	Increase in test scores 3 week checks, benchmarks, and STAAR exams.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 19) AVID will be implemented in 7th grade and 8th grade	Principal, AVID Campus Coordinator	More students taking honor courses				
	Funding Sources: State Comp Ed (24) - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 20) Guided reading program will be implemented in 6th grade	Instructional Specialist, 6th Grade ELA teachers	Increase in on level reading for 6th graders				
	Funding Sources: Title I (211) - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 6 21) AVID Binders will be utilized by all students on campus to promote organization	Teachers, Principals, AVID Coordinator	Students will improve organization skills				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 5 CSF 6 CSF 7 22) Ellevation will be provided to all staff	Counselor, Principals, Teachers	Teachers will have the information to effectively teach ELL students and improve language skills				


= 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Differentiated instruction in the classroom.	Teachers; Instructional Specialist; Principals	Student Achievement; Teacher Growth; Instructional Walks				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 2 2) BOY, EOY screeners, 3 Week Checkpoints, and Benchmarks for core content classes	Principal, Instructional Specialist	Data from results				
Critical Success Factors CSF 2 CSF 3 CSF 7 3) Instructional Walks in classrooms	Principals & Instructional Specialist	Instructional Walks data				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Quick Walks by Administrators in ALL Classrooms once a week	Administrators	Increased Classroom Instructional Effectiveness				
5) PLC's will be used to disaggregate data and plan instruction to address student needs	Principal, Teachers, Instructional Specialist	Increased scores				

= 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 3 1) Project Lead the Way (Gateway to Technology) implementation	Principal, PLTW Teachers, CTE administrator	Teacher Training, Student Participation, Math/Science Growth				
Critical Success Factors CSF 6 2) Participate in Recruiting Events for GHS CTE Courses	Principal, PLTW Teachers	Student Enrollment Data				
	Funding Sources: CTE (22) - 0.00					
Critical Success Factors CSF 1 3) Participation in Principles of Emerging Technologies	Principal, Technology teachers, District Instructional Technology Coordinator	Student enrollment data				
	Funding Sources: Local (199) - 0.00					
4) Students in 7th and 8th grade will have the option to enroll in AVID	Principal, Instructional Specialist, AVID Coordinator, AVID teacher	Student enrollment and increased student scores				

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

Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 4 CSF 6 6) Family Time classes will be scheduled throughout the day to utilize the time for students to complete homework with a certified teacher.	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	Teachers, Principal, assistant principals	Less students failing subjects and increased test scores				
Comprehensive Support Strategy **Critical Success Factors** CSF 4 8) Math and ELA teacher assigned morning duty each day to tutor students in the mornings	Assistant Principal, teachers	Less students failing subjects and increased test scores				
= 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Annual completion of Bright Bytes chart data	Principal; Technology Committee	Survey results; Instructional Walks				
Critical Success Factors CSF 3 CSF 7 2) Technology Committee Meetings monthly	Principal and technology committee	Meeting notes and action plans				
	Funding Sources: Local (199) - 0.00					

= 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 6 CSF 7 1) Technology integration and professional development at Lunch and Learn meetings and Team Building Breakfasts	Principal, Technology teachers	Use of new technology in the classroom with students				
	Funding Sources: Local (199) - 3000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 6 2) Librarian as media specialist to support classroom technology.	Librarian	Use of technology labs and number of devices checked out for student use.				
	Funding Sources: Local (199) - 7200.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 6 3) Integration of New Technologies into all classrooms	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

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Fire, Lockdown, and Bad Weather Practice Drills	Asst Principals, Teachers	AMS student knowledge of emergency plan				
	Funding Sources: Local (199) - 500.00					
Critical Success Factors CSF 6 2) Signs throughout building with teacher's names and room numbers	Office Staff	User Friendly Hallways				
	Funding Sources: Local (199) - 100.00					
Critical Success Factors CSF 3 3) All staff trained on AMS EOP and safety drill procedures	Principal and Assistant Principals	efficiency of drills				
Critical Success Factors CSF 6 4) Two Way radios will be maintained for safety communications.	Principals	Working Radios				
	Funding Sources: Local (199) - 1300.00					
Critical Success Factors CSF 3 5) Controlled Vestibules with heighten security for our campus	Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				
6) Teachers have passes for students to use when traveling around the building	Counselor, teachers, students	students are accounted for at all times, safety				
Critical Success Factors CSF 3 7) Maps, AMS Emergency Procedures, and Safe room signs are posted in rooms	Assistant Principals	Increased communication and safety strategies utilized throughout the building				

 = 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 1) Innovative classrooms in 6th, 7th and 8th Grade hallway for increased advanced class sizes	Principal, Admin, Technology,	Creative scheduling to support appropriate interventions for struggling students				
2) Review facilities improvement plan each semester	Principal and Head Custodian	Request for Maintenance Completed				
	Funding Sources: Local (199) - 0.00					
3) Requests for maintenance service will address facility maintenance and repairs	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.	Principal and Secretary	Budget Process				
	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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) All students will have 90 minutes of ELA instruction per day	Principal, Counselors, PEIM's secretary	Improved reading and writing scores in all areas				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials; Google form data				
	Funding Sources: Title I (211) - 5000.00, State Comp Ed (24) - 6500.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 4 3) Science & History teachers will collaborate through out the year to build student capacity for STAAR prep	Principal, Sci/Hist Teachers, Instructional Specialist	Schedule of Student Rotations; STAAR Data				
	Funding Sources: State Comp Ed (24) - 2500.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 4) Tutoring Schedules Posted and in front office	Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers per Google Form				
Comprehensive Support Strategy 5) Maximize Instructional Days - even when early dismissal schedule	Principal, Teachers	STAAR/CA Data; Instructional Time				
	Funding Sources: Local (199) - 0.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 6) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	PEIMS Clerk, Counselors, Principal, Teachers	9 Period Day Schedule; STAAR & Common Assessment Data				
	Funding Sources: Local (199) - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 7) Family Time 5 days a week for all students	Teacher, Principals	Student academic data ; STAAR Data				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 6 8) Team Building Breakfast-Monthly	Principal	Faculty well-informed &trained; Communication; Positive Relations				
	Funding Sources: Local (199) - 3000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 6 9) Implement Huddle Meetings with Each Grade Level Facilitated by Principal and Instructional Specialist	Principal and Instructional Specialist	Staff participation; grade level events				
	Funding Sources: Local (199) - 200.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 4 CSF 5 CSF 6 10) Create 1 day per grading period-AMS Pirate Party where students who have completed all core assignments are able to enjoy free time and students who have not completed assignments will work with core teacher to complete quality work	Campus Admin, Teachers, community volunteers, parents	Improved grades, Improved Test Scores, Reduction of "Zeros" in gradebooks				
	Funding Sources: Local (199) - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 11) Math Teachers will attend CAMT Conference for instructional strategy growth	Math teachers, admin,	increased math progress for students				
	Funding Sources: Local (199) - 1000.00					
Critical Success Factors CSF 1 CSF 2 12) Teacher 3 week check points for data to analyze, chart, and evaluate student progress to achieve Distinction Designations. STAARS	Principal, Instructional Specialist, Teachers, Curriculum	Distinction Designations through TEA Accountability System				

Critical Success Factors CSF 1 CSF 4 13) Conduct Intervention Groups for At Risk students.	Principal, Instructional Specialist, Outside Consultant	Student Participation, Google Form Data				
	Funding Sources: State Comp Ed (24) - 1800.00, Title I (211) - 150.00					
Critical Success Factors CSF 1 CSF 7 14) Send ELA teachers and English I teachers to Abydos Writing Conference to learn strategies to improve writing including Hispanic and economically disadvantaged students	Teacher, Campus Admin	Improved writing scores in writing for all students including Hispanic and economically disadvantaged students				
	Funding Sources: State Comp Ed (24) - 2000.00					
Critical Success Factors CSF 7 15) AMS will provide high quality, ongoing professional development to staff to targeted title I students.	Campus Admin, Teachers	Staff participation				
	Funding Sources: Local (199) - 1000.00, Title I (211) - 2800.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 4 CSF 6 16) AMS will continue to plan toward the implementation of AVID of 2018-19	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					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 17) Student calendars, binders, and planners will be implemented for all 6th ,7th, and 8th graders	Principal, IS	Student Planner				
	Funding Sources: State Comp Ed (24) - 0.00					
18) Department Heads will meet monthly	Principal, department head, secretary, Instructional Specialist	Staff collaboration and communication				
19) LLI kits will piloted within the 6th grade ELA block for students that are struggling with reading	Principal, IS, 6th grade ELA teachers	Increase in F/P reading levels of targeted students				
	Funding Sources: Title I (211) - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 20) Strategic Grading Committee will work together to create a grading system that grades students on standards	Principal, committee	Committee meets regular for a plan to be used in 2019-2020				

= 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 1) RTI Intervention-struggling students assigned to an intervention teacher/mentor	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 CSF 1 2) Provide strategies to RTI/struggling students to enhance their learning experience.	Counselors, Teachers, AP's, Principal, and Instructional Specialist	STAAR/CA Data; Progress Monitoring				
	Funding Sources: State Comp Ed (24) - 1000.00, Title I (211) - 350.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Brain-Pop (computer program) - used for STAAR-type questions in the classroom	Teachers	Lesson Plans; Report Cards				
	Funding Sources: Local (199) - 2300.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) BOY, EOY screeners	Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
Critical Success Factors CSF 3 CSF 5 5) Utilize the Outdoor Learning Center at Acton Middle School	Principal, Teachers, OLC Team	Usable learning center; teacher use				
	Funding Sources: Local (199) - 856.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1 6) Strive for and maintain viable library services.	Librarian	Number of classes meeting in library; Library Rating				
	Funding Sources: Local (199) - 6000.00					
Critical Success Factors CSF 1 CSF 2 7) Students will use I Station and Education Galaxy for interventions	Principals, teachers, Instructional Specialist	Students improve understanding of Math and Reading				
 = 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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) School Messenger-daily attendance calls & event information	Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 CSF 6 2) Current PTO board meeting monthly & supporting AMS students & faculty.	PTO Board; Principal	Sign In Sheets				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 3) Boy's & Girl's Athletic Booster Clubs	Athletic Coordinator	Positive Relations				
4) Teacher twitter pages, Remind 101, Websites, and Progress Reports	Teachers, Principals	Student and Family engagement				
Critical Success Factors CSF 5 CSF 6 5) AMS & Teacher Websites/Blogs	Teachers	Periodic Updates				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 6) Parent/Teacher Conferences	Teachers	Sign-In Reports Attendance; Positive Relations				
Critical Success Factors CSF 5 7) Teacher Emails and phone calls to parents	Teachers; Positive Relations Committee	Teacher Documentation; Positive Relations				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 5 8) Skyward Family Access - posting grades weekly for parent and student information	Teachers	CA's &Benchmarks; Parent Involvement; Parent Survey				
	Funding Sources: Local (199) - 0.00					

9) Communicate guidelines to staff members.	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	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.	Counselors and Teachers	Record of Reports to CPS; Meeting notes				
	Funding Sources: Local (199) - 0.00					
Critical Success Factors CSF 6 CSF 7 12) Provide training to staff about suicide prevention	Principal and Counselors	Certificates of completion				
	Funding Sources: Local (199) - 500.00					
Critical Success Factors CSF 5 CSF 6 13) Provide training to staff on Restorative Discipline	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	Principal and assistant principals	Training completed; teacher survey				
	Funding Sources: Local (199) - 300.00					
Critical Success Factors CSF 6 15) Each grade level SOP's, Campus wide SOP's, and Special Program SOP's	Each grade level; principal, special program teachers	Increased communication for all stakeholders, parent and student survey				
= 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) The majority of the budget will focus on instructional programs.	Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
	Funding Sources: Local (199) - 0.00					
2) Monitor and Maintain appropriate and efficient expenditures	Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
	Funding Sources: Local (199) - 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Band & Choir students perform and recruit at Elementary Schools	Band & Choir Directors	Program enrollment numbers and data				
	Funding Sources: Local (199) - 100.00					
Critical Success Factors CSF 5 CSF 6	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	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	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	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

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Other events that are offered to students are Science Fair, History Fair (District, Area, Regional, State).	Science & History Teachers	Student Participation and Science/History Fair Results				
	Funding Sources: Gifted (21) - 7300.00					
Critical Success Factors CSF 1 CSF 6 2) A number of scholastic activities are available including: Odyssey of the Mind, Spelling Bee, Geography Bee, Academic UIL Competition.	Sponsors/Coaches	Participation; Activity/Project Results				
	Funding Sources: Local (199) - 2840.00					

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

= Accomplished = 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6	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 CSF 6	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					

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

State Compensatory

Budget for Acton Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 042 0 24 000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$202,683.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$327.00
199 e 11 6118 AV 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$15,000.00
	6100 Subtotal:	**$218,010.00**
6300 Supplies and Services		
199 e 11 6395 AV 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,500.00
199 e 11 6395 MM 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 e 11 6395 SP 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$6,000.00
	6300 Subtotal:	**$14,500.00**
6400 Other Operating Costs		
199 e 13 6411 AV 042 0 24 000	6411 Employee Travel	$16,000.00
199 e 13 6411 GW 042 0 24 000	6411 Employee Travel	$3,000.00
199 e 23 6411 GW 042 0 24 000	6411 Employee Travel	$2,000.00
199 e 11 6497 AV 042 0 24 000	6497 Fees - Locally Defined	$5,000.00
	6400 Subtotal:	**$26,000.00**

Personnel for Acton Middle School:

Name	Position	Program	FTE
Autumn Lane	Math Teacher	State Comp Ed	0.14
Julie Morris	Math Teacher	State Comp Ed	0.14
Landry Mullins	AVID Teacher	State Comp	0.75
Lenzi Lewis	ELA Teacher	State Comp Ed	0.29
Natalia Argueta	Math Teacher	State Comp Ed	0.14
Sheila McKamy	ELA Teacher	State Comp Ed	1
Tammy Jones	ELA Teacher	State Comp Ed	1

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Jennifer Pennington	Targeted Instructional Specialist	Title I	1

Granbury Independent School District

Stars Accelerated High School

2018-2019 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

Revised/Approved: August 30, 2018

Demographics

Demographics Summary

STARS Accelerated High School is a non-traditional High School in Granbury ISD. STARS is a "school of choice."

Demographics Summary for the current 2018-2019 school year

STARS Accelerated High School has 38 students enrolled. Of that:

- 16% Hispanic,
- 76% White/ Non Hispanic,
- 3% African American,
- 5% American Indian
- 3% are Two or More Races

Socio Economically (numbers that we presently have available) -

- 66% of its students reported to be Economically Disadvantaged,
- 3% are English Language Learners
- 11% of STARS students receive Special Education services.
- 16% of its students are considered Homeless.
- 45% of the students have had Career and Technology Courses

STARS student Population at the beginning of the 2018 school year consist of

- 43% 12th graders,
- 29% 11th graders,

- 23% 10th graders
- 6% 9th graders

Demographics Strengths

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are non-traditional students who may be at-risk of not graduating to earn a high school diploma and can benefit from attending Stars Accelerated High School which will assist in achieving 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

Problem Statement 1: STARS Accelerated HS's overall attendance rate over the past year increased from 81% to 86%, however has not met the 90% goal.
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 Accelerated HS graduated 46 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 per day depending on the number of credits they need to graduate. Transportation is provided at the beginning and end of the day. Breakfast and lunch are available to students. We provide counseling as needed and work to help students make connections after graduation with either vocational schools or community colleges by having students complete the FAFSA, TSI testing, and Texas Common Application prior to leaving us or just after they graduate.

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. Staff retention is high.

We have eight STARS staff members: four core teachers who are full time, two part time teachers for Spanish and CTE, one part time Inclusion support Aide, one secretary, and principal.

In addition, we have one counselor and one special education teacher 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 high. 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

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.

Parent and Community Engagement

Parent and Community Engagement Summary

We involve families from the beginning in the interview process to the end with an exit meeting and graduation celebration. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent academic progress, and behavioral expectations. Student progress reports are mailed home every three 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. School messenger, remind, and social media are used to relay upcoming information, holidays, and testing dates and any other related information.

Parent and Community Engagement Strengths

We keep in constant communication with parents regarding progress and attendance. We mail three 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 knowledgeable 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 Parent and Community Engagement 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, instructional time in class is 1 hour and 10 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 classwork. 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

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, 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

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- 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	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; attendance records				
2) Improve student attendance through a positive reward system. a. Sonic Friday at the end of the six weeks b. Incentive breakfast/lunch c. Dress up Days d. Field Trip participation e. Senior Shirts	Principal, counselor, attendance clerk	Increase in overall attendance				
	Funding Sources: Local (199) - 2500.00					
3) 3. Parent involvement in student attendance through: three week 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) 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. Daily student attendance incentive when 90% goal is met.	Principal and attendance clerk	Increase overall attendance				

6) Restorative practices integrated in the daily culture of our campus. A few strategies are: 1) Sparks 2) Get to know you circles 3) 2-minute connect 4) Repair circles	All staff	Building relationships between student to student and student to staff and staff to parents. Creating a culture of care of respect.				
 = 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
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.	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

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	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.				

= 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 Approaches 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	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 Approaches or higher				
2) English instructor will increase the number of writing opportunities available in the classroom	Principal/English instructor	Students will achieve Approaches or higher				
3) Increase the number of professional development opportunities for ELA teacher; as well as work with District ELA Coordinator on a regular basis.	Principal/English instructor	Number of PD opportunities attended. Number of times meeting with District ELA Coordinator.				
	Funding Sources: Local (199) - 0.00					
4) Participate in district Common Assessments and benchmarks 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

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	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	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	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 70 minute conference period for planning.

Evaluation Data Source(s) 2: Master schedule

Summative Evaluation 2:

Strategy Description	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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will choose service opportunities and create goals for participation in the following but not limited to: 1) GISD's Day of Service 2) Veteran's Day Out - Fall and Spring	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

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: STARS Speaker schedule - Number of speakers per month

Summative Evaluation 2:

Strategy Description	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 STARS has a Speaker schedule that breaks the day into 1 hour classes instead of 1hr 10 minutes. This time is purposefully created to have time for speakers.	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 TSI, ApplyTexas application along with FAFSA prior to graduation.

