Regular

Monday, October 20, 2014 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 5:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**

a. Chapter 551.074 - Personnel, Discussion of Employee Evaluation, Reassignment Duties, Discipline, or Dismissal.

1. Consider Staff Appointments

b. Chapter 551.072 - Purchase, exchange, lease or value of real property

3. **Reconvene in open session - 6:00 PM**
4. **Public Meeting to Discuss FIRST Rating**
5. **Moment of Silence/Invocation**
6. **Pledges - U.S. Flag & Texas Flag**
7. **Public comments/audience participation**
8. **Discussion/Action**

a. Consider Consent Agenda Items

1. Minutes of the September 15, 2014, Regular Meeting
2. Consider Budget Amendments
3. Consider Vehicle Purchase - 9 Passenger SUVs CSP #2015-01
4. Consider Waste Management Services CSP #2014-18
5. Consider General Merchandise CSP #2014-19

b. Consider Adoption Prevailing Wage Schedule
c. Consider Classroom Size Waiver
d. Consider Campus Improvement Plans
e. Consider District Improvement Plans

9. **Reports**

a. Superintendent's Report

1. Facilities Report
2. Report from E3 on Energy Conservation Project
3. Strategic Plan Update

b. Financial Statements for Period Ending August 31, 2014
c. Bond Expenditure Monthly Update for Period Ending September 30, 2014

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

a. Consider Staff Appointments
b. Consider purchase, exchange, lease or value of real property

11. **Adjourn**



GRANBURY ISD

Schools FIRST Rating

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS 2014 FINANCIAL MANAGEMENT REPORT

(2012-2013 DATA)

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2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2013
3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services for Fiscal Year 2013
4. Gifts Received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in Fiscal Year 2013
5. Business Transactions Between School District and Board Members for Fiscal Year 2013
6. Summary Schedule of Data Submitted Under the Financial Solvency Provisions of TEC §39.0822

GRANBURY INDEPENDENT SCHOOL DISTRICT FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

FINANCIAL MANAGEMENT REPORT FOR FISCAL YEAR 2012-2013

Granbury ISD received the official notification from The Texas Education Agency of the district's rating under the Financial Integrity Rating System of Texas (FIRST) on September 5, 2014. GranburyISD's rating for fiscal year 2012-2013 is:

Superior Achievement

The following financial management report is prepared in accordance with Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System. Please contact Dobie Williams, Assistant Superintendent for Finance and Operations, with questions regarding the Financial Management Report after the required public hearing. The address is 600 W. Pearl Street., Granbury, TX 76048 or call Mr. Williams at 817-408-4015.

Granbury ISD
Schools FIRST Rating
Financial Management Report
2012-2013 Data

User: Dobie Williams
User Role: District

RATING YEAR 2013-2014 · Select An Option · Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2013-2014 RATINGS BASED ON SCHOOL YEAR 2012-2013 DATA - DISTRICT STATUS DETAIL

Name: GRANBURY ISD(111901)	**Publication Level 1:** 6/18/2014 8:04:42 AM
Status: Passed	**Publication Level 2:** 9/5/2014 4:00:21 PM
Rating: Superior Achievement	**Last Updated:** 9/5/2014 4:00:21 PM
District Score: 70	**Passing Score:** 52

#	Indicator Description	Updated	Score
1	Was The Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero In The General Fund?	4/28/2014 1:56:44 PM	Yes
2	Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)	4/28/2014 1:56:44 PM	Yes
3	Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?	4/28/2014 1:56:44 PM	Yes
4	Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?	4/28/2014 1:56:45 PM	Yes
5	Was There An Unqualified Opinion in Annual Financial Report?	4/28/2014 1:56:45 PM	Yes

6	Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?	4/28/2014 1:56:45 PM	Yes
			1 Multiplier Sum
7	Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?	4/28/2014 1:56:46 PM	5
8	Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?	4/28/2014 1:56:47 PM	5
9	Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < $350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > $200,000 Per Student)	5/15/2014 11:55:31 AM	5
10	Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?	4/28/2014 1:56:47 PM	5
11	Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)	4/28/2014 1:56:48 PM	5
12	Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?	4/28/2014 1:56:48 PM	5
13	If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)	4/28/2014 1:56:49 PM	5
14	Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than Or Equal To 1:1? (If Deferred Revenues Are Less Than	4/28/2014 1:56:49 PM	5

	Net Delinquent Taxes Receivable)		
15	Was The Administrative Cost Ratio Less Than The Threshold Ratio?	4/28/2014 1:56:49 PM	5
16	Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?	4/28/2014 1:56:50 PM	5
17	Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?	4/28/2014 1:56:50 PM	5
18	Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)	4/28/2014 1:56:51 PM	5
19	Was The Aggregate Total Of Cash And Investments In The General Fund More Than $0?	4/28/2014 1:56:51 PM	5
20	Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?	5/14/2014 12:24:48 PM	5
			70 Weighted Sum
			1 Multiplier Sum
			70 Score

DETERMINATION OF RATING

A.	Did The District Answer '**No**' To Indicators 1, 2, 3 Or 4? **OR** Did The District Answer '**No**' To Both 5 and 6? If So, The District's Rating Is **Substandard Achievement**.	
B.	Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-20)	
	Superior Achievement	64-70

Above Standard Achievement	58-63
Standard Achievement	52-57
Substandard Achievement	<52

INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios		**Indicator 17**	Ranges for Ratios	
District Size - Number of Students Between	Low	High	District Size - Number of Students Between	Low	High
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