Evaluation Data Source(s) 3: Senior Checklist:
TSI Completions, Completed applications/FAFSA

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 1) Seniors and parents will participate with the counselor in graduation meetings and activities to prepare them for graduation. 2) Students will have the opportunity to participate in the TSI at Weatherford College before graduation	Counselor/principal/instructors	1) Number of students completing the application/parent sign in sheets/meeting agendas 2) Goal is for all students to have taken the TSI before graduation				
	Funding Sources: Local (199) - 0.00					

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

State Compensatory

Budget for Stars Accelerated High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
Please see addendum	6117 Career Ladder - Locally Defined	$0.00
	6100 Subtotal:	**$0.00**

Personnel for Stars Accelerated High School:

Name	Position	Program	FTE
Elizabeth Gutierrez	Foreign Language Teacher	State Comp Ed	0.5
Greg Brown	Science Teacher	State Comp Ed	1
Margaret Rodriquez	Principal	State Comp Ed	0.5
Matt Holley	Teacher	State Comp Ed	0.5
Rhonda Naylor	SS Teacher	State Comp Ed	1
Susan Halbert	ELA Teacher	State Comp Ed	1
Terry Keith	Math Teacher	State Comp Ed	1
Vivi Wright	Secretary	State Comp Ed	0.5

Addendums

FND T FC OBJ SO ORG F PI	FND T FC OBJ SO ORG F PI	2018-19 Original Budget	2018-19 Revised Budget	2018-19 FYTD Activity	2018-19 Available Funds
199 E 11 6112 00 002 0 26 000	Substitute Teacher Wages/Non-S	4,462.00	4,462.00		4,462.00
199 E 11 6116 00 002 0 26 820	Homebound Wages/Non-Specified/	1,000.00	1,000.00		1,000.00
199 E 11 6117 00 002 0 26 000	Prof Salaries & Wages/Non-Spec	305,969.00	305,969.00		305,969.00
199 E 11 6125 00 002 0 23 000	Support Personnel Wages/Non-Sp	9,724.00	9,724.00		9,724.00
199 E 11 6141 00 002 0 23 000	Fica/Medicare/Non-Specified/Sp	141.00	141.00		141.00
199 E 11 6141 00 002 0 26 000	Fica/Medicare/Non-Specified/No	4,409.00	4,409.00		4,409.00
199 E 11 6141 00 002 0 26 820	Fica/Medicare/Non-Specified/No	10.00	10.00		10.00
199 E 11 6142 00 002 0 23 000	Group Health & Life Ins/Non-Sp	11.00	11.00		11.00
199 E 11 6142 00 002 0 26 000	Group Health & Life Ins/Non-Sp	16,896.00	16,896.00		16,896.00
199 E 11 6143 00 002 0 23 000	Workers Comp/Non-Specified/Spe	94.00	94.00		94.00
199 E 11 6143 00 002 0 26 000	Workers Comp/Non-Specified/Non	2,948.00	2,948.00		2,948.00
199 E 11 6144 00 002 0 23 000	Trs Care-On-Behalf/Non-Specifi	783.00	783.00		783.00
199 E 11 6144 00 002 0 26 000	Trs Care-On-Behalf/Non-Specifi	20,030.00	20,030.00		20,030.00
199 E 11 6145 00 002 0 23 000	Unemployment Comp/Non-Specifie	8.00	8.00		8.00
199 E 11 6145 00 002 0 26 000	Unemployment Comp/Non-Specifie	258.00	258.00		258.00
199 E 11 6146 00 002 0 23 000	Teacher Retirement/Non-Specifi	219.00	219.00		219.00
199 E 11 6146 00 002 0 26 000	Teacher Retirement/Non-Specifi	10,299.00	10,299.00		10,299.00
199 E 11 6268 00 002 0 26 000	Equip Rental-Oper Lease/Non-Sp	2,600.00	2,600.00		175.82
199 E 11 6297 TP 002 0 26 990	Contracted Technology/TelePaci		3,950.00		0.20
199 E 11 6299 LL 002 0 26 000	Misc Contr Services/Language L	25.00	25.00		25.00
199 E 11 6325 00 002 0 26 370	Magazines/Non-Specified/Non-Di	100.00	100.00		6.61
199 E 11 6395 00 002 0 26 000	General Supplies/Non-Specified	1,200.00	1,200.00		614.56
199 E 11 6395 00 002 0 26 180	General Supplies/Non-Specified	700.00	700.00		700.00
199 E 11 6395 00 002 0 26 370	General Supplies/Non-Specified	700.00	700.00		700.00
199 E 11 6395 00 002 0 26 390	General Supplies/Non-Specified	700.00	700.00		700.00
199 E 11 6396 00 002 0 26 000	Paper Supplies/Non-Specified/N	200.00	200.00		159.81
199 E 11 6397 00 002 0 26 990	Computer Supplies/Non-Specifie		131.00		
199 E 11 6397 CC 002 0 26 000	Computer Supplies/CAREER CRUIS	300.00	300.00		
199 E 11 6397 CR 002 0 24 000	Computer Supplies/E2020/Accele	2,000.00	2,000.00	2,000.00	
199 E 11 6397 EL 002 0 25 000	Computer Supplies/ELEMENTARY/B	750.00	750.00		750.00
199 E 11 6397 RP 002 0 26 990	Computer Supplies/Replacement/		5,973.00		5,883.00
199 E 11 6411 00 002 0 26 820	Employee Travel/Non-Specified/	500.00	500.00		500.00
199 E 11 6412 00 002 0 26 000	Student Travel/Non-Specified/N	1,000.00	1,000.00		1,000.00
199 E 11 6495 00 002 0 26 000	DUES/Non-Specified/Non-Discipl	150.00	150.00		150.00
199 E 11 6498 00 002 0 26 000	Awards/Non-Specified/Non-Disci	700.00	700.00		700.00
199 E 11 6645 RP 002 0 26 990	Technology Equip <$5,000./Repl		1,299.00		
199 E 13 6239 00 002 0 26 000	Contracted Esc/Non-Specified/N	150.00	150.00		150.00
199 E 13 6411 00 002 0 26 000	Employee Travel/Non-Specified/	2,100.00	2,100.00		2,100.00
199 E 23 6117 00 002 0 26 000	Prof Salaries & Wages/Non-Spec	39,967.00	39,967.00		39,967.00
199 E 23 6125 00 002 0 26 000	Support Personnel Wages/Non-Sp	16,075.00	16,075.00		16,075.00

FND T FC OBJ SO ORG F PI	FND T FC OBJ SO ORG F PI	2018-19 Original Budget	2018-19 Revised Budget	2018-19 FYTD Activity	2018-19 Available Funds
199 E 23 6135 00 002 0 26 000	Cell Phone Allowance/Non-Speci	210.00	210.00		210.00
199 E 23 6141 00 002 0 26 000	Fica/Medicare/Non-Specified/No	816.00	816.00		816.00
199 E 23 6142 00 002 0 26 000	Group Health & Life Ins/Non-Sp	4,222.00	4,222.00		4,222.00
199 E 23 6143 00 002 0 26 000	Workers Comp/Non-Specified/Non	546.00	546.00		546.00
199 E 23 6144 00 002 0 26 000	Trs Care-On-Behalf/Non-Specifi	3,440.00	3,440.00		3,440.00
199 E 23 6145 00 002 0 26 000	Unemployment Comp/Non-Specifie	48.00	48.00		48.00
199 E 23 6146 00 002 0 26 000	Teacher Retirement/Non-Specifi	2,096.00	2,096.00		2,096.00
199 E 23 6395 00 002 0 26 000	General Supplies/Non-Specified	1,200.00	1,200.00		1,200.00
199 E 23 6397 PL 002 0 99 000	Computer Supplies/Plan for Lea	500.00	500.00		
199 E 23 6411 00 002 0 26 000	Employee Travel/Non-Specified/	2,000.00	2,000.00		2,000.00
199 E 23 6495 00 002 0 26 000	DUES/Non-Specified/Non-Discipl	300.00	300.00		60.00
199 E 23 6498 00 002 0 26 000	Awards/Non-Specified/Non-Disci	2,100.00	2,100.00		1,670.00
199 E 31 6117 00 002 0 26 000	Prof Salaries & Wages/Non-Spec	26,004.00	26,004.00		26,004.00
199 E 31 6141 00 002 0 26 000	Fica/Medicare/Non-Specified/No	377.00	377.00		377.00
199 E 31 6142 00 002 0 26 000	Group Health & Life Ins/Non-Sp	1,689.00	1,689.00		1,689.00
199 E 31 6143 00 002 0 26 000	Workers Comp/Non-Specified/Non	252.00	252.00		252.00
199 E 31 6144 00 002 0 26 000	Trs Care-On-Behalf/Non-Specifi	1,662.00	1,662.00		1,662.00
199 E 31 6145 00 002 0 26 000	Unemployment Comp/Non-Specifie	22.00	22.00		22.00
199 E 31 6146 00 002 0 26 000	Teacher Retirement/Non-Specifi	921.00	921.00		921.00
199 E 31 6395 00 002 0 26 000	General Supplies/Non-Specified	100.00	100.00		100.00
199 E 33 6399 00 002 0 99 000	Other Supplies/Non-Specified/U	300.00	300.00		300.00
199 E 51 6246 MN 002 0 99 000	Contr Bldg Maint/Maintenance/U	400.00	400.00		337.00
199 E 51 6256 00 002 0 99 000	Sanitation/Non-Specified/Undis	550.00	550.00		415.00
199 E 51 6257 00 002 0 26 990	Telephone/Non-Specified/Non-Di				-999.98
Grand Expense Totals		496,933.00	508,286.00	2,000.00	495,005.02

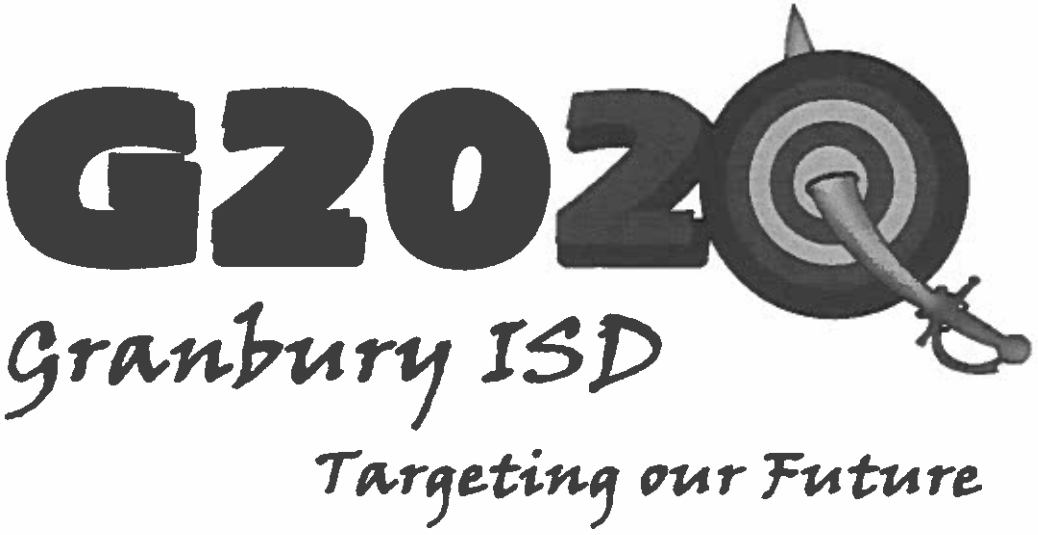
Number of Accounts: 64

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

Granbury Independent School District

Acton Elementary School

2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Acton Elementary ended the 2017-2018 year with 876 students. In April 2019, 47.1% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 696 White, 137 Hispanic, 13 Black, 3 American Indian, 3 Asian, 6 Native Hawaiian or other Pacific Islander, and 18 two or more races.

Student Achievement

Student Achievement Summary

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 2017-2018 STAAR 5th grade assessment indicated that 81% of students met reading satisfactory standard. In math, 88% of students in grade 5 met the satisfactory standard. Overall in grade 5, 27% of students performed at the advanced level in reading and 34% in math. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. Guided Reading Levels for grades K-2 is as follows...in Kindergarten, the percentage of students on grade level went from 62% in 2016-17 to 89.6% in 2017-18. In 1st grade, the percentage of students on grade level went from 67% in 2016-17 to 43% in 2017-18. In 2nd grade, the percentage of students on grade level went from 67% in 2016-17 to 70% in 2017-18. We also reviewed common assessment data in 1st and 2nd grade Math. In 1st grade, 96% of students were proficient on the EOY with an average score of 86 and 77% of students performed in quartile 5. In 2017-18, 99% of students were proficient on the EOY with an average score of 89, and 86% of students performed in quartile 5. In 2nd grade, 91% of students were proficient on the EOY with an average score of 80 in 2016-17. In 2017-18, 96% of students were proficient with an average score of 81.

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. ll 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 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 2018-2019:

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

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

o Science at 85% Satisfactory Level w/ Advanced Level III at 25%

Actual scores for 2017-2018

o 3rd grade Reading = 85% Satisfactory Level w/ Advanced Level III at 33%

o 3rd grade Math = 81% Satisfactory Level w/ Advanced Level III at 26%

o 4th grade Reading = 83% Satisfactory Level w/ Advanced Level III at 27%

o 4th grade Math= 86% Satisfactory Level w/ Advanced Level III at 30%

o 5th grade Reading = 86% Satisfactory Level w/ Advanced Level III at 27%

o 5th grade Math = 95% Satisfactory Level w/ Advanced Level III at 34%

o 5th Science = 83% Satisfactory Level w/ Advanced Level III at 22%

80% of Hispanic and economically disadvantaged, special education and LEP students will meet approaches standard on the STAAR reading, math, 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.

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.

2017-2018 TELPAS

Raw scores for reading have been imported into DMAC. These are only raw scores for reading. Since no cut scores have been established yet, it only gives you a vague look at how the students did on reading. There are not listening and speaking scores to date.

Final scores should be to us by 8/15/18, after cut scores have been determined.

Strengths: Our hispanic gap in math improved in every subject and on every test. Our LEP performance also improved across the board. This was a target area and we are very proud of the progress in these two populations. 4th grade also improved by ten percent in both reading and math.

Focus for 2018-2019: 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.

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.

School Culture and Climate

School Culture and Climate Summary

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.

This year, we worked with Debbie Jarzombek to enhance guided reading skills in the classroom K-2. The instructional coach worked along with Ms. Jarzombek to gain insight on strategies to work with teachers and further guide development throughout the year and keep the initiative at the forefront of reading instruction.

Focus for 2018-2019: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. We will continue our 75 minute planning 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. Guided reading instruction will continue to be a focus with emphasis on 3rd through 5th grade reading.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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.

Focus for 2018-2019: Committees were formed this year by teacher choice. Each staff member will serve on a committee. Planning started after the school year for the upcoming year. Each committee was chosen based off of initiatives at AES. The intent of the committees are to increase engagement and buy-in among all staff members and to value the individual strengths of our staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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, Acton Connects

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. We hosted Acton Connects sessions. These meeting are intentional in educating our families on various topics. This year, we held a STAAR session and a social media session.

Focus for 2018-2019:

For 18-19 school year, we will implement Acton Connects throughout the year. We will use information from parent surveys to drive the content of these sessions. Dates have already been set for family nights for the upcoming year. The family night committee will be in charge of the promotion and organization of our events.

Parent and Community Engagement

Parent and Community Engagement Summary

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School Context and Organization

School Context and Organization Summary

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

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

Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who 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 2018-2019: House Systems will be a new initiative on our campus. Taken from a visit to Lee Elementary in Coppell and from the study of Ron Clark Academy, AES will have 8 different houses on campus. These houses will be made up of students from PK-5th grade. Team building, mentoring, character building and school/house pride will be the lynchpin of the houses.

Technology

Technology Summary

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 2018-2019: Social Media Team is new to our campus for the upcoming year. We are very excited to promote the great things happening at AES sharing with the community and with our families. Our goal is to involve more families through social media. Research says that 81% of Americans have social media. Our committee intends to outreach where our audience is to foster more engagement and participation.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Schoolwide Implementation of positive character building through the implementation of 8 monthly character traits.	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. sign-in sheets , parent communication flyer, school calendar, school survey				
	Funding Sources: Title I (211) - 1381.00					
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. sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2018-2019 school year.	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Apply to become a state School of Character.	Principals, AP, Counselor	Admin team will work collaboratively with character team to apply for state School of Character.				

6) Create school unity through weekly morning face-to-face meetings and daily virtual Periscope meetings.	Principal, AP, Counselor, Teachers	AES will create a family atmosphere through togetherness. 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.	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. 5th grade office referrals, parent, teacher and student feedback.				
9) Pirate proud student recognition during morning assembly each month. 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. observations of students exhibiting learner qualities, school climate				
10) All teachers will send monthly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send emails to all AES families keeping all stakeholders informed.	Administration	Parents will be informed of weekly events and learning for all classrooms. copies of emails, school survey, participation, observations and feedback.				
11) AES will actively implement facebook, remind messages, class dojo, periscope and twitter to promote positive community relations. The Social Media Team will help with this implementation.	admin	AES will tell our story through social media and positive press. community participation, social media, school survey				
12) Each grade level will participate in at least one service project in the 2018-19 school year.	Administration, Lead Teachers	AES students will learn the benefits of serving others. field trip forms, observations				
13) AES will host at least two parent academies throughout the year.	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) - 1381.00					
14) AES will implement a Restorative Practices approach to discipline.	Principals, Counselor, IS, Classroom Teachers	circle times in class and in office, school climate, decreased office referrals, increased instruction time				
	Funding Sources: Title I (211) - 6000.00					
15) AES will implement a school-wide House program.	Principals, Counselor, IS, Instructional Leadership Team, Classroom Teachers	Students will create and sustain relationships with teachers and students outside of their classrooms and grade levels. school climate, decreased office referrals				

16) Schoolwide Class Dojo	Principals, Counselor, IS, Classroom Teachers	Teachers will create classroom accounts to communicate student behavior with families. Behavior will also be tracked by Houses. parent communication, school wide consistency, affirmation for positive behavior				
17) Peer Mediation Groups	Counselor, Admin	Decreased discipline referrals, positive climate, acts of kindness, compassion and empathy				
 = 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: Provide opportunities for parent and community service.

Evaluation Data Source(s) 2: AES volunteers will log at least 250 hours of service throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	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 Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation HEB Volunteer Fire Department Spring Creek Family Night Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a Stumpy's				
3) Implement Career Day schoolwide.	Counselor	Career day rotations, feedback and observation, speakers bureau				

= 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: By the end of the summer of 2019, 100% of AES staff will be trained in implementing Project Based Learning.

Summative Evaluation 1:

Strategy Description	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.	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Each summer 2018 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2017 trained staff member will complete at least 3 PBL projects in the 2018-19 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 2019.	Curriculum Director, Principal	PBL Training Certificate				
4) Students will participate in three E-TIME rotations throughout the school year. E-time provides student choice and inquiry.	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.				