#	Indicator Description	Explanation	11/12 Result 11/12 Measure	12/13 Result 12/13 Measure
	Default Indicators			
1	Was the total fund balance less non-spendable and restricted fund balance greater than zero in the General Fund?		**Yes-Passed $16,489,163**	**Yes-Passed $13,822,254**
2	Was the Total Unrestricted Net Asset Balance in the Government Activities Column in the Statement of Net Assets Greater than Zero?		**Yes-Passed $29,136,331**	**Yes-Passed $25,967,228**
3	Were there no disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?		**Yes-Passed**	**Yes-Passed**
4	Was the Annual Financial Report filed within one month after November 27th or January 28th deadline depending upon the district's fiscal year end date (June 30th or August 31st)?	TEA received the 2013 GISD audit on January 24, 2014	**Yes-Passed**	**Yes-Passed**
5	Was there an unqualified opinion in the Annual Financial Report?	Unqualified is a premium opinion.	**Yes-Passed**	**Yes-Passed**
6	Did the Annual Financial Report not disclose any instance(s) of material weaknesses in internal controls?		**Yes-Passed**	**Yes-Passed**
	Fiscal Responsibility			
7	Was the three year average percent of total tax collections (including delinquent) greater than 98%?		**Yes 99.60% 5 Points**	**Yes 99.62% 5 Points**
8	Did the comparison of PEIMS data to like information in Annual Financial Report result in an aggregate variance of less than 3 percent of expenditures per Fund Type (Data Quality Measure)?	January PEIMS submission must match numbers in annual audit.	**Yes 5 Points**	**Yes 5 Points**
9	Were debt related expenditures (net of IFA and/or EDA allotment) less than $350.00 per student? (if the district's 5 year percent change = or > 7%, or if property tax collections per penny of tax > $200,000 per student)	The District's debt related expenditures were in excess of $350 per student. However, GISD tax collections per penny of tax are $470,220.41 which is greater than $200,000 per student	**Yes $745.37 5 Points**	**Yes $759.19 5 Points**
10	Was there no disclosure in the Annual Audit Report of material noncompliance?		**Yes 5 Points**	**Yes 5 Points**
11	Did the district have full accreditation status in relation to financial management practices?		**Yes 5 Points**	**Yes 5 Points**
	Budgeting Indicators			
12	Was the aggregate of budgeted expenditures and other uses less than the aggregate of budgeted total revenues and other resources and fund balance in General Fund?		**Yes 5 Points**	**Yes 5 Points**
13	If the district's aggregate fund balance in the General Fund and Capital Projects Fund was less than zero, were construction projects adequately financed?		**Yes 5 Points**	**Yes 5 Points**
14	Was ratio of cash & investments to deferred revenues (excluding amount equal to net delinquent taxes receivable) in the General Fund greater than or equal to 1:1? (if deferred revenues < net delinquent taxes receivable)	Cash and investments = $16,056,636 Def Rev-Net Del Taxes = ($59,094)	**Yes 5 Points**	**Yes 5 Points**
	Personnel Indicators			
15	Was the administrative cost ratio less than the threshold ratio?	Maximum administrative cost ratio for a district between 5,000 and 9,999 ADA (average daily attendance) is 0.1250. GISD 58.4% of threshold ratio.	**Yes 0.0732 5 Points**	**Yes 0.0734 5 Points**

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

16	Was the ratio of students to teachers within the ranges shown according to district size? (>13 and < 22)	Lower Limit=13:1 Upper Limit= 22:1 Students in 12/13 = 6,510 Teachers FTEs in 12/13 = 437.4862	Yes 14.2178 5 Points	Yes 14.8805 5 Points
17	Was the ratio of students to total staff within the ranges shown according to district size? (>6.8 and <14)	Lower Limit=6.8:1 Upper Limit=14:1 Students in 12/13 = 6,510 Total Staff FTEs in 12/13 = 902.238	Yes 7.1787 5 Points	Yes 7.2154 5 Points
	Cash Management Indicators			
18	Was the decrease in undesignated unreserved fund balance less than 20% over two fiscal years? (If total revenues > operating expenditures in General Fund, then district receives 5 points)	General Fund Rev: $60,548,594 General Fund Exp: $51,770,371	Yes 5 Points	Yes 5 Points
19	Was the aggregate total of cash and investments in the General Fund more than $0?		Yes $17,329,019 5 Points	Yes $17,347,135 5 Points
20	Did investment earnings in all funds (excluding debt service and projects fund) meet or exceed the 3-month treasury bill rate?	Investment Earnings: $38,629	Yes 5 Points	Yes 5 Points

	District Rating		**Superior**	**Superior**

	Total Points		**70 POINTS**	**70 POINTS**
A.	Did the district answer No to indicators 1, 2, 3 or 4? Or did the district answer No to both 5 and 6? If so, the district's rating is substandard achievement.			
B.	Determine rating by applicable range for summation of the indicator scores.			
	Superior Achievement:	64-70		
	Above Standard Achievement:	58-63		
	Standard Achievement:	52-57		
	Substandard Achievement:	<52 or No to indicators 1, 2, 3 or 4 OR No to both 5 and 6		

How Ratings are Assessed

Rating Worksheet

Preliminary ratings are to be released by Texas Education Agency in the summer of 2014. The Commissioner's Rules for School FIRST are contained in Title 19, Texas Administrative Code, Chapter 109, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The following is a layman's explanation of what the questions mean—and what your district's answers can mean to its rating.

1. Was total Fund Balance less Nonspendable and Restricted Fund Balance greater than Zero in the General Fund?

School districts must legally have a fund balance to ensure adequate funding for operations. This indicator is designed to ensure that your district has a positive amount of fund balance cash (savings) that is not designated or "restricted" for a specific purpose. In other words, "Does your district have funds set aside for a rainy day?"

2. Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's Five-Year Percent Change in Students in Membership was a 10% Increase or More then Answer Yes)

This indicator simply asks, "Did the district's total assets exceed the total amount of liabilities (according to the very first financial statement in the annual audit report)?" Fortunately this indicator recognizes that high-growth districts incur large amounts of debt to fund construction, and that total debt may exceed the total amount of assets under certain scenarios.

3. Were there NO disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?

This indicator seeks to make certain that your district has paid your bills/obligations on bonds issued to pay for school construction, etc.

4. Was the Annual Financial Report filed within one month after the November 27 or January 28 deadline depending upon the district's Fiscal Year end date (June 30 or August 31)?

A simple indicator. Was your Annual Financial Report filed by the deadline?

5. Was there an Unqualified Opinion in the Annual Financial Report?

A "qualification" on your financial report means that you need to correct some of your reporting or financial controls. A district's goal, therefore, is to receive an "unqualified opinion" on its Annual Financial Report. This is a simple "Yes" or "No" indicator.

6. Did the Annual Financial Report NOT disclose any instance(s) of material weakness in internal

How Ratings are Assessed

controls?

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds, and should be immediately addressed.

7. Was the three year average percent of total tax collections (including delinquent) greater than 98 percent?

This indicator measures your district's success in collecting the taxes owed to you by your community's businesses and homeowners, placing a 98 percent minimum collections standard. You must collect based upon a three-year average more than 98% of your taxes, including any delinquent taxes owed from past years. A district earns up to five points under this indicator based upon its relative performance.

8. Did the comparison of PEIMS data to like information in the Annual Financial Report result in an aggregate variance of less than 3 percent of expenditures per fund type (Data Quality Measure)?

This indicator measures the quality of data reported to PEIMS and in your Annual Financial Report to make certain that the data reported in each case "matches up." If the difference in numbers reported in any fund type is 3 percent or more, your district "fails" this measure.

9. Were Debt-Related Expenditures (net of IFA and/or EDA allotment) less than $350 per student? (If the district's five-year percent change in students in membership was a 7 percent increase or more, or if property taxes collected per penny of tax effort were more than $200,000, then the district receives 5 points.) This indicator shows the Legislature's intent for school districts to spend money on education, rather than fancy buildings, by limiting the amount of money district's can spend on debt to $350 per student. Fortunately, the Legislature did allow for fast-growth schools to exceed this cap. A district earns up to five points under this indicator based upon its relative performance.

10. Was there NO disclosure in the Annual Audit Report of Material Noncompliance?

NO disclosure means the Annual Audit Report includes no disclosure indicating that the school district failed to comply with laws, rules and regulations for a government entity.

11. Did the district have no monitor, conservator, management team or board of managers assigned for financial management reasons?

Did TEA assign a monitor or take over control of your district due to financial issues such as fraud or having a negative fund balance? If not, you pass this indicator.

12. Was the aggregate of Budgeted Expenditures and Other Uses LESS THAN the aggregate of Total Revenues, Other Resources and Fund Balance in General Fund?

Did you overspend your budget? Your district will receive a negative rating on this measure if your total expenditures

and other uses for the fiscal year exceeded your total funds available.

13. If the district's Aggregate Fund Balance in the General Fund and Capital Projects Fund was LESS THAN zero, were construction projects adequately financed? (Were construction projects adequately financed or adjusted by change orders or other legal means to avoid creating or adding to the fund balance deficit situation?)

Did you over-spend on school buildings or other capital projects? This indicator measures your district's ability to construct facilities without damaging your Fund Balance.

14. Was the ratio of Cash and Investments to Deferred Revenues (excluding amount equal to net Delinquent Taxes Receivable) in the General Fund greater than or equal to 1:1? (If Deferred Revenues are less than Net Delinquent Taxes Receivable, then the district receives 5 points)

This indicator measures whether or not your district has sufficient cash and investments to balance Fund Balance monies such as TEA overpayments (deferred revenues). In other words, your District should have fund balance monies of its own that are at least equal to those dollars that are there due to overpayments from TEA, and you should not be spending "next year's" monies this year. A district earns up to five points under this indicator based upon its relative performance.

15. Was the Administrative Cost Ratio less than the Threshold Ratio?

This indicator measures the percentage of their budget that Texas school districts spent on administration. Did you exceed the cap in School FIRST for districts of your size?

16. Was the Ratio of Students in Membership to Teachers within the ranges shown below according to district size?

This indicator measures your pupil-teacher ratio to ensure that it is within TEA recommended ranges for district's of your student population range. For example, districts with a student population between 500 and 999 should have no more than 22 students per teacher and no fewer that 10 students per teacher. A district earns up to five points under this indicator based upon its relative performance.

Indicator 16

District Size – No. of Students	Ranges for Ratios Low	High
<500	7	22
500 – 999	10	22
1,000 – 4,999	11.5	22
5,000 – 9,999	13	22
=> 10,000	13.5	22

17. Was the Ratio of Students in Membership to Total Staff within the ranges shown below according to district size?

This indicator measures your pupil-staff ratio to ensure that it is within TEA-recommended ranges for district's of your student population range. For example, districts with a student population between 500 and 1,000 should have no more than 14 students per staff member and no fewer that 5.8 students per district employee. A district earns up to five points under this

indicator based upon its relative performance.

Indicator 17

District Size – No. of Students	Ranges for Ratios Low	High
<500	5	14
500 – 999	5.8	14
1,000 – 4,999	6.3	14
5,000 – 9,999	6.8	14
=> 10,000	7.0	14

18. Was the decrease in Unassigned Fund Balance less than 20% over two fiscal years? (If total Revenues exceeded Operating Expenditures in the General Fund, then the district receives 5 points)?

Are you "feeding off of your Fund Balance" to pay for salaries or other district operating expenses? This indicator notes rapid decreases in your undesignated Fund Balance (those dollars not designated as a "land fund" or "construction fund") or emergency fund. A district earns up to five points under this indicator based upon its relative performance.

19. Was the Aggregate Total of Cash and Investments in the General Fund more than $0?

Does your district have cash in the bank, and/or investments?

20. Were Investment Earnings in all funds (excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?

Are you using your cash or reserve fund (Fund Balance) monies wisely? A district earns five points if the investment performance meets or exceeds the benchmark rate.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

GLOSSARY

Accounting: A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform to generally accepted accounting principles. This accounting system must also meet at least the minimum requirements prescribed by the state board of education, subject to review and comment by the state auditor.

Ad Valorem Property Tax: Literally the term means "according to value." Ad valorem taxes are based on a fixed proportion of the value of the property with respect to which the tax is assessed. They require an appraisal of the taxable subject matter's worth. General property taxes are almost invariably of this type. Ad valorem property taxes are based on ownership of the property, and are payable regardless of whether the property is used or not and whether it generates income for the owner (although these factors may affect the assessed value).