= 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: In the 2018-19 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 2:

Strategy Description	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. 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. school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 90% 3-5 Math 90% 4th Writing 80% 5th Science 85%				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 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. Specifically, Increase reading performance by 5% for students in hispanic student group. Increase writing performance for all students and student groups by 10%. 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) - 44485.00, State Comp Ed (24) - 0.00, ESL/Bilingual (25) - 0.00					

3) Provide enrichment opportunities for identified Gifted and Talented students through rotations and through pull-out services.	Principal, AP, Gifted and Talented Teachers, Instructional Specialist	Enrichment Rotations, Odyssey of the Mind, IS				
	Funding Sources: Gifted (21) - 0.00					
4) 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) - 71615.00					
5) 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.				
6) All classroom teachers will track student progress by using a data spreadsheet.	Principal, AP, Instructional Coach, Teachers	Increase student progress on state assessment by: 10% in reading 5% in math student progress data spreadsheets, local and state assessments, teacher observation				
7) We will conduct bi-weekly 75 minute 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. lesson plans, meeting minutes, instructional walkthroughs, common assessment data.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 8) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students. Implement use of Motivation Math (gr. 1-5), Measure Up Reading (gr. 2-5), Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. Countdown to STAAR for Reading (gr. 3-5), and Writing (gr. 4), Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2), Explorations in Nonfiction writing Grades K-3.	Principal, AP, IS, teachers	Increase reading performance by 5% in hispanic student group. Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
	Funding Sources: Title I (211) - 0.00					
9) All ELA teachers will be trained and implementing Empowering Writers	Principal	Professional development certificates lesson plans				
	Funding Sources: Title II (255) - 0.00					
10) All students will record academic reflections, will set goals and will monitor their own performance.	Teachers, Administration, IS	Student reflection, feedback and self-awareness - goal sheets, data sheets, academic walkthroughs, PLC meetings				

11) Kindergarten through Grade 2 will implement SRA Phonics every instructional day.	Administration, IS, Lead Teachers	Istation reports, data logs - Individual and Class data, PLC meetings, lesson plans, walkthroughs				
12) Kindergarten through Grade 4 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					
13) Literacy Professional Development for Grade K-5 Teachers - Debbie Jarzombek	Instructional Coach, Teachers, Administration	Improvement in EOY data, student data logs, istation data, assessment data, fluency probes				
	Funding Sources: Title I (211) - 0.00					
14) Professional Development in Guided Math for Grade K-5 teachers.	Instructional Coach, Teachers, Administration	Improvement in EOY data, student data logs, assessment data				
= 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: Improve college readiness performance

Evaluation Data Source(s) 3: In the 2018-19 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	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 Level III Performance - 3-5 Reading 35% 3-5 Math 38% 4th Writing - 10% 5th Science 30%				
Comprehensive Support Strategy **Critical Success Factors** CSF 4 2) All grade levels will have intervention time to target specific skills and objectives and promote high levels of academic growth for all students, especially targeting high-performing students. In addition, all teachers will implement Guided Math and Guided Reading, approaches that target students specific needs in Math and Reading.	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.	administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				

= 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% of eligible AES students will participate in coordinated school health activities.

Summative Evaluation 4:

Strategy Description	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)	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)	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 5th Grade Milers Club	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.	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
	Funding Sources: Local (199) - 0.00					
6) K/1st Bounce House Fun Day 2nd/3rd and 4th/5th Field Days	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.	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.	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.				
9) AES will host the Boosterthon Fun Run	Principals, Boosterthon Team, Classroom Teachers and Staff	student participation, observation, student and parent feedback, school survey.				
10) Water Safety with YMCA for 1st grade students.	Principals, Admin Team, YMCA Staff, 1st Grade Teachers	student participation, observation, student and parent feedback, school survey.				

= 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 2018-19 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 2	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. In addition, AES will create an attendance committee which will help with implementation.	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings, DOJO points				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	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.	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.	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) AES will implement Pirates with Purpose, a program designed to reach at-risk boys in grades 3-5.	Principals, Counselor, Instructional Coach	student feedback, teacher feedback, observations				
7) AES will implement a Social Skills Club for students in grades K-5.	Counselor	student feedback, teacher feedback, observations				
8) AES will implement Lunch Bunch groups for at-risk students.	Counselor	student feedback, teacher feedback, observations				

= 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: Create a setting with innovative strategies.

Evaluation Data Source(s) 6: Review of new opportunities implemented during the 2018-19 school year.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Obtain innovative resources to support 21st century competencies.	Administration, IS, Curriculum Dept	POs, PD, Cubelets, Robot, Makerspaces, Breakout EDU.				
	Funding Sources: State Comp Ed (24) - 0.00					
2) AES will adopt 8 Character Traits. These traits will be the characteristics of a successful student. AES will introduce one new quality each month.	Administration, Teachers	Observations, academic data from assessments, classroom engagement, student goals and self-reflection, parent and teacher input				
3) Flexible Seating trials for students and classes.	Teachers, Administration	Discipline reports, individual and class data logs, observations by teachers and administration, assessment data				
4) Students will participate in STEAM rotations bi-weekly for 45 minutes with specials team.	Administration	Students will participate in science, technology, engineering, art and math activities during a 45 minute rotation every other week. Observations, walkthroughs, data, student survey				
= 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Technology Tools for Teachers - "Techie Time"	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) AES will create a Social Media Committee that will assist teachers with technology implementation	Principals, Librarian, Classroom teachers, Social Media Committee	sign-in sheet, agenda, walkthrough data				

= 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 2: Ensure students demonstrate responsible digital citizenship

Evaluation Data Source(s) 2: 100% of AES students will complete safety training during the 2018-2019 school year.

Summative Evaluation 2:

Strategy Description	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.	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				
2) Technology expectations will be set in classrooms when Treatment Agreements are formed.	Principals, Classroom Teachers	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 digital 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	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, audio microphones, chromebooks, ipads, Google Expeditions, ZSpace, Swivel Robot.	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcya.com, Xtra Math, Storia, Prodigy, Motivation Online, Education Galaxy, Scholastic, Stemscopes, Flocabulary, Learning Ally and Go Math to improve student performance.	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
3) Implement cubelets, robot and coding into the classroom.	Principal, librarian, IS	observations, increased technology noted on data walkthroughs, student feedback				
= 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus monthly facility inspection.	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, active shooter trainings, and other state required trainings.	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.	Principal, AP, Teachers, Staff	AES family survey, observation				

= 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 schedules at least 27 weeks in the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
2) Teachers will participate in Content PLCs during the week and attend grade level meetings via computer (email, text, hangout, etc)	Administration, Lead Teacher	Agendas, Minutes from meetings, PLC quadrant form				
3) AES will implement E-Time in grades K-5 to help students build schema through increased experiences.	Principals,Instructional Coach, Counselor Classroom Teachers,	alternate schedule for rotations, enrichment, lesson plans, school calendar				
4) AES will hold House Huddles monthly. Students will be randomly selected for their "house." The names of houses all stand for a character trait that we will be learning throughout the year. The houses will consist of a mix of students Pk-5 as well as a mix of staff. The house huddles will focus on relationship building and character.	Principals, Counselor, Classroom Teachers, Staff,	alternate schedule for rotations, lesson plans, school calendar				

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

Summative Evaluation 2:

Strategy Description	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.	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 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	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.	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				

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	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.
2	2	8	Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students. Implement use of Motivation Math (gr. 1-5), Measure Up Reading (gr. 2-5), Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. Countdown to STAAR for Reading (gr. 3-5), and Writing (gr. 4), Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2), Explorations in Nonfiction writing Grades K-3.
2	3	2	All grade levels will have intervention time to target specific skills and objectives and promote high levels of academic growth for all students, especially targeting high-performing students. In addition, all teachers will implement Guided Math and Guided Reading, approaches that target students specific needs in Math and Reading.
2	5	1	Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.

State Compensatory

Budget for Acton Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	$8,829.00
	6100 Subtotal:	**$8,829.00**
6300 Supplies and Services		
199 E 11 6395 MM 102 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
	6300 Subtotal:	**$5,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Maggie Walton	Instructional Specialist	Title I	1

Granbury Independent School District

Baccus Elementary School

2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

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.

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**: Continue strengthening 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 safeguards 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.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 30-40% of students are not on grade level reading levels at the end of the year school wide. **Root Cause**: We will strengthen our guided reading instruction and add LLI intervention.

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 (TEKS as 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 identified in campus data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are looking for 10% growth in LEP, Sped and ECD in all state testing areas grades 3-5. **Root Cause**: Continue to strengthen our PLC, CFA and targeted interventions and working towards more collaboration between Sped and Gen Ed.

Problem Statement 2: We are looking for 10% growth in on-level/above level from EOY 2018 to EOY 2019 on DRA end of year data for grades k-5. **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.

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: Develop an EOY2019 Survey for Staff and Parents (by Dec 2018), 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)

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 and CIS activities/supports. 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	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	Principal, Vice Principal, Counselor, Instructional Specialist, Teachers, & Staff	Morning Assembly, school data/goals wall, office referrals				
	Funding Sources: Local (199) - 0.00					
2) Provide opportunities outside of school, CIS activities, (Music Programs, Curriculum Nights, Technology Bus) for all Baccus students & families	Principal, Vice Principal, & Classroom Teachers	Build community and family involvement.				
	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.	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	Office Staff, GISD Public Information Officer	Public announcements, Kindergarten enrollment				
5) Incorporate customer care strategies with all visitors and students	Office Staff	Parent Feedback				
6) Provide staff training on bullying awareness,prevention and procedures.	Principal, AP, Counselor	Sign-in sheets, Agendas				
7) Create school unity through daily morning assembly with school songs & announcements	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

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, Muffins With My Lady, Doughnuts with Dudes, Picture Day, Field Day, grade level activities (Ex. Rice Babies).

Evaluation Data Source(s) 2: Volunteer Hours documented in Raptor

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Enlist volunteers through a Parent Teacher Organization (PTO)	Principal, PTO Staff Members	Agendas, Sing-In Sheets, Raptor Logs				
2) Partner with community organizations and businesses for student/parent education & recognition. Utilize our relationship with CIS to help build relationships with community organizations.	Principal, Office Staff & CIS manager.	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				

= 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: Utilize new partnership with Communities In Schools to offer a variety resources for Baccus students and their families.

Evaluation Data Source(s) 3: CIS reports.

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: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Provide supplemental interventions to support student success through campus-wide Baccus Pirate Time	Classroom Teachers, Instructional Specialists	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
	Funding Sources: Title I (211) - 0.00, Local (199) - 0.00					
Comprehensive Support Strategy 2) Provide a variety of academic & motivational resources to support student understanding and mastery of TEKS (workshops, materials, hands on field trips, & computer programs such as Education Galaxy, Flocabulary, TEKS as Target Math Practice, Math Warm-ups, Fast Focus, Guided Reading, Leveled Libraries, Comprehension Toolkit, Kim Sutton, I-station, Positive Promotions, Motivation Science (Grade 5), Empowering Writers, Summer Reading Books, Scholastic Everyday Literacy, motivational speakers & performers including football players, etc.)	Classroom teachers and Instructional Specialist	Student will grow at least one year academically. We will see growth behaviorally for students too.				
	Funding Sources: Title I (211) - 0.00					

Comprehensive Support Strategy 3) Instructional staff will attend: - Bi-weekly PLCs - Create Common Formative Assessment - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
Comprehensive Support Strategy 4) LEP Students will be supported through: - vocabulary words through a variety of strategies (Flocabulary, word walls in classrooms, modeling, rewards). - sentence stems - reflect writing (explorations in non-fiction writing), empowering writers. - response to text	Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
	Funding Sources: ESL/Bilingual (25) - 0.00					
Comprehensive Support Strategy 5) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				
Comprehensive Support Strategy 6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	I.S. & teachers	Schedules &student products; 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						

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	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.	Principal, AP, Intervention Specialists	Lesson Plans, Intervention Documentation				
	Funding Sources: Title I (211) - 0.00					
Comprehensive Support 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	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	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				
Comprehensive Support Strategy 5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
	Funding Sources: Title I (211) - 0.00					
Comprehensive Support Strategy 6) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
Comprehensive Support Strategy 7) Provide dyslexic specialist to work with struggling learners on reading strategies	Kathy Carmichael, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				
8) Provide professional development for all teachers regarding rigor and relevance	Principal, Director of Curriculum	PD records				
	Funding Sources: Title II (255) - 0.00					

9) Further learning on the PLC process by attending Solution Tree PLC Conference	Campus Principal	Increase Tier 1 learning				
	Funding Sources: Title I (211) - 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Certificates				
2) Administrators attend PBL Lead training from the Buck Institute	Principal, Vice Principal	Certificates				
3) Each trained staff member will develop and implement one PBL project per semester	Early Adopter Teachers, Principal, CBP Staff	Project Overview, presentations				
4) Enlist additional teachers to attend Project Based Learning	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	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.	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

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement Ready Rosie parent engagement and empowerment technology program. Implement BOY, 1st interval, MOY and EOY of the developmental reading assessment (DRA) grade k-4.	Principal, I.S., AP, Prek	Ready Rosie Data Reports, DRA Data Reports.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: Title I (211) - 0.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: 30-40% of students are not on grade level reading levels at the end of the year school wide. **Root Cause 1**: We will strengthen our guided reading instruction and add LLI intervention.
School Processes & Programs
Problem Statement 2: We are looking for 10% growth in on-level/above level from EOY 2018 to EOY 2019 on DRA end of year data for grades k-5. **Root Cause 2**: Lack of consistency with daily targeted guided reading and data discussions in regards to interventions centered around guided reading 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 6: Increase # of distinctions from 3 to 4.

Evaluation Data Source(s) 6: Performance reporting report. We will maintain distinctions in Math, Growth and College Readiness. through the PLC process and Pirate Time interventions. We will add a distinction in Reading, Closing the Gap or Science. Specifically targeting a Reading distinction through Guided Reading Groups, B.E.A.M mentors and LLI intervention groups.

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: Maintain 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.

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

 = 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 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	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 cameras, interactive whiteboards, flip cameras, tablets, classroom audio/speakers, and hand held devices.	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.	Principal, Instructional Specialist, Librarian, GISD Technology Department	Software Usage Reports & State Assessment Data				
= 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct regular campus facility inspections (using GISD safety checklist)	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	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).	Principal, AP, Teachers, Staff	Lesson Plans, daily teacher PM logs, BES Handbook				
4) Timely submission of campus work orders.	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
= 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 PLC master schedule.

Evaluation Data Source(s) 1: PLC Master Schedule completed.

Summative Evaluation 1:

Strategy Description	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.	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	Principal, CLT	Agendas, School Calendar, Sign-in Sheets				

 = 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 (CLT) to determine and evaluate professional development needs of the campus.

Evaluation Data Source(s) 2: CLT agendas

Summative Evaluation 2:

Strategy Description	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.	Principal, CLT Members	Meeting Agendas, Sign-in Sheets				

 = 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 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	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	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: Ensure that each grade level attends a field trip that ties to a grade level standard.

Evaluation Data Source(s) 2: Field trip forms for each grade level completed.

Summative Evaluation 2:

State Compensatory

Budget for Baccus Elementary School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199 e 11 6395 00 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,279.00
199 e 11 6395 MM 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 e 11 6397 00 105 0 24 000	6397 Other Equipment - Locally Defined	$2,200.00
	6300 Subtotal:	**$12,479.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Ashley Page	Instructional Specialist	Title I	1.0
Jenna Griffith	Instructional Specialist	Title I	1.0

Granbury Independent School District

Mambrino School

2018-2019 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

Revised/Approved: May 23, 2018

Needs Assessment Overview

In summary, the campus continues to make super progress in all targeted areas. As we face new challenges brought on by the transition into a STEAM Academy, the campus is focused on making sure communication and clarity are of the utmost importance to our staff and our families. Innovative opportunities for students to study and present projects will help increase the awareness and highlight the different methods by which the campus is implementing. Taking new risks and learning from mistakes will be met with grace in order to model for students that when we fail-we fail forward. Additional supports through campus "Houses" will help provide older students an outlet to model growth mindset for our younger students and for our younger students a mentor to provide them with extra help from our older students. Competition is based off of 5 characteristics "Amazing Attendance", "Superb Citizenship", "Fantastic Fail Forwards", "Exceptional Effort," and "Captivating Cooperation". These areas will be the basis of House Points and teaching students ways to improve them will be the focus of weekly design challenges lead by various grade level teachers and admin.

Demographics

Demographics Summary

At the end of the 17-18 school year there were 592 student enrolled at Mambrino in grades PPCD-8th grade. Throughout the past school year our free and reduced lunch numbers have fluctuated from 332 students or 52.5% in September to 360 student or 60.8% in May. 4.03% of the total population-24 students- were limited English proficient (LEP) and 7.2%-43 students- were identified as gifted and talented. Approximately 40.2% of students qualify as at risk based upon the 13 state qualifying characteristics and students receiving services under special education was 133 students or 23%. 51 students of the 133 are served in a life skills homeroom between PK-8th grade. This number does not include PPCD students which are 3 or 4 years old or receive special education services through resource/inclusion.

As the campus moves into the 18-19 school year it will transition into a STEAM Academy. This transition will increase overall numbers as "transfer" students accepted into the program based on attendance and discipline. 140 students were accepted into the academy in grades K-5. After confirmation from parents the number of students planning to attend by grade level for next school year is expected to be as follows: Kinder-22, 1st grade-19, 2nd grade-36, 3rd grade-19, 4th grade-22, 5th grade-16

Adding these students will elevate overall numbers to 732. Additional staff has been added to cover the additional students bringing the total number of staff (excluding cafeteria and custodial) to 76. Because of the campuses unique programming 23 of the 76 are para-professionals.

Student Achievement

Student Achievement Summary

Overall results on state STAAR testing (STAAR and STAAR Alt) are as follows:

Reading 3rd grade-88% Math 3rd grade-94%

Reading 4th grade-79% Math 4th grade-83%%

Reading 5th grade-80% Math 5th grade-89% Science 5th-82%

These scores show continued progress in cohort groups across longitudinal data in the all students category as well as the Hispanic category. Huge growth in the Hispanic sub pop was noted in math as they outperformed the white students by almost 20 points in 4th math and 12 points in 4th grade reading. The 4th grade teachers were part of the TEA Writing Pilot this year which took the place of the 4th grade STAAR writing test. Therefore, no scores are available for the 4th grade writing.

With regards to reading Kinder, 1st and 2nd data from Istation showed a significant increase from the beginning of the year to the end of the year of students in Tier 2 or 3 moving up a tier. All grade levels showed good growth as implementation of SRA is in its 2nd year and the campus began using the LLI program for intervention with students. Math beginning of the year to the end of the year showed progress as well as individual progress noted on the ESGI assessments used to assess students on grade level skills considered "power standards."

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate continues to be a strength for the school. As the school moves forward in its transition to a STEAM Academy this area will need to be a major focus coupled with exceptional communication. Teachers and staff are learning a tremendous amount of "new" ways of teaching and assessing using multiple curriculum. After meeting with the Campus Leadership Team at the the end of the year meeting, the committee agreed that there will be a need to balance traditional expectations and the need for innovative integration of strategies.

Communication and clarity of expectations for staff, students and parents will be critical in this process in order to increase success as documented by next year's qualitative survey on climate and culture.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement is critical to the success of any school. The partnership built between educators and parents will be strengthened by the family and communities ability to participate and witness the growth of the students within. Frequent opportunities are needed for students to "show off" their learning and the campus is committed to tying those "presentations" to the STEAM enrichment clubs.