Adopted Tax Rate: The tax rate set by the school district to meet its legally adopted budget for a specific calendar year.

All Funds: A school district's accounting system is organized and operated on a fund basis where each fund is a separate fiscal entity in the school district much the same as various corporate subsidiaries are fiscally separate in private enterprise. All Funds refers to the combined total of all the funds listed below:

- The General Fund
- Special Revenue Funds (Federal Programs, Federally Funded Shared Services, State Programs, Shared State/Local Services, Local Programs)
- Debt Service Funds
- Capital Projects Funds
- Enterprise Funds for the National School Breakfast and Lunch Program

Assessed Valuation: A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assigned Fund Balance: The assigned fund balance represents tentative plans for the future use of financial resources. Assignments require executive management (per board policy to assign this responsibility to executive management prior to end of fiscal year) action to earmark fund balance for bona fide purposes that will be fulfilled within a reasonable period of time. The assignment and dollar amount for the assignment may be determined after the end of the fiscal year when final fund balance is known.

Auditing: Accounting documents and records must be audited annually by an independent auditor. Texas Education Agency (TEA) is charged with review of the independent audit of the local education agencies.

Beginning Fund Balance: The General Fund balance on the first day of a new school year. For most school districts this is equivalent to the fund balance at the end of the previous school year.

Budget: The projected financial data for the current school year. Budget data are collected for the general fund, food service fund, and debt service fund.

Budgeting: Not later than August 20 of each year, the superintendent (or designee) must prepare a budget for the school district if the fiscal year begins on September 1. (For those districts with fiscal years beginning July 1, this date would be June 20.) The legal requirements for funds to be budgeted are included in the Budgeting module of the TEA Resource Guide. The budget must be adopted before expenditures can be made, and this adoption must be prior to the setting of the tax rate for the budget year. The budget must be itemized in detail according to classification and purpose of expenditure, and must be prepared according to the rules and regulations established by the state board of education. The adopted budget, as necessarily amended, shall be filed with TEA through the Public Education Information Management System (PEIMS) as of the date prescribed by TEA.

Capital Outlay: This term is used as both a Function and an Object. Expenditures for land, buildings, and equipment are covered under Object 6600. The amount spent on acquisitions, construction, or major renovation of school

district facilities are reported under Function 80.

Capital Project Funds: Fund type used to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds.)

Cash: The term, as used in connection with cash flows reporting, includes not only currency on hand, but also demand deposits with banks or other financial institutions. Cash also includes deposits in other kinds of accounts or cash management pools that have the general characteristics of demand deposit accounts in that the governmental enterprise may deposit additional cash at any time and also effectively may withdraw cash at any time without prior notice or penalty.

Chapter 41: A key "equity" chapter in the Texas Education Code (TEC) is Chapter 41. This chapter is devoted to wealth equalization through the mechanism of recapture, the recovery of financial resources from districts defined by the state as high property wealth. Resources are recovered for the purpose of sharing them with low-wealth districts. Districts that are subject to the provisions of Chapter 41 must make a choice among several options in order to reduce their property wealth and share financial resources.

Committed Fund Balance: The committed fund balance represents constraints made by the board of trustees for planned future use of financial resources through a resolution by the board, for various specified purposes including commitments of fund balance earned through campus activity fund activities. Commitments are to be made as to purpose prior to the end of the fiscal year. The dollar amount for the commitment may be determined after the end of the fiscal year when final fund balance is known.

Comptroller Certified Property Value: The district's total taxable property value as certified by the Comptroller's Property Tax Division (Comptroller Valuation).

Debt Service Fund: Governmental fund type used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.

Debt Services: Two function areas (70 and 71) and one Object (6500) are identified using this terminology "debt services." Function 70 is a major functional area that is used for expenditures that are used for the payment of debt principal and interest including Function 71. Expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest fall under Function 71. Object 6500 covers all expenditures for debt service.

Deferred Revenue: Resource inflows that do not yet meet the criteria for revenue recognition. Unearned amounts are always reported as deferred revenue. In governmental funds, earned amounts also are reported as deferred revenue until they are available to liquidate liabilities of the current period.

Effective Tax Rate: Provides the unit with approximately the same amount of revenue it had the year before on properties taxes in both years. A comparison of the effective tax rate to the taxing unit's proposed tax rate shows if there will be a tax increase.

Ending Fund Balance: The amount of unencumbered surplus fund balance reported by the district at the end of the specified school year. For most school districts this will be equivalent to the fund balance at the beginning of the next school year.

Excess (Deficiency): Represents receivables due (excess) or owed (deficiency) at the end of the school year. This amount is recorded as Asset Object 1200.

Existing Debt Allotment (EDA): Is the amount of state funds to be allocated to the district for assistance with existing debt.

Federal Revenues: Revenues paid either directly to the district or indirectly though a local or state government entity for Federally-subsidized programs including the School Breakfast Program, National School Lunch Program, and School Health and Related

Services Program. This amount is recorded as Revenue Object 5900.

Fiscal Year: A period of 12 consecutive months legislatively selected as a basis for annual financial reporting, planning, and budgeting. The fiscal year may run September 1 through August 31 or July 1 through June 30.

Foundation School Program (FSP) Status: The Foundation School Program (FSP) is the shared financial arrangement between the state and the school district, where property taxes are blended with revenues from the state to cover the cost of basic and mandated programs. The nature of this arrangement falls in one of the following status categories: Regular, Special Statutory, State Administered, Education Service Center, or Open Enrollment Charter School District.

FTE: **Full-Time Equivalent** measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE.

Function: Function codes identify the expenditures of an operational area or a group of related activities. For example, in order to provide the appropriate atmosphere for learning, school districts transport students to school, teach students, feed students and provide health services. Each of these activities is a function. The major functional areas are:

- Instruction and Instructional-Related Services
- Instructional and School Leadership
- Support Services - Student
- Administrative Support Services
- Support Services; Non-Student Based
- Ancillary Services
- Debt Service
- Capital Outlay
- 90 Intergovernmental Charges

Fund Balance: The difference between assets and liabilities reported in a governmental fund.

General Administration: The amount spent on managing or governing the school district as an overall entity. Expenditures associated with this functional area are reported under Function 41.

General Fund: This fund finances the fundamental operations of the district in partnership with the community. All revenues and expenditures not accounted for by other funds are included. This is a budgeted fund and any fund balances are considered resources available for current operations.

I&S Tax Rate: The tax rate calculated to provide the revenues needed to cover Interest and Sinking (I&S) (also referred to as Debt Service). I&S includes the interest and principal on bonds and other debt secured by property tax revenues.

Incremental Costs: The amount spent by a school district with excess wealth per WADA on the purchase of attendance credits either from the state or from other school district(s). Expenditures associated with this functional area are reported under Function 92.

Instruction: The amount spent on direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students regardless of location or medium. Expenditures associated with this functional area are reported under Function 11.

Instructional Facilities Allotment (IFA): (State Aid) Provides assistance to school districts in making debt service payments on qualifying bonds and lease-purchase agreements. Proceeds must be used for the construction or renovation of an instructional facility.

Intergovernmental Charges: "Intergovernmental" is a classification used when one governmental unit transfers resources to another. In particular, when a Revenue Sharing District purchases WADA or where one school district pays another school district to educate transfer students. Expenditures associated with this functional area are reported under Function 90.

Investments in Capital Assets, Net of Related Debt: One of three components of net assets

that must be reported in both government-wide and proprietary fund financial statements. Related debt, for this purpose, includes the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of capital assets of the government.

Local & Intermediate Revenues: All revenues from local taxes and other local and intermediate revenues. For specifics, see the definitions for Local Tax and Other Local & Intermediate Revenues. This amount is recorded under Object 5700.

Local Tax: This is all revenues from local real and personal property taxes, including recaptured funds from 1) Contracted Instructional Services Between Public Schools (Function 91) and
2) Incremental Costs associated with Chapter 41 of the Texas Education Code (Function 92).

M&O Tax Rate: The tax rate calculated to provide the revenues needed to cover Maintenance & Operations (M&O). M&O includes such things as salaries, utilities, and day-to-day operations.

Nonspendable Fund Balance: The portion of fund balance that is in non-liquid form, including inventories, prepaid items, deferred expenditures, long-term receivables and encumbrances (if significant). Nonspendable fund balance may also be in the form of an endowment fund balance that is required to remain intact.

Object: An object is the highest level of accounting classification used to identify either the transaction posted or the source to which the associated monies are related. Each object is assigned a code that identifies in which of the following eight major object groupings it belongs:

- 1000 Assets
- 2000 Liabilities
- 3000 Fund Balances
- 5000 Revenue
- 6000 Expenditures/Expenses
- 7000 Other Resources/NonOperating Revenue/Residual Equity Transfers In
- 8000 Other Uses/NonOperating Revenue/Residual Equity Transfers Out

Operating Expenditures: A wide variety of expenditures necessary to a district's operations fall into this category with the largest portion going to payroll and related employee benefits and the purchase of goods and services.

Operating Expenditures/Student: Total Operating Expenditures divided by the total number of enrolled students.

Operating Revenues and Expenses: Term used in connection with the proprietary fund statement of revenues, expenses, and changes in net assets. The term is not defined as such in the authoritative accounting and financial reporting standards, although financial statement preparers are advised to consider the definition of operating activities for cash flows reporting in establishing their own definition.

Other Local & Intermediate Revenues: All local and intermediate revenues NOT from local real and personal property taxes including:

- Revenues Realized as a Result of Services Rendered to Other School Districts
- Tuition and Fees
- Rental payments, interest, investment income
- Sale of food and revenues from athletic and extra/co-curricular activities
- Revenues from counties, municipalities, utility districts, etc.

Other Operating Costs: Expenditures necessary for the operation of the school district that are NOT covered by Payroll Costs, Professional and Contracted Services, Supplies and Materials, Debt Services, and Capital Outlay fall into this category and include travel, Insurance and bonding costs, election costs, and depreciation. This amount is recorded as Expenditure/Expense Object 6400.

Other Resources: This amount is credited to total actual other resources or non-operating revenues received or residual equity transfers in. This amount is recorded under Object 7020.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

GLOSSARY

Payments for Shared Services Arrangements: Payments made either from a member district to a fiscal agent or payments from a fiscal agent to a member district as part of a Shared Services Arrangement (SSA). The most common types of SSAs relate to special education services, adult education services, and activities funded by the Elementary and Secondary Education Act (ESEA). Expenditures associated with this functional area are reported under Function 93.

Payroll: Payroll costs include the gross salaries or wages and benefit costs for services or tasks performed by employees at the general direction of the school district. This amount is recorded as Expenditure/Expense Object 6100. *(NOTE: Payroll amounts do not include salaries for contract workers, e.g., for food service and maintenance. Therefore, this figure will vary significantly between districts and campuses that use contract workers and those that do not.)*

PEIMS: A state-wide data management system for public education information in the State of Texas. One of the basic goals of PEIMS, as adopted by the State Board of Education in 1986, is to improve education practices of local school districts. PEIMS is a major improvement over previous information sources gathered from aggregated data available on paper reports. School districts submit their data via standardized computer files. These are defined in a yearly publication, the PEIMS Data Standards.

Plant Maintenance & Operations: The amount spent on the maintenance and operation of the physical plant and grounds and for warehousing and receiving services. Expenditures associated with this functional area are reported under Function 51.

Property /Refined ADA: The district's Comptroller Certified Property Value divided by its total Refined ADA.

Property/WADA: The district's Comptroller Certified Property Value divided by its total WADA.

Qualified Opinion: Term used in connection with financial auditing. A modification of the independent auditor's report on the fair presentation of the financial statements indicating that there exists one or more specific exceptions to the auditor's general assertion that the financial statements are fairly presented.