Our PTO was able to fund additional field trips throughout the year and the campus continues to receive GEF grants for their unique ideas-this year receiving almost $10,000. Continued implementation of Professional Learning Communities including an additional hour of plan time weekly during the school day will keep teachers focused on the standards and the student's level of understanding.

Attendance continues to be a struggle - however, the discrepancy was noted in regards to the students that are covered under special education special programs on this campus. The ARD committees continue to reinforce the need for students to attend school daily, but the increase of medical exemptions continues to negatively affect the overall attendance rate of the campus.

Goals

Revised/Approved: September 06, 2018

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 90% positive feedback on student, parent and staff surveys at year end.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Continuation of implementation of cross grade level "House" system.		Principal, AP, Counselor, Campus Leadership Team	Campus wide implementation of multi grade level house system focused around character traits will contribute to the positive climate established and increase the % of positive results on the end of year survey from parent staff and students.				
	Funding Sources: Local (199) - 1000.00						
2) Implement additional Family Nights (Parent University) to focus on educating parents on the inquiry design process, growth mindset and a variety of additional educational strategies as well as communicating campus expectations in order to enhance parent understanding and involvement with campus culture. (Family Reading Night, Family Math/Science Night, Fun Fit Family Night, Back to School Picnic, Family Movie Nights)	2.4, 2.5, 3.1	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.				
	Funding Sources: Title I (211) - 250.00, Local (199) - 500.00						
3) Parent Orientation meetings done through Parent University-providing information required for parents as well as information requested by parents. (including Title 1 Campus Overview & Parent Notification)	3.1, 3.2	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.	2.6	Principal, Counselor, Public Info Officer, Office staff and teachers.	Flyers, campus & district calendars, registration, public announcements, pictures & social media posts resulting in improved communication with stakeholders.				
	Funding Sources: Local (199) - 250.00						
5) Provide training and procedures for staff on child abuse awareness, Jenna's Law, bullying awareness & prevention, and suicide prevention.		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-character education infused with meaning behind the individual houses, Fun Fit Friday)	2.5	Principal, AP, Teachers & students	Using observations, daily master schedule, campus social media posts of activities, etc. to monitor positive perceptions of surrounding school community.				
7) Mambrino staff will visit various schools and organizations that teach teachers and students creatively while maintaining motivation for staff while creating a climate and culture that promotes student success.	2.4, 2.5, 2.6	Principal, Asst. Principal, Instructional Specialist and Teachers	Following implementation of site visit information: Increase in student engagement as noted on campus walkthroughs/evaluations, positive feedback from students and parents on campus culture.				
	Funding Sources: Local (199) - 5000.00, Title I (211) - 5000.00						
= 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: 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement mentoring programs		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.		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.				
3) Enlist volunteers through PTO		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 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Provide informational sessions and tours to the Mambrino STEAM Academy across the district.

Evaluation Data Source(s) 4: Implement 4 informational sessions at neighborhood community centers across the district (January/February) regarding application requirements, curriculum, etc. surrounding STEAM.

Summative Evaluation 4:

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	ELEMENTS	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		Early adopter cohort teachers, GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation.				

2) Summer 2018 trained PBL staff will implement 1 project per semester along with previous cohorts.		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		Principal, AP, Instructional Specialist, Cohort 1,2,3 representatives.	Minutes & agendas of campus committee meetings and trainings				
 = 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: All student groups will grow by at least 10%

Summative Evaluation 2:

Strategy Description	ELEMENTS	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)		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.		Principal, AP, Instructional specialist, teachers, certified tutors	Using walk throughs, local & state assessment data, student intervention forms with progress monitoring, 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)		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.		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		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.		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		Librarian, Teachers	Increasing the number of completed individual student BINGO cards over last year by 15%.				
8) Implement weekly 4th grade writing planning with Instructional Specialist to increase collaborative/data driven lessons.		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.				
9) Teachers will attend professional development for literacy to implement balanced literacy for all student pops		Campus Principal, Instructional Specialist	Foundational literacy skills improvement				
	Funding Sources: Title I (211) - 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 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	ELEMENTS	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.		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		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.		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.		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)		Librarian	End of the year feedback from teachers and staff, survey on library resources used from students.				
	Funding Sources: Title I (211) - 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: 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	ELEMENTS	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.		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		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		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)		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						
5) Attend additional trainings/conferences that promote academic rigor while meeting the needs of all learners and increase student engagement through higher order thinking and questioning.		Principal, Asst. Principal, Instructional Specialist, Teachers	Increase of student engagement and higher order thinking skills as documented by walkthroughs and evaluations.				
	Funding Sources: Local (199) - 3500.00, Title I (211) - 2500.00						

= 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: 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	ELEMENTS	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. * Fun Fit Family Night!		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		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		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				

= 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: 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All students will perform in a grade level musical presentation		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)		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.		Classroom Teachers	Increase student awareness of types of art.				

= 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 7: Students will experience an integrated arts curriculum through extension activities and coordinated lessons involving the arts.

Evaluation Data Source(s) 7: 100% of students will participate in at least 1 project each year that incorporates and integrates creative design with science, technology, engineering and/or math.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will use an integrated arts curriculum that incorporates and integrates creative design with science, technology, engineering and/or math.		Principals, Instructional specialists, teachers	Increased understanding of integrated content and exposure through various branches of the arts.				
	Funding Sources: Title I (211) - 8000.00						

= 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 8: Sustain and support implementation of Project Lead the Way (PLTW)

Evaluation Data Source(s) 8: Increase number of trained staff in Project Lead the Way (PLTW)

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Train 2 staff members to become PLTW Trainers at the campus to provide support for currently trained staff as well as implementation of additional staff.	2.4, 2.5	Principals, STEAM Coordinator, Teachers.	Increase number of trained PLTW staff on campus.				
	Funding Sources: Title I (211) - 2000.00, Local (199) - 5000.00						
2) Purchase additional materials (kits) for newly trained teachers	2.4, 2.5	Principals, STEAM Coordinator, Instructional Specialist, Teachers.	Provide materials needed for continued implementation of PLTW curriculum.				
	Funding Sources: Local (199) - 5000.00						
3) Students will compete in various STEAM based competitions available through PLTW and other entities across the state.	2.5	STEAM Coordinator, teachers	Improved skill surrounding specified competition (engineering, mathematics, etc.) and increase in attendance in number of competitions.				
	Funding Sources: Local (199) - 2000.00						

= 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 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 connected to STEAM based application in PLTW, EcoRise, and Education Closet curriculums.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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. (Happy Hours)		Principal, AP, Campus Librarian, Instructional specialists, campus technology committee, district technology coordinators	Walkthrough/Data walks showing an increase in types of technology/apps taught through professional development sessions.				
2) Increase use of technology in classrooms		Principal, AP, Campus Librarian, Instructional Specialist, Technology Committee, Technology Coordinators	Technology walk throughs, T-Tess, positive increase on year end Bright Bytes survey				
	Funding Sources: Local (199) - 0.00						
3) Implement campus wide technology lessons on district early release days		Principal, AP, Instructional Specialist, Campus Librarian, Campus Technology Committee, GISD Technology Coordinators, Teachers	Technology lesson plans, walk throughs on early release days, technology committee meetings minutes, agendas, sign in sheets				

4) Increase use of PLTW iPad applications with integration of STEAM based kits.	2.5	Principals, STEAM Coordinator, Instructional specialist, teachers	Familiarity of applications and increased use of those applications in PLTW presentations by students.				

 = 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	ELEMENTS	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		Principal, AP, Campus Librarian	Principal attestation, Library lesson plans, reduction in violation of internet policy				

= 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 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	ELEMENTS	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.		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		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, Imagine Learning, (ESL & SPED), AR, Think through Math, IXL, Reading Eggs, Brain Pop, No Red Ink, etc.		Principal, AP, Instructional Specialist, Librarian	T TESS, Bright Bytes survey, Individual applications/software usage reports				

 = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus will complete monthly facilities inspection		Principal, AP, Lead custodian	Work Order completion, completed monthly inspection report				
2) All staff will complete state and local safety trainings including: 10 GISD required trainings, student drills, and science lab trainings. (Fire, Tornado, Nuclear, Lock down, Bus evac)		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		Principal, AP, Teachers, staff	Documentation of procedures taught, sign in sheet, end of year evaluation from discipline committee on effective use of system				
4) Implement Mambrino safe release procedures for pick up (blue card, designated parent and student waiting areas) Implement safe loading and unloading procedures for bus students (caution zone-backpack tags, ordered tables for bus students-ordered for quick release)		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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment and intervention classes during flexible scheduling		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.		Principal, AP, CLT, Instructional Specialist, Teachers	CLT Professional Development Plan, agendas, sign in sheets, campus calendar, district calendar				
	Funding Sources: Title I (211) - 0.00, Local (199) - 0.00, Special Education (23) - 0.00						
3) Inquiry Design Process Challenges (STEAM Challenges) with infused 21st Century Skills presented weekly to all grade levels during cross grade level collaboration time.	2.5, 2.6	Specials teachers, Instructional specialist, Principals, STEAM Coordinator	Increased camaraderie between grade levels & houses focused around relationships and an increased level of comfort and skill in communication, collaboration, critical thinking and creativity as measured through specific rubrics.				
	Funding Sources: Local (199) - 5000.00						

= 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	ELEMENTS	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		Principal, AP, Instructional Specialist, CLT members	Minutes, sign in sheets, agendas, campus professional development policy				

 = 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: 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	ELEMENTS	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		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		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	ELEMENTS	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		Principal, AP, Instructional Specialist, Teachers	Lesson plans, sign in documentation of speakers				

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

State Compensatory

Budget for Mambrino School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 107 0 24 000	6118 Extra Duty Stipend - Locally Defined	$5,913.00
	6100 Subtotal:	**$5,913.00**
6300 Supplies and Services		
199 e 11 6395 MM 107 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
	6300 Subtotal:	**$5,000.00**

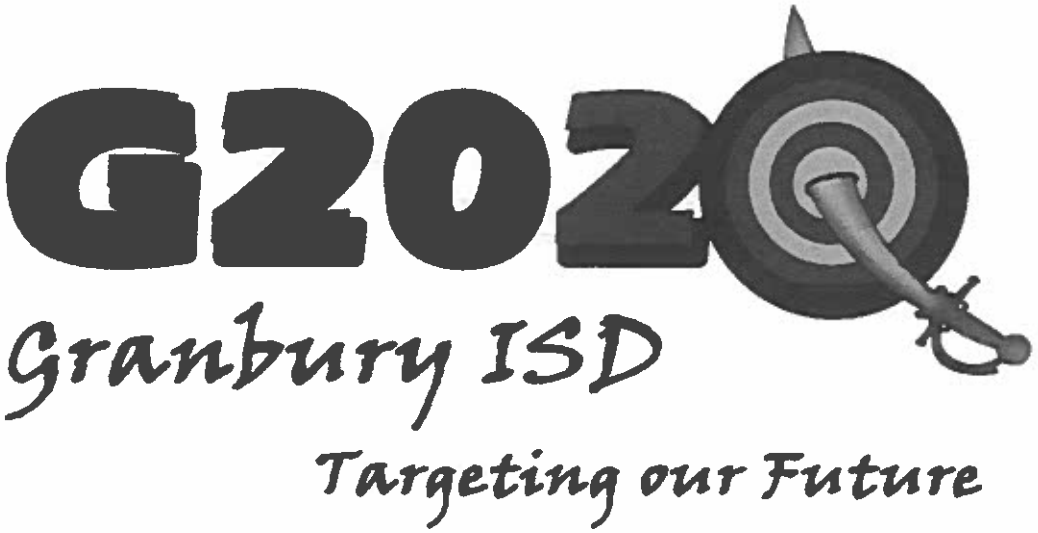
Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Jayme Duckett	Instructional Specialist	Title I	1

Granbury Independent School District

Oak Woods School

2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.
We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.
We believe cultivating positive relationships is essential for successful learning.
We believe adaptable students who are life-long learners will be empowered to shape their world.
We believe providing an optimal environment enables each student to discover his or her full learning potential.

Oak Woods' Elementary

Comprehensive Needs Assessment

2018-2019 School Year

Perceptions Summary

Culture, Values and Beliefs

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."*

2018-2019 School Theme: *"Kindness is not Extinct"*

Demographics

Oak Woods Elementary averaged 610 students during the 2017-2018 school year. In May 2018, approximately 294 students qualified for free or reduced price meals- 48.2% FAR. This is approximately a 4% increase. English Language Learners is 2.1% and the school mobility rate is 19.2%. The enrollment by ethnic background was approximately 79% White, 15% Hispanic, and 6% other. Approximately 8.2% of our students received special education services.

Strengths- Academic achievement remains strong even with the increased number of students receiving free and reduced breakfast and lunch.

Needs- The GT population needs to be more reflective of school demographics.

Student Achievement Summary

Achievement

Student performance on state assessments, measurable goals, subgroups, and timely intervention 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.

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.

Strengths- Percentage of students at mastery level on state assessments.

Needs- Increase the passing rate of special education students on state assessments.

School Processes and Program Summary

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. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Reading, writing and math will be an emphasis in 2017-2018. Math teachers will be trained to better develop student problem solving skills. Training is also provided for Technology through GISD Teach4Gr8ness conference. Teachers will focus on Google Classrooms incorporating the 4 C's into learning with technology. Formal Character Counts professional training will take place in June 2018. 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 2018-2019 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 in-service days will be used for campus based staff development.

Kindergarten, first and second grade teachers will continue (year 4) SRA Phonics. New teachers will receive program training and progress monitoring training that is associated with the program. Formal coaching in Guided Reading practices will continue for kindergarten and second grade teachers. Additional teachers will be training in 3rd grade. Reading resources will be added to 3rd grade classrooms.

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.

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, Accelerate Learning Stem Scopes Science and Go Math. Foss Kits are used in Science. Oak Woods School uses Mentoring Minds in 3rd, 4th and 5th grades for math, 5th science and 4th writing. Texas Coach is used for 3rd-5th 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 and Education Galaxy.

SRA phonics 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 2018-2019 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 will participate in the GISD

district chess tournament in the spring of 2019.

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
- Library volunteers
- 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, 2016 and 2017. Education Results Partnership (ERA) named Oak Woods a 2017-2018 Texas Honor Roll School for school performance.

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.

Strengths- Instructional technology.

Needs- Math problem solving skills. Continue to improve parent/family connections.

Student Achievement

Student Achievement Summary

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.

Goals

Revised/Approved: August 30, 2018

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: Increase opportunities for parent, student and staff involvement in school/community service. Increase opportunities to demonstrate good citizenship and character behaviors.

Evaluation Data Source(s) 1: Volunteer Parent Meeting Attendance Sheets, Sign-In Sheets (Raptor), Returned Volunteer Forms, Donation Lists, Discipline Records, Surveys, Staff Meeting Agenda Notes, Google Docs., Documentation of Trainings, STAAR Data.

Summative Evaluation 1:

Strategy Description	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, 2018.	Principal, PTO Volunteer Coordinator, Teachers	Increase parent involvement.				
2) Partner with community organizations and businesses for student recognition and education. 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.	Principal, AP, Counselor, Awards Coordinator	Increase community involvement while encouraging and reward positive behavior and high academic standards.				
3) Continue to focus on quality Customer Care for students, parents and guest to campus.	Principal, Office Staff	A positive school climate and a welcoming school with increase family participation, decrease negative behaviors and assist in maintaining high academic performance. (Scales & Leffer, 1999)				
4) The campus theme for 2018-2019 is "Kindness is not Extinct". Meet the teacher, family nights events, school messaging/branding and character education program will tie to this theme.	Principal, AP, Staff & Committees, PTO	Increase parent involvement. Reduce discipline issues. Increase time on instruction. Maintain high academic standards and performance.				
	Funding Sources: Title I (211) - 1381.00					

5) Each grade level will plan, organize and participate in one community service project during the 2018-2019 school year. Oak Woods will host a special event for First Responders on September 11, 2018 as part of the GISD serves initiative.	Principal, AP, Counselor, Grade Level Representatives.	Increase positive student/community interaction. Students will understand the importance of community service and demonstrate good citizenship.				
	Funding Sources: Local (199) - 500.00					
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. Staff members will be formally trained on the "Character Counts" curriculum.	Character Committee. All staff members.	Increased positive behavior knowledge for all students. Lower discipline behavior referrals to the office. Increase time on task for academic instruction. Maintain high levels of academic performance.				
= 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: All Oak Woods teachers will continue training and implementation of Project Based Learning.

Evaluation Data Source(s) 1: Projects, PBL Presentations, Training Data, Committee Rosters and Meeting Agendas.

Summative Evaluation 1:

Strategy Description	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 opportunities to use the 4 C's and access technology to complete projects.	Teachers, Principal, CBP Staff	Increase STAAR Level III performance by 3%. Increase the number of trained staff to 100%.				
	Funding Sources: Gifted (21) - 0.00					
2) Enlist new Oak Woods teachers not PBL trained to attend PBL training during the summer of 2019.	Curriculum Director, Principal	Increase the number of trained professionals on campus to 100%.				
3) Establish PBL leadership team on campus. The leadership team will be responsible for attending district meetings and supporting PBL on campus.	Principal, AP, Leadership Team Members	The committee will insure information on Best Practices will be communicated to all staff members. Increase the number of projects vetted and approved at the district level.				
4) Create campus wide PBL calendar.	AP, Instructional Specialist	Organization and coordination of projects and events on campus. Students will not repeat projects at different grade levels while attending Oak Woods School. Coordinated efforts will increase academic instructional time.				

= 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: STAAR Test, BOY/MOY/EOY Assessments, DMAC Data Sheets, Agendas, Meeting Notes, PBMAS, Intervention Documentation, Health Assessments, Calendars.

Summative Evaluation 2:

Strategy Description	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 student growth based upon common assessment and benchmark data.	Principal, AP, Curriculum Specialist, Teachers	Oak Woods School will have "Met Standard" and a minimum of "B" on the TEA report card. STAAR: Reading Target 88% (+2) EDS Reading Target 78% (+3) Math Target 90% (+0) EDS Math Target 84% (+3) Writing Target 80% Science Target 90% (+0)				
	Funding Sources: Local (199) - 0.00					
2) Provide supplemental materials to support student success. Mentoring Minds, SRA Phonics, Countdown to STAAR, Countdown Fast Focus, IXL Math Program, Texas Coach, Marcia Tate Materials, Moby Max, Early Reading Literature.	Principal, AP, Counselor, Program Coordinators	Students data will indicate Meets GL Standard on the STAAR test. Individual students data will indicate growth on BOY, MOY and EOY assessments. Reading Target 65% (+4) Math Target 70% (+3)				
	Funding Sources: State Comp Ed (24) - 8000.00, Title I (211) - 9992.00					

3) Provide enrichment opportunities for all students identified as GT. Student Products, Group Projects. Odyssey of the Mind Competition Lego Robotics Field Trips Community Service Projects First Move Competitive Math Events	Principal, AP, Counselor, Teachers	Increase student engagement opportunities using the 4 C's. Increase the number of students Mastering GL Standards in Reading and Math. Reading Target 40% (+4) Math Target 46% (+3)				
	Funding Sources: Gifted (21) - 0.00					
4) Provide supplemental instruction to support student success. (Title I Aides, Small Group Tutors)	Principal, Assistant Principal Title I Aides, Tutors	Oak Woods School will have "Met Standard" and a minimum of "B" on the TEA report card. STAAR: Reading Target 88% (+2) EDS Reading Target 78% (+3) Math Target 90% (+0) EDS Math Target 84% (+3) Writing Target 80% Science Target 90% (+0)				
	Funding Sources: Title I (211) - 83500.00					
5) A weekly classroom attendance trophy will be awarded to the top class.	Principal, Attendance Clerk, Specials Teachers.	Improved attendance (95%-96%) will have a positive impact on student academic performance. Student attendance at Oak Woods will increase to 96% for the 2018-2019 school year.				
6) 6) Kindergarten, 1st and 2nd grade teachers will be trained and continue to implement Guided Reading strategies in the classroom.	Program directors, consultants and coaches.	Implementing early reading "Best Practices" in the classroom will increase students reading abilities measured by BOY and EOY assessments.				
	Funding Sources: Title I (211) - 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 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	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)	Principal, AP, Teachers	Increase the number of students Mastering GL Standards in Reading and Math. Reading Target 40% (+4) Math Target 46% (+3)				
2) OW second and third grade students will participate in the "First Move" program.	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.				
	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 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. Calendars, Lesson Plans, Report Cards, Participation Logs.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students in grades will participate in fitness assessments and activities. (Fitness Gram, Fun Runs, Milers Club, Field Days)	PE Teacher	100 % of eligible Oak Woods students will complete the fitness gram assessment.				
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	Principal, Nurse, PE Teacher	Student will be aware of adolescence changes to their body. Increase awareness and understanding will improve self-esteem and reduce office/counselor referrals.				

= 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: Students will interact with innovative resources that support the 21st century competencies

Evaluation Data Source(s) 5: Projects, Meeting Agendas, Lesson Plans, Critical Friends Meeting Feedback.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Research innovative resources, strategies and activities that support 21st century competencies. (PBL)	Campus Principal, Asst Principal, Curriculum Dept.	Increase the number of projects vetted through Critical Friends and submitted to the district to be included in the district's approved lesson portfolio.				
	Funding Sources: Title 1 (211) - 0.00					

= 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 1: Provide technology professional development to support instruction

Evaluation Data Source(s) 1: 100% of Oak Woods teachers will attend scheduled technology trainings. BrightBytes, Agendas, Calendars, Student Products, Surveys.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Technology "Happy Hour" trainings for Teachers.	Principal, GISD technology department.	Increase the number of technology trainings and updates. Minimum of three trainings per semester.				
2) Training and implementation of Google strategies. (Going Google, Google Academies, Nearpod, Google Classroom, etc.)	Principal, AP, Classroom Teachers, Curriculum Department, Technology Department	Positive impact on the use of technology and critical thinking (21st Century Learning) in the classroom. Survey's will show campus improvement in knowledge, skills and delivery of the general curriculum using district provided technology.				

= 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: Training Schedule, Discipline Data, Surveys.

Summative Evaluation 2:

Strategy Description	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. By the end of the first six-weeks of school, 100% of Oak Woods students will be trained in cyber safety training.	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. Reduced number of discipline offenses related to student technology, including cyber bullying reports.				
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.	Principal, Librarian, Community Experts.	Parents will understand the potential dangers of technology as it relates to personal devices. Discipline issues involving inappropriate use of technology will decrease.				

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

Evaluation Data Source(s) 3: Bright Bytes, Snap Shot Data, GAP, Assessment Data, Software Usage Reports.

Summative Evaluation 3:

Strategy Description	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.	Principal, AP, Librarian, GISD Technology Department	Test scores will increase by accommodating different learning styles for students.				
	Funding Sources: Local (199) - 0.00					
Targeted Support Strategy 2) Students will use software such as STEM Scopes, iStation, Brain Pop, AR, Education City, Moby Max, Google Apps, and IXL to supplement the general education curriculum.	Principal, AP, Librarian, GISD Technology Department	STAAR: Reading Target 88% (+2) EDS Reading Target 78% (+3) Math Target 90% (+0) EDS Math Target 84% (+3) Writing Target 80% Science Target 90% (+0)				
	Funding Sources: Title I (211) - 6193.00					
3) Students will access and use classroom technology provided by GISD 2020 bond funds.	Principal, AP, Technology Department	Increase student communication, collaboration and critical thinking. Increase the number of students Mastering GL Standards in Reading and Math. Reading Target 40% (+4) Math Target 46% (+3)				

 = 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, maintain and adjust the campus safety and security plan.

Evaluation Data Source(s) 1: Oak Woods will complete 100% of required trainings and activities as related to school safety. Eduphoria Reports, Safety Inspection Reports, Accident Reports, Emergency Training Reports, Calendars, Schedules.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus monthly facility inspection.	Principal, AP, Custodian	Reduce the opportunity for employee, student and/or guest accidents on campus.				
2) Timely submission of campus work orders.	Principal, AP, Secretary, Lead Custodian	Reduce the opportunity for employee, student and/or guest accidents on campus.				
3) State, Local and Campus safety trainings including 10 district video trainings for staff, student drills and other state required trainings including "active shooter" training.	Principal, AP, District Personnel	Reduce the opportunity for employee, student and/or guest accidents on campus.				
4) Implement Oak Woods School Standard Operating Procedures (SOPs).	Principal, AP, Teachers	Reduce the opportunity for employee, student and/or guest accidents on campus. Increase time on task or instruction time. Increase state assessment scores.				

= 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. Oak Woods students and teachers will participate in flexible scheduling activities.

Evaluation Data Source(s) 1: Agendas, Sign -in Sheets, Meeting Notes, Student Assessment Data, PIEMS Data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	Principal, AP, Rti Aide, Teachers	Increase student attendance through high interest activities on campus. 95%-96% attendance rate.				
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, Guided Reading, technology, ELA TEKS Update, PLC's)	Principal, AP, CLT	Time for planning, collaboration, training and PLC activities supports district initiatives to hire and retain "highly qualified" teaching professionals. Increase staff retention. Reduce the number of young teachers leaving the profession.				
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	STAAR: EDS Reading Target 78% (+3) EDS Math Target 84% (+3) Students will show progress on BOY/EOY assessments.				

= 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 (CLT) to determine and evaluate professional development needs of the campus.

Evaluation Data Source(s) 2: Meeting Agendas, Sing-in Sheets, CIP, Needs Assessment Document, Parent Involvement Plan GAP Data.

Summative Evaluation 2:

Strategy Description	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.	Principal, CLT Members	Teachers and other staff will benefit from training based on specific needs of the campus and individual learning. Success on Goal #1 and Goal #2 will indicate appropriate and successful campus training.				
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.	Principal, AP	Improvement of classroom instruction based on individual training needs of teachers.				

= 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: Implement a comprehensive list of district and community/resources available to Oak Woods students and parents.

Evaluation Data Source(s) 1: Updated List of Supporting Agencies, Appropriate Confidential Data, Student Assessment Data, Agendas.

Summative Evaluation 1:

Strategy Description	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.	Counselor	Meeting the physical, social, emotional and mental needs of students will increase academic success.				
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	Meeting the physical, social, emotional and mental needs of students will increase academic success.				

= 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 Expert Speakers in the Classroom.

Evaluation Data Source(s) 2: Lesson Plans, Agendas, Pictures, Journals.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers utilize field experts to bring "real world" community members into the classrooms to enhance academic learning. Community speakers will be utilized at lest 10 times a year in Oak Woods classes.	Principal, AP, Teachers	Students will make connections between academic learning and job/career opportunities. Students will be able to write and/or speak about their experiences with guest experts.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for Oak Woods School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 106 0 24 000	6118 Extra Duty Stipend - Locally Defined	$5,670.00
	6100 Subtotal:	**$5,670.00**
6300 Supplies and Services		
199 e 11 6395 MM 106 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
	6300 Subtotal:	**$5,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Brandi Harlan	Rti/Tutor	Reading	.60
Lavonda Becker	Rti/Tutor	Math	1.0
Mallory Walker	Classroom Aide	Reading/Math Support	1.0

Granbury Independent School District

Brawner Intermediate School

2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brawner Intermediate averaged approximately 410 students during the 2017-18 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 6, 2018) it is anticipated the number will be closer to 401. The breakdown per grade level for 2018-19 is: 7 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual). 5th grade is projected to have the largest student population at BIS.

Brawner Intermediate houses the bilingual program for grades 3, 4, 5 in GISD. During the 2017-18 school year there were 92 bilingual students and 13 ESL students. Our percentage of ELL/LEP students was 25.37%.

In May of 2018, 259 students received free meals (approximately 63%). 26 Brawner students received reduced-priced meals (approximately 6.4%). Our total free and reduced number of students was 285, or 69.7%.

Our percentage of students who were economically disadvantaged was 266, or 64.88%.

The enrollment by ethnic background was: 240- White, 149-Hispanic,

3-American Indian, 5-African American, and 5-Asian.

44 students withdrew during the 2017-18 school year. 56 students enrolled during the 2017-18 school year.

Demographics Strengths

Attendance

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year with an average attendance of 96.16%. 3rd grade's yearly attendance was 96.10%; 4th grade's yearly attendance was 95.93%; 5th grade's yearly attendance was 96.46%. 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, sitting in the bleachers, and Dojo points.

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 2018 STAAR campus scores are as follows:

3rd Reading: 72% (all students)

3rd Math: 66% (all students)

4th Reading: 65% (all students)

4th Math: 70% (all students)

4th Writing: GISD participated in the STAAR Writing Pilot Program

5th Reading: 81% (including March and May administration)

5th Math: 88% (including March and May administration)

5th Science: 67%

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.

In general, the performance gap between at risk/white/Hispanic students continues to be a target area. Our bilingual population, overall Hispanic population and at risk students continue to be target populations for the campus. Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus. A complete review of target areas needed for student success will be set through campus meetings in August 2018 and the continuation of Professional Learning Communities (PLCs) in the 2018-19 school year.

Quantitative data from a variety of sources (common assessments, classroom based assessments, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation sheet for his/her class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the Intervention Specialist, Assistant Principal, and Principal after every CFA and summative assessment. Response to Intervention (RTI), teacher information, and information on the data sheets will be used to identify student needs in a timely manner. Student data folders will continue to be used and students will be trained to track their individual data from a variety of sources. Students will enter their answers to CFAs and summatives in DMAC. Students will work with their teachers to set goals and monitor progress. Staff will be trained on use of student data folders in August of 2018.

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, Brainpop, Education Galaxy, Prodigy, etc. 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 four times per week by a certified GT teacher. GT students will be challenged academically by using higher level thinking skills, studying current events and topics of personal interest, questioning, and practicing public speaking skills. Students will research a topic of their choice and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee, UIL, and National History Bee.

Student Achievement Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success in 2017:

- 3rd grade math scores increased in the areas of At Risk (from 47% to 54%) and LEP/ELL (from 65% to 76%)
- Increased 3rd grade reading scores in "All Students (64% to 72%); all subpopulation areas increased in 3rd grade reading.
- Increased 4th grade math scores in "All Students" from 59% to 70%.
- All subpopulation areas increased in 4th grade math except for special education (38% to 17%).
- Increased 4th grade reading scores in "All Students" from 60% to 65%.
- The following areas increased in 4th grade reading: Hispanic, white, ECD, special education (stayed the same). Two areas in 4th grade reading decreased: At risk (44% to 38%) and LEP/ELL (53% to 45%).
- Increased 5th grade math scores in "All Students" from 82% to 88%. All subpopulation areas increased in 5th grade math.
- Increased 5th grade reading scores in "All Students" from 78% to 81%. The following areas increased: Hispanic, white, ECD, and special education (stayed the same). Two areas in 5th grade reading decreased: At risk (44% to 38%) and LEP/ELL (96% to 86%).

- 5th grade science "All Students" score decreased from 71% to 67%. Increased 5th grade science scores in Hispanic, ECD, special education, at risk, and LEP/ELL. White students decreased in 5th science from 85% to 70%.

After reviewing 2018 STAAR scores, specific areas of concern in "All Students" category are:

- 3rd grade math performance (3 point decrease)
- 5th grade science performance (4 point decrease

School Culture and Climate

School Culture and Climate Summary

Brawner partners with parent volunteers and GHS students from the Ready, Set, Teach program to pair students with mentors. Students in 5th grade tour the CTE center at GHS in the spring. 3rd grade and 5th grade students participate in a PBL based on personal financial literacy. 4th grade students partner with younger students from ERES and read to the students at their campus.

3rd grade toured Tarleton State University on a field trip to the Planetarium. College students from TSU are on our campus regularly logging classroom observation hours and student teaching. Students from GHS participate in Ready, Set, Teach program. This valuable program trains high school students to become future teachers. Students are encouraged to wear a college shirt on college spirit day at the beginning of each six weeks. We remind our students that college is a possibility!

Brawner provides the following programs to strengthen the academic core areas, increase learning time, and meet the needs of under-served populations:

Implementation of PLCs

Tutors for each grade level

Full time Instructional Specialist

Partnership with mentors from the community and GHS students

Early start time (7:30 a.m.) to increase instructional minutes

Teacher tutoring before and after school

CTE field trips to GHS

Year at a Glance layout of BIS Counseling program

Personal Financial Literacy (Bank Loan) PBL in 3rd grade

Counselor Lunch Bunch groups

Counselor Social Skills groups

3rd grade TSU field trip

College Shirt Days (with the reminder that college is a possibility!)

GHS students who participate in the Ready, Set, Teach program (training future educators)

TSU student sign-in sheets for students who are earning observation hours

Brawner is a 3, 4, 5 campus. Transition Day was created in May of 2016 and our campus has successfully continued this special day each year. 2nd grade students from ERES "floated up" to 3rd grade and were able to tour our campus and meet 3rd grade staff and campus administrators. This was a very successful new program for our students and staff. Each grade level toured their future grade level and met teachers, discussed expectations, and participated in a scavenger hunt. The 5th graders went on a site visit to GMS and toured the building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are expected to be highly qualified in their content area and to continue learning about best practices.

Teachers attend 18 hours of professional training during the summer as well as campus staff development which is provided in August 2018. 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 STAAR will be implemented throughout the school year. Training is also provided by the Curriculum Department for any new textbook adoptions or changes 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, at risk, 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 The Essential 55 by Ron Clark. Analysis of the book will begin in August 2018.

Brawner Intermediate also participates in the Effective Schools Project (ESP) through Tarleton State University. We will discontinue use of Vocabulary Workshop workbooks for the 2018-19 school year and instead focus upon academic word walls.

Two science teachers will attend the State Science conference (CAST) in order to raise science scores and increase teaching 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. The Principal and Instructional Specialist will attend PLC training in December 2018. The Assistant Principal will participate in a conference focusing on Restorative Practices.

All teachers in each grade level have a 50 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 on PLC meeting days.

Common planning time across grade levels (vertical alignment) is scheduled on days students are not in attendance. Teacher teams meet with the campus Instructional Specialist, Assistant Principal and Principal every two weeks to review grade level student data through the PLC process. Individual staff

conferences are held with the principal at least once per year as required by the Granbury Appraisal Program. 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. There were seven teachers who qualified for GTEI in 2017-18. In 2016-17, Brawner had four teachers who qualified for GTEI. The main reason teachers do not participate in GTEI is due to absences.

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 digital 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 teachers meet with the Instructional Specialist, Assistant Principal and Principal on campus. Campus PLC meetings are held every two weeks in order to create action plans (CFAs and summatives) and also address the areas of weakness. District Curriculum Coordinators continue to support teacher needs and attend PLC meetings. PLCs will continue in the 2018-19 school year and will help streamline teaching strategies and academic interventions.

Previous STAAR tests, Benchmarks, universal screeners (iStation, Prodigy, Education Galaxy, etc.) fluency probes, CFAs, summatives, and Common Assessments/Benchmarks 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. Teachers chart student testing data in the Instructional Specialist's room. The TEKS are the approved curriculum for each subject. Textbooks and workbooks are adopted and used to help teach the TEKS.

Common assessments, benchmarks, summative tests, common formative assessments and yearly Universal Screener results will be used on a regular basis to ensure the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students. The reading and math STAAR test will be given in grades 3, 4, and 5. The Writing Pilot Program will be given at grade 4 and Science will be given in grade 5.

A parent survey will be conducted in the fall of 2018 during the Title 1 parent meeting to assess target areas. An additional parent survey will be distributed in May 2019 to gather parent feedback. Classroom teachers will design a survey for students to complete in May 2019 in order to gather student feedback. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan. The Principal and Assistant Principal will provide a survey for staff members to complete regarding strengths/areas of needed improvement for the campus administration team.

Parent and Community Engagement

Parent and Community Engagement Summary

Teachers send behavior folders, progress reports, Dojo messages, and report cards to keep parents informed. Parents can also look at their child's grades online using the Skyward Family Access program. A mentoring program will continue to be used to pair GHS students with BIS at-risk students. Our largest number of mentors come from the Ready, Set, Teach program at GHS.

A few of the many ways parents can volunteer include the following:

Classroom volunteer (after background check is completed)

Campus mentor (background check required)

Assist with the school musical

Join PTO

Share career experiences with students 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 Mega Reading/Math/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. PTO meets on the third Tuesday each month. CAC meets in August and May.

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 during Pirate Time. 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. The campus is strongly considering going to a "Genius Hour" on Friday mornings instead of enrichment clubs. Parents will be invited to participate in Genius Hour.

Additional opportunities for Family and Community involvement 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 schoolwide 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 sponsors are responsible for the design & layout of the campus yearbook. STUCO officers and sponsors will attend a training in October 2018 on ways to better assist our campus.

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 and PTO 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.

Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Fair, Health Fair, Project Graduation 5K, Kindness Kickoff, Rachel's Challenge links, Nurse information for families, safety training provided by Assistant Principal, Fit Club for 4th/5th graders, charity donations to Christmas for Children, Friends of Animals, American Heart Association, sock drive for Ruth's Place, weekend food bags provided by First Christian Church, assisting First United Methodist Church with the Community Food Bank, Agriculture Fair Day, Go Blue Day to support local law enforcement, Veterans Day program and Flag Parade, lockdown/tornado/fire drills, Miler's Club for student/teacher fitness, Freedom Week (campus-wide PBL), Red Ribbon Week, visits from other school districts to view our RtI programs and teacher-lead centers. We also partner with our feeder campus, Emma Roberson Elementary for reading programs and parent nights. ERES students are welcomed on our campus for Transition Day, 3rd grade Marketplace, Health Fair, and Parent Nights.