Refined ADA: Refined Average Daily Attendance (also called RADA) is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Restricted Fund Balance: This is the portion of fund balance that has externally enforceable constraints made by outside parties.

Revenues: Any increase in a school district's financial resources from property taxes, foundation fund entitlements, user charges, grants, and other sources. Revenues fall into the three broad sources of revenues: Local & Intermediate; State; and Federal.

Robin Hood Funds: See Wealth Equalization Transfer.

Rollback Tax Rate: Provides governments other than school districts with approximately the same amount of tax revenue it spent the previous year for day-to-day operations plus an extra 8 percent cushion, and sufficient funds to pay its debts in the coming year. For school districts, the M&O portion of the rollback tax rate allows school districts to add four cents ($0.04) to the lesser of the prior tax year compressed operating tax rate or the effective M&O rate to generate operating funds. School districts will get to add to the compressed operating rate any additional cents approved by voters at a 2006 or subsequent rollback election, not 8 percent. The rollback rate is the highest rate that the taxing unit may adopt before voters can petition for an election to roll back the adopted rate to the rollback rate. For school districts, no petition is required; it's an automatic election if the adopted rate exceeds the rollback rate.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

GLOSSARY

School Year: The twelve months beginning September 1 of one year and ending August 31 of the following year or beginning July 1 and ending June 30. Districts now have two options.

Special Revenue Fund: A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

State Revenues: Revenues realized from the Texas Education Agency, other state agencies, shared services arrangements, or allocated on the basis of state laws relating to the Foundation School Program Act. This amount is recorded as Revenue Object 5800.

Unassigned Fund Balances: Available expendable financial resources in a governmental fund that are not the object of tentative management plans (i.e., committed or assigned). One primary criterion of rating agencies for school bonds is the relative amount of unassigned fund balance. Bond rating agencies view unassigned fund balances as a reflection of the financial strength of school districts and show concern when district fund balances decrease.

Unqualified Opinion: An opinion rendered without reservation by the independent auditor that financial statements are fairly presented.

Unrestricted Net Asset Balance: The term net asset refers to the amount of total assets less total liabilities. Unrestricted net asset balance refers to the portion of total net assets that is neither invested in capital assets nor restricted.

WADA: A Weighted Average Daily Attendance (WADA) is used to measure the extent students are participating in special programs. The concept of WADA in effect converts all of a school district's students with their different weights to a calculated number of regular students required to raise the same amount of revenue. The greater the number of students eligible for special entitlements, the greater a school district's WADA will be.

Wealth Equalization Transfer: The amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (Function 91). Sometimes referred to as Robin Hood Funds.

DISCLAIMER
All of the information provided is believed to be accurate and reliable; however, TASBO and TSPRA assume no responsibility for any errors, appearing in this information or otherwise. Further, TASBO and TSPRA assume no responsibility for the use of the information provided.

Disclosures

Reporting requirements for the financial management report for Schools FIRST public hearing are found in **Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.** This rule describes requirements for the five (5) disclosures explained below that are to be presented as appendices in the Schools FIRST financial management report.

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the Schools FIRST hearing in calendar year 2014. In lieu of publication in the Schools FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months.

The Granbury ISD superintendent's current contract is published on the Granbury ISD website.

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Disclosures

2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2013

For the Twelve-month Period Ended August 31, 2013 Description of Reimbursements	Supt. Largent	Nancy Alana	Barbara Herrington	Mark Jackson	Wade Railsback	B. J. Wallace	Don Walton	Micky Shearon
Meals	$ 472.00	$ -0-	$ 234.00	$ 65.40	$ 36.00	$ -0-	$ -0-	$ -0-
Lodging	3,285.59	585.33	790.46	1,221.62	585.33	-0-	585.33	585.33
Transportation	2,996.63	294.86	1,261.34	765.21	294.86	-0-	294.86	329.73
Motor Fuel	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Other	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Total	$ 6,754.22	$ 880.19	$ 2,285.80	$2,073.77	$ 916.19	$ -0-	$ 880.19	$ 915.06

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2013, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:
Meals – Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
Motor fuel – Gasoline.
Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Disclosures

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2013

For the Twelve-Month Period Ended August 31, 2013	
Name(s) of Entity(ies)	
	$ -0-
Total	$ -0-

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

Disclosures

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2013

For the Twelve-Month Period Ended August 31, 2013								
	Superintendent Largent	Alana	Herrington	Jackson	Railsback	Wallace	Walton	Shearon
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

5. Business Transactions Between School District and Board Members for Fiscal Year 2013

For the Twelve-Month Period Ended August 31, 2013	Alana	Herrington	Jackson	Railsback	Wallace	Walton	Shearon
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

Disclosures

Item 6 only applies to school districts and open-enrollment charter schools that are on the Texas Education Agency financial solvency/exigency review list.

6. A summary of information submitted to the Texas Education Agency in connection with financial solvency/exigency issues, in accordance with the provisions in the Texas Education Code, Chapter 39.

   Granbury ISD in not on the Texas Education Agency financial solvency/exigency review list and is not required to submit information under this category.



GRANBURY ISD

2014 Schools FIRST Rating

2012-2013 District Status

October 20, 2014

Granbury ISD
Financial Management Report

The Granbury ISD received a rating of "Superior Achievement" under Texas' Schools FIRST financial accountability rating system for the fiscal year ended August 31, 2013. The Superior Achievement rating is the state's highest, demonstrating the quality of the financial management and reporting system of Granbury ISD.

The Schools FIRST (Financial Integrity Rating System of Texas), is a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being "Superior Achievement". The rating system consists of twenty indicators. To receive the "Superior Achievement" rating the district must have a score in the range 64 to 70 and the District must not answer "No" to Indicators 1, 2, 3 or 4 and must not answer "No" to both Indicators 5 and 6. Granbury ISD had the highest possible score of 70 and did not answer "No" to Indicators 1 through 6.

The 2014 Financial Management Report which contains the 2012-2013 District Status Detail is attached to this report as Exhibit A. The report contains each indicator and the result for the district. The indicators cover many different areas of school operations including, finance, staffing, and accreditation. New rules established by Title 19, TAC, Section 109.1005 require this report include a copy of the superintendent's current contract if it is not published on the District Website and summary financial disclosures pertaining to the superintendent and school board. This information is being reported in the format recommended by the Texas Education Agency.