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. Glenn, 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.

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 academic progress. Data folders (created by students) will be used to identify students who are at risk. Timely interventions will be implemented once students are identified. Students can participate in the RtI program for academic or behavioral needs.

The Principal, Assistant Principal, and Instructional Specialist conduct classroom visits. The information is collected and shared with each teacher. The results of this information provides direction for additional professional development. The Granbury Appraisal Program (GAP) will continue to be used in the 2018-19 school year.

The local school budget is determined by the number of students enrolled (approximately 401 projected for August 2018). Once the allocation is received, the campus budget is developed by the Campus Advisory Committee. The proposed budget amount for our campus during the 2018-19 school year is $39,102.00

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader on the Campus Leadership Team (CLT) helps

develop the plan. All teachers have an opportunity to contribute by participating in the Campus Advisory Committee (CAC) meetings. The Campus Needs Assessment document drives the Campus Improvement Plan.

The campus rating for 2017-18 is "Met Standard." The rating was formalized in August of 2017 and discussion regarding the rating was distributed during campus professional development, faculty meetings, PLCs, and CAC meetings. Index 2 (Student Progress) was an area of concern as we received a "no" in that index. The campus did not receive any distinctions in the areas of Reading, Math, Science, student progress, closing academic gaps, and post secondary (0 distinctions received out of six possible areas). Academic efforts will be focused upon increasing individual student progress on STAAR and earning at least one campus distinction. With the increase in STAAR scores from 2017 to 2018, it is expected the campus will receive a "yes" in Index 2 and will receive at least one distinction.

Brawner students are provided with additional learning opportunities such as: Science field trips to Outdoor Learning Center, Ft. Worth Zoo presentation, Dictionaries provided by the Granbury Kiwanis Club, field trips to Tarleton State University, 4th grade field trip to Austin, Science Fair, Spelling Bee, National History Bee, Book Fair (twice per year), Makerspace in the Library, tutoring logs and Ready, Set, Teach services from 2018-19 school year.

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.

Goals

Revised/Approved: August 31, 2018

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 and showing growth. Year two of campus PLCs will continue in the 2018-19 school 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 resources with fidelity. Teachers will be expected to integrate balanced literacy strategies. Debbie Jarzombek will provide two guided reading training sessions to all ELA teachers in the 2018-19 school year. Teachers are expected to use guided reading in their classrooms. Student progress will be checked every two weeks through common formative assessments developed during PLC meetings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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		Principal, Teachers, Specialist, Assistant Principal	PLC process meeting notes, action plan, calendar schedule, CFAs, summative tests. Expected impact: student academic growth.				
	Funding Sources: Local (199) - 0.00						
Comprehensive Support Strategy 2) Provide supplemental interventions to support student success.		Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal	Intervention documentation (RTI, 504, SPED, Istation, Education Galaxy, Dyslexia/MTA), 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						

Comprehensive Support Strategy 3) Utilize strategies and materials to increase Hispanic and EL/LEP Writing, Reading and language acquisition.		Principal, ESL/Bilingual Teachers, Instructional Specialist, Assistant Principal, Debbie Jarzombek	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR data, teacher-created assessments. Debbie Jarzombek will work with teachers on guided reading strategies. Students will utilize academic vocabulary, word walls, anchor charts, and writing across the curriculum.				
	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.		Principal, Certified GT Teachers, Counselor, Instructional Specialist, Assistant Principal	Lesson plans, scheduling 4x weekly GT instruction (40 minutes per day), field trips, daily Enrichment class, STAAR growth in "masters" level, GT teacher team planning with IS every six weeks.				
	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)		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 newly learned strategies, implementation of new Library and Technology techniques, Makerspace, 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 and growth in order 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	ELEMENTS	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.		Principal, AP, Teachers, IS	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increased percentage of "Meets" and "Masters" level, PLCs, CFAs, CAs, Benchmarks. Guided reading is expected to be used in ELAR classes.				
	Funding Sources: Local (199) - 0.00						
2) Provide Genius Hour for all students and GT students. Provide Passion Project studies for GT students (and all students) to expand their interests. Four times weekly GT class (40 minutes per day) will allow students to research an area of personal interest.		Principals, Teachers, Instructional Specialists, Assistant Principal	Lesson plans, walkthroughs, alternate schedules, field trips, implementation of Genius Hour, Passion Project, Invention Convention, career study, personal financial literacy, improved communication skills.				
	Funding Sources: Local (199) - 0.00						
3) Implement critical thinking activities during morning meeting (inferencing) and during Genius Hour on Friday. Campus-wide focus will be on raising STAAR scores.		Principals, Teachers, Instructional Specialist, Assistant Principal, Librarian, Counselor	Student work, STAAR data showing increased growth from year to year, requiring students to keep a data folder, discussion of each teacher's CFA/Summative scores with the whole grade level.				
	Funding Sources: Local (199) - 0.00, State Comp Ed (24) - 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 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, hands-on learning, and field trips. Each grade level will participate in a service project during our Brawner Day of Service in March 2019. Campus will implement academic UIL teams in the 2018-19 school year. Teachers will focus on language acquisition strategies (ELPS) by using student-created word walls, academic vocabulary, anchor charts, and writing across the curriculum.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for LEP students.		Principal, AP, Intervention Specialist, ESL Teachers, Bilingual teachers, Assistant Principal	Tutors, Lesson Plans, Tutor Schedules, Intervention Documentation, student-created word walls, academic vocabulary, anchor charts, and writing across the curriculum.				
	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.		Principal, AP, Teachers, Office Staff, School Resource Officer	Improved attendance of those targeted. Increased number of perfect attendance awards and incentives. Continue to have highest campus attendance percentage in GISD.				
	Funding Sources: Local (199) - 0.00						
3) Provide opportunity for fifth grade students to visit GHS CTE departments		CTE Director, Principal, 5th grade teachers, Assistant Principal	Surveys, lesson plans, student schedules from CTE day, products students created while at CTE center, reflective writing on CTE field trip experience.				
4) Host campus Career Day for all grade levels.		Counselor, Principals, Teachers	Speaker sign in sheets, Career Day schedules/rotations, job description of each speaker, include community members to provide real-world work experiences for our students.				
	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, Science)

Summative Evaluation 4:

Strategy Description	ELEMENTS	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.		GISD Curriculum Staff, Brawner teachers, Instructional Specialist	Eduphoria Teacher Training Certificates/Sign In Sheets. IS will oversee PBL projects at Brawner and assist in the vetting process.				
	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.		Principal, PBL trained teachers, Instructional Specialist, Assistant Principal	Documentation of presentations, Project Overviews, PBL Timeline, project vetting/sharing, reflection of PBL project.				
	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 5: Students will participate in coordinated technology activities. Teachers will benefit from Technology Tuesday 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, assignments, and entry of test results on DMAC. Students are expected to respect the equipment and use it responsibly.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Prepare students for daily use of technology through Chromebooks, iPads, and research about physical fitness and sports.	2.5	Principal, Nurse, Teachers, IS, Assistant Principal	Lesson Plans, participation in Fitness Gram.				
	Funding Sources: Local (199) - 0.00						
Critical Success Factors CSF 6 2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	2.5	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, First Annual PE night 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						
Critical Success Factors CSF 6 3) Brawner Community Health Fair	2.5	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 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 6: Students will participate in fitness activities which correlate with the grade level scope and sequence.

Evaluation Data Source(s) 6: PE teacher will implement vocabulary, word walls, anchor charts, and multiplication.

Summative Evaluation 6:

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, one nuclear 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 safety videos. Staff will report any concerns after safety drills. AP will report on the job injuries.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Monthly campus facility inspection (using GISD safety checklist)		Principal/AP, Lead Custodian	Completed Monthly Inspection Report, Timely submission of campus work orders, ABM monthly report card completed by Principal (we just started our partnership with ABM. I do not know if the company will require a monthly report card).				
2) Campus state and local safety trainings including: 10 GISD Required Safety Trainings, Student Drills (Fire, Tornado, Nuclear, Lockdown, Bus Evacuation), Science Lab Safety		Principal/AP, Teachers, Transportation Department	State and local completion reports				

= 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 2: All stakeholders (administrators, staff, students) will adhere to safety guidelines while at school. Staff members are expected to report and personal injuries that occur on the job to the Assistant Principal.

Evaluation Data Source(s) 2: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.
Assistant Principal will help employee complete personal injury paperwork.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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.		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 continue to implement Restorative Discipline practices and weekly Kindness Circles in order to develop better relationships with students.

Evaluation Data Source(s) 3: Discipline referrals will drop by 10%. There were 150 referrals entered in Skyward 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 (using paper copies and social media) so families can plan to attend. Combine with GMS again for the Family Picnic Night in October. Implement a campus picnic during the spring.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge		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: -Reading/Math/Science MEGA Family Night -Bilingual Family Night during Hispanic Heritage Month -Musical -First Annual PE Night		Teachers, Specialists, Counselor, Grade Level Leaders, Bilingual Teachers, PE Teacher	Parent Communication Flyers/Sign In Sheets/School Calendar/Facebook updates/Twitter updates/Remind updates				
	Funding Sources: Local (199) - 0.00, Title I (211) - 0.00, ESL/Bilingual (25) - 0.00						

3) Parent/Teacher Conferences		Teachers/Assistant Principal/Principal/Grade Level Lead Teachers	Conference/Parent Contact Logs/Brawner Folder				
	Funding Sources: Title I (211) - 0.00						
4) Title 1 Parent Night in August (Title 1 Campus Overview and Parent Notification)		Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind updates/Written feedback from parents received during Title 1 meeting				
5) Increase daily communication with all visitors, parents, and students.		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.		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.		Principal, Assistant Principal, Teachers, Counselor	Student participation, daily schedule of differing morning activities prior to morning meeting, honoring academic and behavioral accomplishments in morning meeting.				
8) Highlight "Brawner Student of the Month" in classroom and during morning meeting. Highlight "Staff Member of the Month."		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. Students selected for Student of the Month will receive a party at the beginning of each month.				
	Funding Sources: Local (199) - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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 a local charity or campus need. 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. All students will participate in Brawner Day of Service in March.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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		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 to be kept in Title 1 folder at end of academic year.				
	Funding Sources: Local (199) - 0.00						
2) Partner with community organizations and businesses for student recognition such as awards, coupons, certificates.		Principal, Teachers, office staff	-Kiwanis Super citizens rosters -Six Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF Grants -Chick-Fil-A Spirit Nights -Helping Hands Club -Dairy Queen Night -Parent volunteers -Wednesday watchdogs				
	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).		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

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 and teacher planning 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 Pirate Time (enrichment). Teachers will be allowed 105 minutes to plan together during the school day every two weeks during PLCs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.		Principal, AP, Instructional Interventionist, Teachers	Enrichment schedule for Friday Genius Hour. Written feedback in Genius Hour journal from students regarding Genius Hour activities, academic growth due to focused instruction during Enrichment (RtI, GT, MTA, Tiered instruction).				
	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).		Principal, AP, CLT, teachers and staff	Sign in sheets, Agendas, District calendar, teacher feedback regarding professional development needs, Instructional Specialist will assist in planning PD days at beginning of each six weeks.				
	Funding Sources: Local (199) - 0.00						

 = 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 Genius Hour on Friday to spark interest in different passion projects. Teachers will have the option of choosing to sponsor a Genius Hour if they choose. Genius Hour focuses on authentic play and structured independence.

Evaluation Data Source(s) 2: Students will provide feedback at the end of the year regarding Genius Hour. Staff members will visit an elementary campus in Keller ISD to view Genius Hour in action.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration (4-6 times per year) regarding the professional development needs of the campus.		Principal, AP, CLT 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.		Principal, AP, IS	Walkthroughs, Tier 3 RTI tutoring during Pirate Time, common assessments, summative tests, meeting agendas from Instructional Specialist team meeting, data from teachers showing student growth.				
	Funding Sources: Title I (211) - 0.00						
3) 3) Students will be given personal choice regarding the Genius Hour in which they participate on Fridays.		Teachers, Instructional Specialist, Principal, Assistant Principal, Counselor	Feedback regarding Genius Hour projects and activities conducted, sign in sheets to know which GH students attended.				

= 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. Teachers are expected to use the available technology in their instruction.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Books and Bytes Training for Teachers, Technology Tuesday tips and reminders from Librarian		Principal, Campus Technology Committee, Librarian, Assistant Principal, IS, Counselor (internet safety lessons)	Sign In Sheets, documented classroom technology activities, Faculty Meeting updates provided by Librarian, Bright Bytes survey information, technology lessons covered by Librarian				
2) Teachers will attend GISD Technology Department summer training and after school technology sessions.		Principal, Technology Department, Librarian, IS, Assistant Principal	Sign In Sheets, Granbury Appraisal system documentation in Eduphoria showing training attended by each staff member.				
	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		Principal, Technology Committee, Teachers, IS, AP	Completed proficiencies and GAP documentation, sign in sheets				
	Funding Sources: Local (199) - 0.00						
Critical Success Factors CSF 7 4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.		Technology Committee, Librarian, Principal, IS, AP	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

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	ELEMENTS	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		Principal, Librarian, Counselor, AP, IS	Librarian log, reduced number of bullying reports related to technology, acceptable use policy for electronics usage on days where student personal phones/electronics are allowed.				

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	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)		Principal, Librarian, Technology Committee, AP, IS	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, Prodigy, Education Galaxy, Motivation Math, Go Math, Type to Learn, typing.com)		Principal, Librarian, Technology Committee, Teachers, IS, AP	Student usage reports, RtI Documentation Reports, State Assessment Data-TELPAS/STAAR, increased performance on STAAR and district assessments.				
	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.		Principals, Librarian, Technology Committee, Teachers, IS, AP	Classroom walkthroughs, GAP, project evaluations, PBL student presentations, approved technology projects during Genius Hour				
	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	ELEMENTS	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.		Principal, AP, Counselor, Nurse and Teachers	Comprehensive list of known resources and services available in Granbury and the surrounding areas.				
2) Revisit and implement campus procedures for all staff members on referral process for families in need.		Principal, AP, Counselor, Nurse, Teachers and staff	Resource list, agendas, sign in sheets for required CPS training, parent contact 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: Teachers will be asked to utilize adult volunteers to speak to students about careers.

Evaluation Data Source(s) 2: Brawner will utilize guest speakers, webinars, and field trips to expose students to different learning opportunities. Each grade level will be expected to have one field trip per semester. Counselor will host Career Day in February using members of the community.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers utilize parents and community members to bring real-world connections and enhance academic learning to students.		Principal, AP, Counselor, Teachers, IS	Lesson Plans, Speaker Schedules, current events topics, Career Day schedule and feedback from students about Career Day.				
	Funding Sources: Local (199) - 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 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. Use campus Instructional Specialist to lead staff trainings.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Utilize Campus Leadership Team to generate ideas/needs for staff development		CAC, CLT Lead Teachers, Principal, Assistant Principal, Instructional Specialist	Teacher satisfaction regarding professional development, implementation of professional development strategies, usage of Region 11 and curriculum specialists on PD days, hiring speakers (Kevin Tutt) to present information from Brawner's 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 4: Teachers will be given an opportunity to blog and comment on questions from "The Essential 55", which is our book study for 2018-19.

Evaluation Data Source(s) 4: Teachers will be allowed to voluntarily tweet their responses or reply to the shared Google document or blog.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Use electronic avenues to respond to Essential 55 blog		Principal, Assistant Principal, IS	More use of social media by all teachers.				
	Funding Sources: Local (199) - 0.00						

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

State Compensatory

Budget for Brawner Intermediate School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	$6,345.00
	6100 Subtotal:	**$6,345.00**
6300 Supplies and Services		
199 e 11 6395 MM 108 0 24 000	6311 Gasoline and Other Fuels for Vehicles	$5,000.00
	6300 Subtotal:	**$5,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Sandy Ruiz	Instructional Specialist	Title I	1

Granbury Independent School District

Roberson Elementary School

2018-2019 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

Revised/Approved: June 12, 2018

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

2017-18 Demographics

Total Peak Enrollment 491 Students

Low SES 344

Ethnicity White-275 Hispanic-196 African American-4 Asian-6 American Indian-1 Multi-racial-8

Withdrawn 68

Entered 59

2016-17 School Report Card

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

	Campus	District	State
Attendance Rate (2015-16)	96%	95.3%	95.8%

Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.6%
Hispanic	34.8%	23.6%	52.4%
White	62.1%	72.0%	28.1%
American Indian	0.4%	0.7%	0.4%
Asian	1.5%	0.8%	4.2%
Pacific Islander	0.4%	0.3%	0.1%
Two or More Races	0.7%	1.9%	2.2%

Enrollment by Student Group

Economically Disadvantaged	69.1%	49.7%	59.0%
English Language Learners	29.7%	8.2%	18.9%
Special Education	6.9%	10.6%	8.8%
Mobility Rate (2015-16)	18.4%	17.0%	16.2%

Class Size Averages by Grade or Subject

Elementary			
Kindergarten	18.8	19.8	18.8
Grade 1	20.4	20.1	18.8
Grade 2	20.2	19.7	18.9

Demographics Strengths

Decreased Enrollment from 546 to 491 -55 students 10.1% decrease

Students represented all ethnicity groups

Attendance Rate Above District and State

Student Mobility Rate is above District and State

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. **Root Cause**: Addition of STEAM Academy at Mambrino.

Problem Statement 2: Mobility rate increased again for the second year in a row, especially with withdrawn students. **Root Cause**: Increased CPS and county shelter cases paired with consistent bilingual cultural trips and interdistrict moves.

Student Achievement

Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

STAAR Scores *available at this time*:

5th Gr Reading--81% passing

5th Grade Math--88% passing

TELPAS Scores *available at this time*:

Grade	#Tested	Composite Rating
Kinder	31	Scores available from TEA in Aug. 2018
1st Grade	47	Scores available from TEA in Aug. 2018
2nd Grade	41	Scores available from TEA in Aug. 2018

TELPAS Yearly Progress:

1st Grade __% Progressed at Least One Proficiency Level

2nd Grade __% Progressed at Least One Proficiency Level

iStation Results--End of Year

Grade	Tier 3	Tier 2	Tier 1
Kinder	20%	25%	55%
1st Grade	29%	23%	47%
2nd Grade	18%	15%	67%

GoMath Math Assessment (percent passing)

Grade	BOY	MOY	EOY
Kinder	78%	95%	97%
1st Grade	75%	85%	89%
2nd Grade	79%	78%	91%

Student Achievement Strengths

STAAR Improvement

Increase in 5th Grade Reading scores from 78% passing in 2016-2017 to 81% passing in 2017-2018.

Increase in 5th Grade Math scores from 82% passing in 2016-2017 to 88% passing in 2017-2018.

TELPAS Improvement

iStation Improvement

Increase in Kindergarten Tier 1 level--up by 5% from 2016-2017.

Decrease in Kindergarten Tier 3 level--down by 10% from 2016-2017.