The Superior Achievement rating Granbury ISD received for the eleventh year is due to successful efforts of the Board of Trustees, administration, faculty and staff. These groups have successfully utilized resources available to the district to provide a quality education to the students of Granbury ISD. Granbury ISD is committed to continuing the efficient and effective use of all resources to maintain the Superior Achievement rating in the future.


Exhibit A
GLUE STICK
COLORED CRAYONS
Property of:
NOTEBOOK
2014 Financial Management Report

2012-13 District Status Detail

- Was The Total Fund Balance Less Non-spendable and Restricted Fund Balance Greater Than Zero In The General Fund? Yes, $13,822,254

- Was the Total unrestricted Net Asset Balance In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? Yes, $25,967,228

- Were There No Disclosures in the Annual Financial Report and/or Other Sources of Information Concerning Default on Bonded Indebtedness Obligations? Yes

District Status Detail

- Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date

  (June 30th or August 31st)? Yes

- Was There An Unqualified Opinion in Annual Financial Report? Yes

- Did the Annual Financial Report Not Disclose Any Instance(s) of Material Weaknesses in Internal Controls? Yes

- Was the Three-Year Average Percent of Total Tax Collections (Including Delinquent) Greater Than 98%? Yes, 99.62%

District Status Detail

- Did the Comparison of PEIMS Data to Like Information in Annual Financial Report Result in An Aggregate Variance of Less Than 3 Percent of Expenditures Per Fund Type (Data Quality Measure)? Yes, 0%

- Were Debt Related Expenditures < $350.00 per Student? No, $759.19.

  However, GISD tax collections per penny of tax were $470,220.41, which is greater than the $200,000 threshold required to pass this indicator.

District Status Detail

- Was There No Disclosure In the Annual Audit Report of Material Noncompliance? Yes

- Did The District Have Full Accreditation Status in Relation to Financial Management Practices? Yes

- Was the Aggregate of Budgeted Expenditures And Other Uses Less Than The Aggregate of Total Revenues, Other Resources and Fund Balance

  In the General Fund? Yes

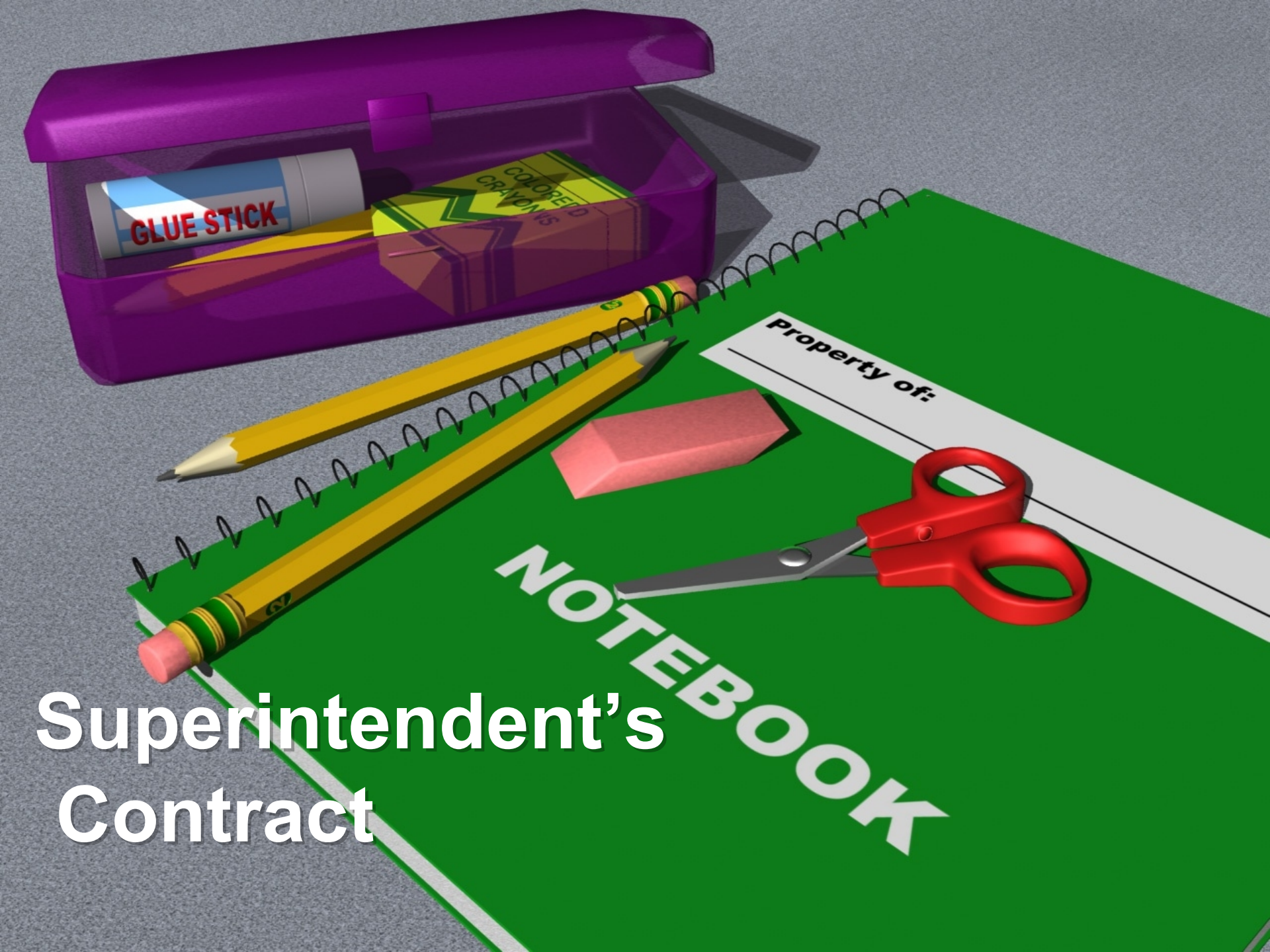
- If the District's Aggregate Fund Balance In the General Fund and Capital Projects Fun Was Less Than Zero, Were Construction Projects Adequately Financed? Yes