GoMath Improvement

97% passing on Kindergarten end-of-year math assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.

Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause**: Due to skills-based report card, assessments decreased.

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

Flexible Scheduling

Student daily incentives through Emma Economy Program

PLC meetings, campus professional developement

Open door policy

CLT meetings and planning

Staff luncheons for student scholarship

Customer Care Goal Setting

PTO Participation and Planning

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: Lack of consistent and timely positive recognition of teachers and staff. **Root Cause**: Scheduling and organized tool for delivery.

Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause**: Teacher and staff awareness and lack of requirement to complete.

Problem Statement 3: Completion of campus wide discipline. **Root Cause**: Small increment implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- 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, GoMath, Common Assessments and teacher assessments used for evaluation
- RtI process for low performing students
- Imagine Learning (2nd grade ELL), BrainPop, Education Galaxy, Istation, and Starfall supplemental software
- Harcourt Journey Reading, Guided Reading, Social Studies (Studies Weekly), Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Empowering Writers
- Instructional take home resources

Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Implementation of skills-based report card in 1st grade
- Implementation of Guided Reading program
- 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: All students not on grade level **Root Cause**: Lack of small group instruction time with ratio of teacher to student

Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause**: New math program (Moby Max) was inadequate

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

Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause**: Organization

in providing those opportunities

Parent and Community Engagement

Parent and Community Engagement 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 Learning Experiences
- Fieldtrip invite for zoo
- 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

Parent and Community Engagement Strengths

- Family STEAM 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
- STEAM Learning Experiences
- GISD Service Projects

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need real life interactive learning. **Root Cause**: Lack of outside of the classroom teaching with real life experiences.

Problem Statement 2: Need increased participation in CLT meetings. **Root Cause**: Reminders and flexible times for meetings.

Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause**: Specific tailored needs communicated to the parents.

Problem Statement 4: Parent academic support continued at home. **Root Cause**: Resources and knowledge unavailable to parents.

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
- RtI Collaboration with emphasis on Hispanic and Low SES subgroups
- School-wide discipline plan shared between teacher, AP and Principal
- School-wide expectations implemented by all staff for common areas
- 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

- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Targeted professional development implemented on half days and staff development days
- PBL District Initiative
- Flexible scheduling
- Tracking data and discussions during PLCs
- PLCs

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of participation on CLT **Root Cause**: Communication to parents, district and community members regarding CLT meetings

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

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
- At Risk computer lab
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos

Technology Strengths

- 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
- At Risk computer lab
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos

Problem Statements Identifying Technology Needs

Problem Statement 1: Increased and continued professional development outside of the district **Root Cause**: Lack of global perspective from frontline teacher

Problem Statement 2: Problem with wireless mice and keyboards. **Root Cause**: Purchasing batteries and time wasted with consistent replacement.

Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. **Root Cause**: Older devices that are out dated and need replaced.

Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause**: Time during fully scheduled days.

Goals

Revised/Approved: September 04, 2015

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Character Education - "Tree of Kindness" leaves for students and addition of other creatures for staff. (Create a permanent tree base.) Read 2 leaves every Thursday for "Thankful Thursday".		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 2 Funding Sources: Local (199) - 500.00						
2) Family Night (STEAM) combined with open house with student work showcased and student made activities to participate.		Principal, Event Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Title I (211) - 1500.00						
3) Parent/Teacher Conferences Investigate possible home visits		Teachers	Conference Logs				
	Problem Statements: Parent and Community Engagement 4						
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level		Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade				
	Problem Statements: Parent and Community Engagement 4						

5) Kindergarten Round-up and pre-school visits		Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
	Problem Statements: Demographics 1						
6) Provide training for staff on bullying awareness, prevention and procedures.		Principal, AP, Counselor	Sign in sheets, agendas				
	Problem Statements: School Culture and Climate 3						
7) Calls home. Positive notes/calls to parents of accomplished students.		Principal, AP, Teachers	Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey.				
	Problem Statements: Parent and Community Engagement 4 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.		School Culture/ Climate Committee - Teachers/ Counselor	Scholarship, staff luncheons, staff celebrations				
	Problem Statements: School Culture and Climate 2						
9) Complete a common School Wide Expectation behavior model. Adding bus, playground and arrival procedures.		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 3 Funding Sources: Local (199) - 2500.00						
10) Implement ERES Digital Bedtime Stories for students at home in the evenings.		Principal, Asst. Principal, Instructional Specialist, Teacher Readers	Increased reading scores. Log-in data.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 4 Funding Sources: Local (199) - 1000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. **Root Cause 1**: Addition of STEAM Academy at Mambrino.
School Culture and Climate
Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause 2**: Teacher and staff awareness and lack of requirement to complete.
Problem Statement 3: Completion of campus wide discipline. **Root Cause 3**: Small increment implementation.

Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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: 8EES volunteers will log at least 175 hours of service throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO including the Watchdog Program.		Principal, PTO Teacher Representatives, Watchdog Dads	PTO Sign-In, Agendas, Email, social media, Remind App, Booths at school events				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Local (199) - 500.00						
2) Provide academic take home resources for parents.		Principal, Intervention Specialists, Counselor	Resource Log, RtI Minutes, RtI Consumable Resources Checkout sheets.				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: Title I (211) - 500.00						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates)		Principal, teachers, counselor, office staff	Participation logs for: Kiwanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Pizza Hut Book-It Coupons from area businesses Spring Creek Spirit Nights Palio's Spirit Nights Dairy Queen Spirit Nights Chick Fil A Spirit Nights Skate Nights at Skating Rink Fire Dept Police Dept GEF				
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 3 Funding Sources: Local (199) - 200.00						

4) Implement Extensive Customer Care and High Work Ethic Standards		Principal, Entire Staff	Training Sign ins, Staff Survey, Front Office Staff Class Dojo of "Staff" class results				
	Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Local (199) - 1000.00						
5) Career Day		Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 - Parent and Community Engagement 1 Funding Sources: Local (199) - 200.00						
6) Parent awareness of Ready Rosie program for parent assistance.		Principal, Instructional Specialist, Counselor, Curriculum Director, Teachers	Attendance and participation through email enrollment, sign in sheets, and reports. Teachers send in class emails/newsletters.				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: Title I (211) - 0.00						
7) Provide current school information pertaining to family, student, academic, health and services to ERES families.		Principal, assistant principal, counselor, IS, teachers	Remind App, digital sign, school messenger, digital information board, email, webpage, pamphlets in office, teacher newsletters, social media, nurse, counselor connecting to families in need.				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: Local (199) - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lack of consistent and timely positive recognition of teachers and staff. **Root Cause 1**: Scheduling and organized tool for delivery.
Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause 2**: Teacher and staff awareness and lack of requirement to complete.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate **Root Cause 1**: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program **Root Cause 2**: Teacher attendance and perception of difficulty with documentation
Curriculum, Instruction, and Assessment
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement

Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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 2018-19.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Trained PBL staff members will implement 1 project per semester.		Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 3, 4 - Parent and Community Engagement 1 Funding Sources: Local (199) - 1000.00						
2) Train new teachers on PBL process in Summer of 2019.		Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						

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

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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 2018-19 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS - 3rd Gr Reading/Math)

Summative Evaluation 2:

Strategy Description	ELEMENTS	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 and PLC's to identify areas of needed growth based upon common assessment and benchmark data.		Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets, Data Walls				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4 Funding Sources: Local (199) - 200.00						
2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.		Principal, Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log -At Risk Computer Lab Groups -AIM Reading/Math Groups -STEAM Intervention Lab -inclusion small groups -increased common assessment scores				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 Funding Sources: Title I (211) - 37000.00, State Comp Ed (24) - 7500.00						
3) Provide enrichment opportunities for identified gifted and talented students.		Principal, Teachers, Counselor, Librarian	Lesson plans, activity schedules -G/T supplemental tutor for pull out -4 off campus learning experiences for K, 1 and 2.				
	Problem Statements: Curriculum, Instruction, and Assessment 3, 4 Funding Sources: Gifted (21) - 2000.00						
4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition. 4 off campus learning experiences for K-2 LEP		Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Problem Statements: Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1 Funding Sources: ESL/Bilingual (25) - 5000.00						

5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess. 4 off campus learning experiences for at risk students in K-2 grade levels		Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math, Education Galaxy and District Common Assessments				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 Funding Sources: Local (199) - 7400.00, State Comp Ed (24) - 1000.00						
6) Instructional Specialist to provide resources, data and support for students, teachers and tutors		Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log -grade level PLC's				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I (211) - 65000.00						
7) State Data review with Brawner and vertical alignment with teachers in math and reading.	2.4, 2.6	Principal, Instructional Specialist, Teachers	Increased scores on state assessments. Will choose a percentage of increase after data review.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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 2018-19 school year, EES students in grades K-2 will have a skill-based assessment of 2 or show a 10% improvement on all benchmark assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	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).		Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks Increase in common assessment scores				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local (199) - 5000.00						
2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day		Instructional Specialist, Counselor	-increased college awareness -college goal setting				
	Problem Statements: Student Achievement 1						

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student

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 2018-19 school year, EES students will log tutoring hours depending on RtI level.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI and LEP students.		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 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: ESL/Bilingual (25) - 4000.00, State Comp Ed (24) - 2000.00, Title I (211) - 1000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance. Post attendance graphs by grade level.		Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Problem Statements: Parent and Community Engagement 4 Funding Sources: Local (199) - 500.00						

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate

Parent and Community Engagement
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

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	ELEMENTS	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)		PE Teacher	Lesson Plans				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester Performance)		Counselor	Lesson Plans, Student participation				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 400.00						
3) Participate in Heart Healthy Program.		PE Teacher	Completion certificate from Heart Healthy Organization				
	Problem Statements: Parent and Community Engagement 1						

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

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Technology Tuesdays - Technology Training for Teachers		Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
	Problem Statements: Technology 4 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.		Principal, GISD Technology Department	Sign in sheets, lesson plans, and GAP documentation Increased use of technology in classrooms				
	Problem Statements: Technology 4 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.		Principal, Librarian (Media Specialist), Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and GAP				
	Problem Statements: Technology 4 Funding Sources: Local (199) - 5000.00						

4) Principal and Technology Lead Teacher TCEA Conference and train campus on new technology.		Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation Current technology equipment and skills utilized in the classroom				
	Problem Statements: Technology 1 Funding Sources: Local (199) - 5000.00						
5) Tech Tuesdays - Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology.		Principal, Librarian, IS, Tech Committee, District Tech Staff	Sign in sheets, completed technology programs implemented through lesson plans.				
	Problem Statements: Technology 2, 3, 4						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Increased and continued professional development outside of the district **Root Cause 1**: Lack of global perspective from frontline teacher
Problem Statement 2: Problem with wireless mice and keyboards. **Root Cause 2**: Purchasing batteries and time wasted with consistent replacement.
Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. **Root Cause 3**: Older devices that are out dated and need replaced.
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	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		Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				
	Problem Statements: Parent and Community Engagement 1						

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

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	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.		Principal, AP, Librarian, GISD Technology Department	Walk Through Data, GAP Performance Evaluation system				
	Problem Statements: Technology 4 Funding Sources: Local (199) - 5000.00						
2) Students will use software such as iStation, Brain Pop, and AR for added reading support. Education Galaxy and math interventions for math support. Imagine Learning will be used if needed for special ed and bilingual student support.		Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation Increased reading and math scores				
	Problem Statements: Student Achievement 1, 2 Funding Sources: Title I (211) - 4000.00, State Comp Ed (24) - 7000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Technology
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.		AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.		Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety		Principal, AP, Teachers	State and local completion reports				

= 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 schedules at least 27 weeks in the 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.		Principal, Counselor, Intervention Specialists, Teachers, Tutors	Intervention schedule, lesson plans, school calendar Improvement on all test scores by 10%				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Parent and Community Engagement 1 Funding Sources: Title I (211) - 37000.00						
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.		Principal, AP, Intervention Specialists,Teachers	Sign in sheets, agendas, district calendar				
	Problem Statements: School Context and Organization 2 - Technology 4 Funding Sources: Local (199) - 2000.00						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.		Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
	Problem Statements: School Context and Organization 2 - Technology 4						
4) Teachers will provide flexible schedules to accommodate students to participate in speech, special education and tutoring.		Principal, Assistant Principal, Teachers, IS, Special Education Teachers	Copy of schedules				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4						

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level **Root Cause 1**: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause 2**: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause 3**: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause 4**: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development **Root Cause 2**: Calendar mandates
Technology
Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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	ELEMENTS	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.		Principal and elected teacher representatives.	Sign in sheets and agendas Teacher input into decisions Improved teaching with targeted intervention				
	Problem Statements: School Context and Organization 2 - Technology 4 Funding Sources: Local (199) - 1000.00						
2) Staff will participate in a district professional development survey annually to assist in targeting campus needs.		Curriculum Director, Principal	Survey results.				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Context and Organization 2 - Technology 4						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause 1**: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause 2**: Due to skills-based report card, assessments decreased.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate **Root Cause 1**: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program **Root Cause 2**: Teacher attendance and perception of difficulty with documentation
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development **Root Cause 2**: Calendar mandates
Technology

Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause 4**: Time during fully scheduled days.

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 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		Counselor, G2020 Target Committee, District Curriculum Director	Comprehensive list of known resources and services made available to families in need.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.		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 local community members as educational speakers.

Evaluation Data Source(s) 2: EES will utilize community resources a minimum of 20 times throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize community speakers to bring real world application into the classroom to enhance academic learning. (Career Day)		Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local (199) - 0.00						

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

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.

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	ELEMENTS	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.		Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
	Problem Statements: Parent and Community Engagement 1, 3, 4 Funding Sources: Local (199) - 500.00						

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

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. **Root Cause 1**: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause 3**: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. **Root Cause 4**: Resources and knowledge unavailable to parents.

State Compensatory

Budget for Roberson Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	$7,668.00
	6100 Subtotal:	**$7,668.00**
6300 Supplies and Services		
199 e 11 6395 MM 104 0 24 000	6395 Supplies, DP Operations - Locally Defined	$3,000.00
	6300 Subtotal:	**$3,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Sherri Doucet	Instructional Specialist	Title I	1

GRANBURY ISD

2017-2018 Accountability Summary
September 17, 2018

Ron Holmgreen

Assistant Superintendent for Administrative Services

Accountability Rating

- Districts receive letter grades this year
- Campuses will receive letter grades next year

Based on:

1. Performance on STAAR tests and graduation rate
2. The ratings examine
    1. Student achievement
    2. Student progress
    3. Efforts to close the achievement gap
    4. Postsecondary readiness

Campus Accountability

- Campuses across the state receive either:

  Met Standard

  Improvement Required

- **All GISD campuses Met Standard**

System Design for Distinctions

- 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

Distinction Designations

- Academic Achievement in Reading/ELA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent Comparative Academic Growth
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Elementary Distinction Designations

- **Acton**
  - Academic Achievement in Science
  - Closing the Performance Gaps
- **Mambrino**
  - Academic Achievement in Science
  - Closing the Performance Gaps
  - Post-Secondary Readiness
- **Nettie Baccus**
  - Academic Achievement in Math
  - Top 25% in Growth
  - Post-Secondary Readiness

Secondary Distinction Designations

- **Acton Middle School**
  - Academic Achievement Science

- **Granbury High School**
  - Academic Achievement in ELA

Received ALL Distinctions

- **Oak Woods**
  - Academic Achievement in ELA/Reading
  - Academic Achievement Math
  - Academic Achievement Science
  - Post Secondary Readiness
  - Top 25% Closing the Performance Gap
  - Top 25% Academic Growth

District Accountability

How is the district's score determined:

- Three domains
  - Student Achievement
  - School Progress
  - Closing the Gaps
- Component Score and Scaled Score determined
- Overall Score and Grade computed

Texas Education Agency
2018 Accountability Ratings Overall Summary
GRANBURY ISD (111901)

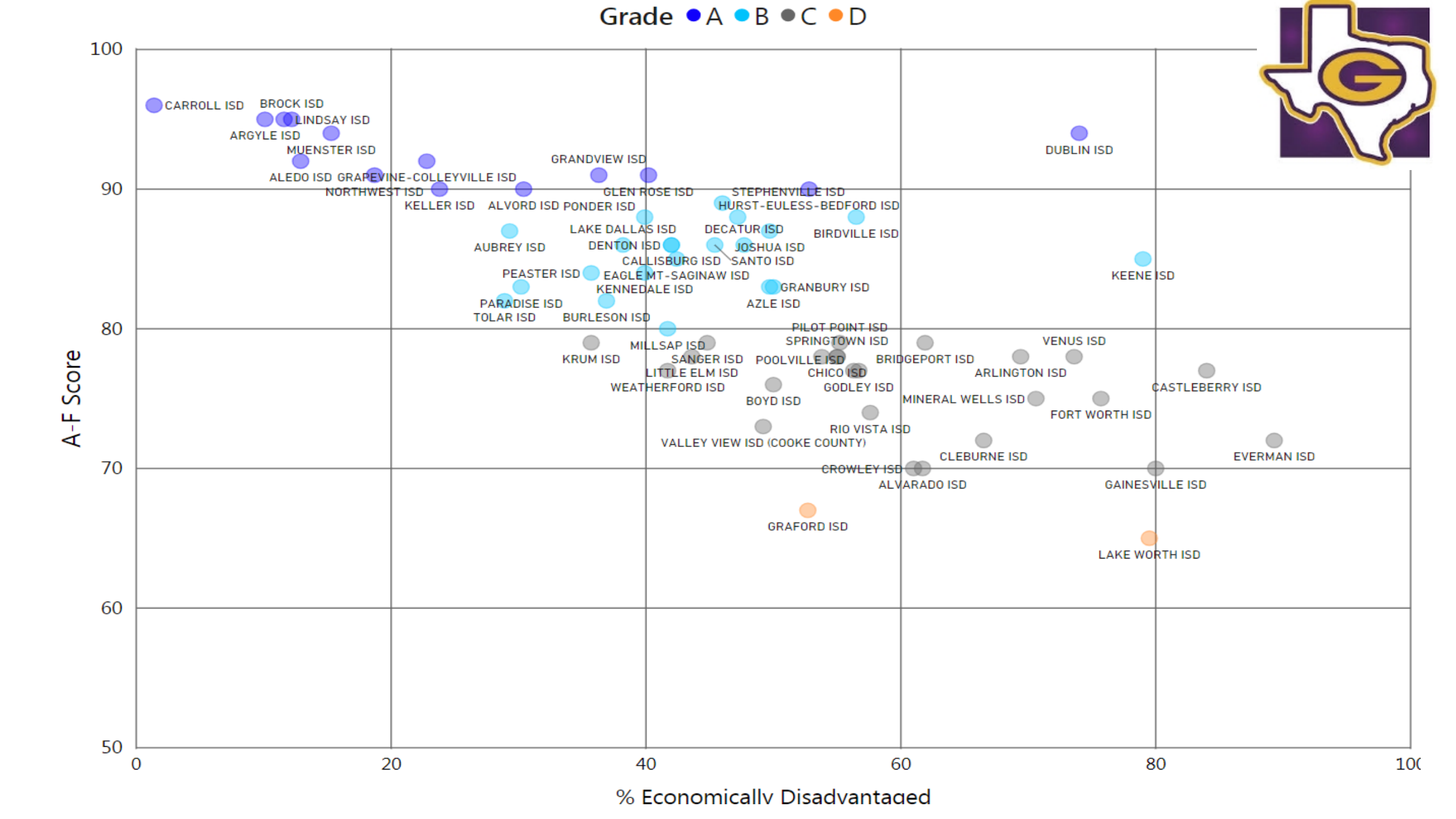
	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		84	B
STAAR Performance	50	82	
College, Career and Military Readiness	55	83	
Graduation Rate	97.3	90	
School Progress		81	B
Academic Growth	66	70	C
Relative Performance (Eco Dis: 49.5%)	53	81	B
Closing the Gaps	60	79	C

70%

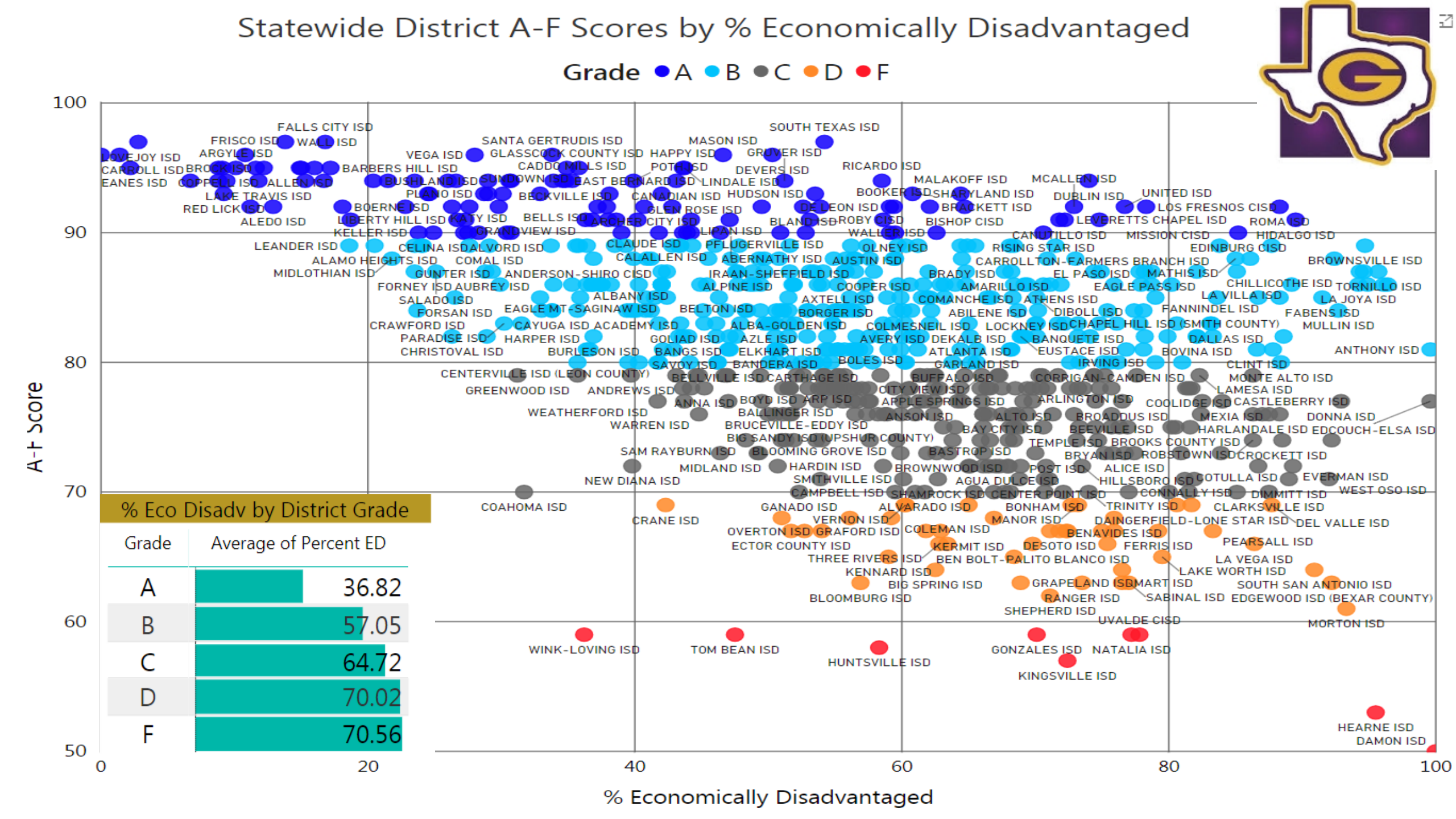
30%

Distinction Designations

Postsecondary Readiness	Not Earned


Grade A B C D
100
90
80
70
60
50
A-F Score
0
20
40
60
80
100
% Economically Disadvantaged
CARROLL ISD
BROCK ISD
LINDSAY ISD
ARGYLE ISD
MUENSTER ISD
ALEDO ISD
GRAPEVINE-COLLEYVILLE ISD
NORTHWEST ISD
KELLER ISD
ALVORD ISD
GRANDVIEW ISD
PONDER ISD
GLEN ROSE ISD
STEPHENVILLE ISD
HURST-EULESS-BEDFORD ISD
BIRDVILLE ISD
LAKE DALLAS ISD
DECATUR ISD
AUBREY ISD
DENTON ISD
JOSHUA ISD
CALLISBURG ISD
SANTO ISD
PEASTER ISD
EAGLE MT-SAGINAW ISD
KENNEDALE ISD
GRANBURY ISD
PARADISE ISD
AZLE ISD
TOLAR ISD
BURLESON ISD
PILOT POINT ISD
SPRINGTOWN ISD
MILLSAP ISD
KRUM ISD
SANGER ISD
POOLVILLE ISD
BRIDGEPORT ISD
LITTLE ELM ISD
CHICO ISD
WEATHERFORD ISD
GODLEY ISD
BOYD ISD
RIO VISTA ISD
VALLEY VIEW ISD (COOKE COUNTY)
CROWLEY ISD
ALVARADO ISD
GRAFORD ISD
DUBLIN ISD
KEENE ISD
VENUS ISD
ARLINGTON ISD
CASTLEBERRY ISD
MINERAL WELLS ISD
FORT WORTH ISD
CLEBURNE ISD
EVERMAN ISD
GAINESVILLE ISD
LAKE WORTH ISD

Statewide District A-F Scores by % Economically Disadvantaged



% Eco Disadv by District Grade

Grade	Average of Percent ED
A	36.82
B	57.05
C	64.72
D	70.02
F	70.56

GRANBURY ISD

2017-2018 Accountability Summary
September 17, 2018

Ron Holmgreen

Assistant Superintendent for Administrative Services

Federal Programs 2018-19		
PROGRAM	**TOTAL**	**DESCRIPTION**
	6100	***Payroll Costs***
Title I	938,883 (1,054,519)	Salary, benefits, district costs - 1 Dean of Instruction, 1 At Risk Coordinator, 1 AVID Campus Coordinator, 6 Instructional Specialists, 2 Title I Aides, 1 Acceleration Aide, 1/2 Federal Coordinator,
Title II	3000 (5000)	Substitutes for Profesional Development or classroom visits
Title III	38,000 (15,201)	Bilingual paraprofessional Emma and 1/2 Bilingual Parent Outreach Paraprofessional
Title IV	0	
CTE	25,000 (0)	CTE Aide
SPED	757,531 (772,121)	Salaries, benefits, district costs for SLP's, Diagnosticians, Aides
	6200	***Contracted Services***
Title I	120,000 (18,611)	Professional development - district teacher contract addendums, reading initiative, PLC
Title II	158,923(138,570)	ESC Contract, balanced literacy coaching (elementary and middle schools), summer training (district
Title III	5000 (0)	Ellevation Software PD
Title IV	80,375 (0)	Moved to Title I to for Community in Schools partnership (Social Workers)
CTE	0 (0)	
SPED	427,358 (316,782)	Set aside for residential placement and contracted related services
	6300	***Supplies and Materials***
Title I	131,795 (40,153)	Supplies materials for parent involvement (Ready Rosie and Bringing It Down) and homeless,
Title II	15,913 (30,000)	Supplies and materials to support cited professional development
Title III	11,300 (30,000)	Ellevation and Bilingual iStation
Title IV	0 (5500)	
CTE	31,780 (36,261)	Software Renewal and equipment
SPED	1000 (1000)	Supplies and materials
	6400	***Other Opertaing Costs***
Title I	12,127 (20,892)	Homeless, Program Travel to ACET, PLC initiative travel, student visits to support post secondary
Title II	4482 (5000)	Program Travel - Empowering Writers (district initiative)
Title III	500 (5000)	Program Travel
Title IV	0 (21,286)	
CTE	14,300 (12,100)	Professional development; Certifications
SPED	73,000 (154,000)	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	0 (0)	CNC Mill
SPED	0 (10,000)	
	Indirect Costs	
Title I	22,786 (21,178)	
Title II	3518 (3333)	
Title III	1023 (988)	
Title IV	0 (0)	
CTE	2700 (886)	
SPED	50,543 (23,226)	
	Total Grant	
Title I	1,225,591 (1,155,353)	
Title II	185,836 (181,903)	
Title III	55,823 (54,189)	
Title IV	80,375 (26,786)	
CTE	73,780 (63,247)	
SPED	1,309,432 (1,267,129)	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 17, 2018
For: Information

TO: Dr. Jeremy Glenn, Superintendent

FROM: Dobie Williams
DATE: September 10, 2018
RE: August 31, 2018 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended August 31, 2018 for the general operating fund.

The statements includes only those transactions that occurred between the period of September 1, 2017, and August 31, 2018. Revenue collected to date equals 100.37% of the budgeted amount compared to 99.82% last year. Expenditures to date represent 96.66% of the budget compared to 96.23% last year.

BUDGET IMPACT: None

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 10, 2018

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2018

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	56,783,907	55,690,571	1,093,336	98.07%	99.65%
	INVESTMENT INCOME	180,000	497,803	-317,803	276.56%	308.51%
	OTHER LOCAL INCOME	520,841	461,825	59,016	88.67%	82.46%
5800	STATE					
	STATE FUNDING	6,656,433	7,469,179	-812,746	112.21%	101.65%
5900	FEDERAL					
	FEDERAL PROJECTS	860,000	1,123,491	-263,491	130.64%	81.85%
	TOTAL REVENUES	**65,001,181**	**65,242,870**	**-241,689**	**100.37%**	**99.82%**
EXPENDITURES						
11	INSTRUCTION	34,151,861	33,526,464	625,397	98.17%	98.87%
12	INSTRUCTIONAL RESOURCES & MEDIA	751,211	731,488	19,723	97.37%	96.96%
13	CURRICULUM & STAFF DEVELOPMENT	886,502	822,465	64,037	92.78%	88.04%
21	INSTRUCTIONAL LEADERSHIP	670,331	645,541	24,790	96.30%	96.73%
23	SCHOOL LEADERSHIP	3,541,084	3,475,016	66,068	98.13%	99.27%
31	GUIDANCE/COUNSELING	2,718,668	2,678,295	40,373	98.51%	96.14%
32	SOCIAL WORK SERVICES	73,400	73,032	368	99.50%	99.46%
33	HEALTH SERVICES	373,112	369,836	3,276	99.12%	86.18%
34	TRANSPORTATION	3,456,742	3,237,061	219,681	93.64%	88.38%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	2,007,445	1,875,154	132,291	93.41%	94.76%
41	GENERAL ADMINISTRATION	2,299,799	2,177,722	122,077	94.69%	95.22%
51	PLANT MAINTENANCE	6,158,539	5,934,886	223,653	96.37%	91.01%
52	SECURITY & MONITORING SERVICES	307,887	272,079	35,808	88.37%	92.57%
53	DATA PROCESSING	1,319,355	1,305,396	13,959	98.94%	98.43%
61	COMMUNITY EDUCATION	105,881	37,826	68,055	35.73%	54.10%
71	DEBT SERVICE	0	0	0	0.00%	0.00%
81	FACILITIES CONSTRUCTION & ACQUISITION	564,455	395,832	168,623	70.13%	98.45%
91	CONTR INSTRUCTIONAL SERVICES	5,050,081	4,983,944	66,137	98.69%	88.63%
93	PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	99.97%
99	OTHER INTER GOV CHARGES	1,169,283	869,925	299,358	74.40%	99.54%
	TOTAL EXPENDITURES	**65,605,636**	**63,411,963**	**2,193,673**	**96.66%**	**96.23%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(604,455)**	**1,830,906**	**(2,435,361)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2018

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	57,484,748	56,650,199	834,549	98.55%
5800 STATE SOURCES	6,656,433	7,469,179	-812,746	112.21%
5900 FEDERAL SOURCES	860,000	1,123,491	-263,491	130.64%
TOTAL REVENUES	**65,001,181**	**65,242,870**	**-241,689**	**100.37%**
EXPENDITURES				
6100 PAYROLL COSTS	47,132,606	46,397,357	735,248	98.44%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,848,381	11,163,581	684,800	94.22%
6300 SUPPLIES/MATERIALS	3,296,455	3,088,883	207,572	93.70%
6400 OTHER OPERATING	1,388,813	1,051,171	337,641	75.69%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	1,939,381	1,710,970	228,411	88.22%
TOTAL EXPENDITURES	**65,605,636**	**63,411,963**	**2,193,673**	**96.66%**
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	**(604,455)**	**1,830,906**	**(2,435,361)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 17, 2018
For: Information

TO: Dr. Jeremy Glenn, Superintendent

FROM: Dobie Williams
DATE: September 10, 2018
RE: Cash Flow and Investment Report as of August 31, 2018

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending August 31, 2018.

BUDGET IMPACT: None

Respectfully submitted,

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 10, 2018

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM AUGUST 1, 2018 TO AUGUST 31, 2018

FOR BOARD MEETING SEPTEMBER 17, 2018

	PLAINS CAPITAL 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, 2018	$ 546,592	$ 11,819	$ 2,117	$ 1,595,149	$ 967,987	$ 452,143	$ 24,393	$ 580,743	$ 4,035,618	$ 18,039,736	$ 2,321	$ 1,071,950	$ 10,114,707	$ 37,445,276
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ (3,499,267.72)		$ -	$ -				$ 85,512						$ (3,413,756)
														$ -
TAX COLLECTIONS	$ -	$ -								$ 336,503				$ 336,503
														$ -
TEA COLLECTIONS:														$ -
CHILD NUTRITION	$ -							$ -						$ -
FOUNDATION	$ 558,997													$ 558,997
TITLE FUNDS	$ -													$ -
AVAILABLE SCHOOL FUND	$ 193,456													$ 193,456
IDEA-B FUNDS	$ -													$ -
IMA	$ 41,359													$ 41,359
PERKINS	$ -													$ -
MAC/SHARS	$ 4,665													$ 4,665
TRANSFERS IN	$ 9,171,992	$ -	$ 362,300	$ 1,418,758	$ 1,884,387	$ 33,729	$ 15,388		$ -	$ -	$ -			$ 12,886,554
														$ -
BOND PAYMENT		$ -												$ -
OPERATING EXPENSES	$ (1,580,338)	0	$ (240,784)		$ (1,716,648)	$ (10,303)	$ (29,139)	$ (118,273)	$ -	$ -			$ (855)	$ (3,696,340)
PAYROLL	$ (3,592,384)		$ -	$ (1,412,129)				$ (95,596)						$ (5,100,108)
TEA RECAPTURE	$ (711,992)				$ -									$ (711,992)
TRANSFERS OUT	$ -		$ -			$ -			$ (362,300)	$ (5,571,992)	$ -	$ -		$ (5,934,292)
MARKET APPRECIATION / (DEPRECIATION)													$ 1,030	$ 1,030
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 1,001	$ 18	$ 9	$ 1,859	$ 1,982	$ 712	$ 22	$ 816	$ 7,219	$ 30,331	$ 4	$ 1,815	$ 9,548	$ 55,334
ACCRUED INTEREST PAID														$ -
ENDING BALANCE - AUGUST 31, 2018	$ 1,134,080	$ 11,837	$ 123,642	$ 1,603,637	$ 1,137,709	$ 476,281	$ 10,664	$ 453,202	$ 3,680,538	$ 12,834,578	$ 2,325	$ 1,073,765	$ 10,124,429	$ 32,666,686
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	34 Days	48 Days	27 Days	1 Days	1.00 yrs	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	1.800%	1.800%	1.800%	1.800%	1.800%	1.800%	1.800%	1.800%	2.200%	2.221%	1.921%	2.010%	2.571%	
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	1.750%	1.750%	1.750%	1.750%	1.750%	1.750%	1.750%	1.750%	2.175%	2.207%	1.910%	1.960%	2.552%	
												CDs Various	2.450% 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).



Dobie Williams
Assistant Superintendent for Finance and Operations



Emmett J. Whitefield
District Comptroller

2017-18 INTEREST			
ACCRUED (as of 8/31/18)			
Sep-17	$ 32,933.79	Mar-18	$ 79,202.06
Oct-17	$ 21,412.21	Apr-18	$ 112,968.93
Nov-17	$ 36,378.50	May-18	$ 104,685.68
Dec-17	$ 54,328.31	Jun-18	$ 81,389.23
Jan-18	$ 68,746.24	Jul-18	$ 74,396.93
Feb-18	$ 71,032.03	Aug-18	$ 55,334.05
		TOTAL	$ 792,807.96

AUGUST INTEREST ACCRUED	$ -
AUGUST INTEREST EARNED & PD	$ 55,334.05
AUGUST TOTAL INTEREST	$ 55,334.05

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 17, 2018
For: Information

TO: Dr. Jeremy Glenn, Superintendent

FROM: Dobie Williams
DATE: September 11, 2018
RE: Report of Categorical Purchases Between $50,000 and $100,000 as Per Board Policy CH (LOCAL)

SUMMARY:

The attached categorical purchases between $50,000 and $100,000 for the period of August 1, 2018 through August 31, 2018 are being reported as per the requirements of Board Policy CH (LOCAL), which 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.*

BUDGET IMPACT: $51,765.00

Respectfully submitted,

Dobie Williams, RTSBA
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Darla Powell

Date Submitted: September 11, 2018

GRANBURY ISD

REPORT ON PURCHASES THROUGH A COOPERATIVE OR INTERLOCAL

Single Purchase Between $50,000 and $100,000 in accordance with CH(LOCAL)

Board Meeting – September 18, 2018

Purchases 8/1/18 to 8/31/18

Vendor	Cooperative/Inter local	Description	Amount
Dell Marketing LP	DIR	PLWT Lab Computers	$51,765.00