District Status Detail

- Was the Ratio Of Cash And Investments To Deferred Revenues In the General Fund Greater Than Or Equal To 1:1? Yes
- Was the Administrative Cost Ratio Less Than The Threshold Ratio of .1250? Yes, 0.0734
- Was The Ratio of Students To Teachers Within the Range 13-22 According To District Size? Yes, 14.8805
- Was The Ratio of Students To Total Staff Within the Range 6.8 - 14 According to District Size? Yes, 7.2154

District Status Detail

- Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years? Yes
- Was The Aggregate Total of Cash And Investments In The General Fund More Than $0? Yes, $17,347,135
- Did Investment Earnings in All Funds (Excluding Debt Service and Capital Projects Fund) meet or exceed the 3-month treasury bill rate? Yes



Superintendent's Contract

Superintendent's Contract

- Must be Attached to the FIRST Report or Posted on District Website.

A Copy of the Superintendent's Current Contract is Posted on the Granbury ISD Website.



Financial Disclosures

Reimbursements Received by Superintendent and Board of Trustees

For the Twelve-month Period Ended August 31, 2013 Description of Reimbursements	Supt. Largent	Nancy Alana	Barbara Herrington	Mark Jackson	Wade Railsback	B. J. Wallace	Don Walton	Micky Shearon
Meals	$ 472.00	$ -0-	$ 234.00	$ 65.40	$ 36.00	$ -0-	$ -0-	$ -0-
Lodging	3,285.59	585.33	790.46	1,221.62	585.33	-0-	585.33	585.3
Transportation	2,996.63	294.86	1,261.34	765.21	294.86	-0-	294.86	329.7
Motor Fuel	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Other	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Total	$ 6,754.22	$ 880.19	$ 2,285.80	$2,073.77	$ 916.19	$ -0-	$ 880.19	$ 915.0

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2013, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:
Meals – Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
Motor fuel – Gasoline.
Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation, Gifts and Business Transactions

Outside Compensation and/or Fees Received by the Superintendent

For the Twelve-Month Period Ended August 31, 2013	
Name(s) of Entity(ies)	
	$ -0-
Total	$ -0-

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

Gifts Received by Executive Officers and Board Members

For the Twelve-Month Period Ended August 31, 2013								
	Superintendent Largent	Alana	Herrington	Jackson	Railsback	Wallace	Walton	Shearon
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended August 31, 2013	Alana	Herrington	Jackson	Railsback	Wallace	Walton	Shearon
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

District Results

- Superior Achievement
- 11th Year

Questions or Comments?



Granbury ISD
Board of Trustees
Minutes of Regular Meeting
September 15, 2014

A Regular of the Board of Trustees of Granbury ISD was held Monday, September 15, 2014, beginning at 6:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048.

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

Board Members Present

Nancy Alana
Barbara Herrington
Joe Jones
Micky Shearon
B.J. Wallace
Don Walton

Board Members Absent

School Officials Present

Dr. James M. Largent, Superintendent
Carol Howard, Assistant Superintendent for Administrative Services
Dobie Williams, Assistant Superintendent for Finance & Operations
Tom Howard, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Sandy Bruner, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Mark A. Jackson, President, called the meeting to order at 5:00 p.m. and noted that a quorum of board members was present. The meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

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

Reconvened

The Board of Trustees reconvened in open session at 5:48 p.m. and went into recess until 6:00 p.m.

Moment of Silence/Invocation

Micky Shearon led the invocation.

Pledge - U.S. Flag and Texas Flag

Reese Holmgreen & Aslynn Ruby, students from Nettie Baccus elementary school led the pledges.

Achievement Spotlight

Lt. Col. Scott Casey and 1st Sergeant Johnny Rositas presented the Granbury Marine Corps JROTC as named Naval Honor School.

Public comments/audience participation

A parent, Kirk Loveless, addressed the board on the new Grade Point Average/Class Rank Policy.

Discussion/Action

Consider Consent Agenda Items

Minutes of the August 11, 2014 Special Meeting, August 25, 2014 Regular Meeting, and September 4, 2014 Special Meeting; 2. Consider Budget Amendments; 3. Consider Renewal of Accelerated Reader Materials and Services Bid #2012-23.
A Motion was made by Micky Shearon and seconded by Barbara Herrington to approve consent items as presented. **Motion Carried**: 7 Yes – 0 No

Consider TASB Policy Update 100 Affecting Local Policies

A Motion was made by Micky Shearon and seconded by Barbara Herrington to approve TASB Policy Update 100 Affecting Local Policies as presented.
Motion Carried: 7 Yes – 0 No

Consider Hood County Appraisal District Board of Director Positions

A Motion was made by Micky Shearon to nominate Joe Jones to run for the Hood County Appraisal District Board of Director Open Position and seconded by Don Walton.
Motion Carried: 7 Yes – 0 No

Consider Region 11 Education Service Center Contracts

A Motion was made by Barbara Herrington and seconded by Don Walton to approve Region 11 Education Service Center Contracts as presented.
Motion Carried: 7 Yes – 0 No

Consider Appointment of Early Voting Clerk and Deputy Clerks to Conduct Early Voting for Johnson County Voters in the November General Election

A Motion was made by Barbara Herrington and seconded by Don Walton to approve Appointment of Early Voting Clerk and Deputy Clerks to Conduct Early Voting for Johnson County Voters in the November General Election as presented.
Motion Carried: 7 Yes – 0 No

Consider Contract Addendum with BTC for Additional Parking Area at GHS

A Motion was made by Don Walton and seconded by Micky Shearon to approve Contract Addendum with BTC for Additional Parking Area at GHS as presented.
Motion Carried: 6 Yes – 1 No; B.J. Wallace voting against the motion.

Reports

Superintendent's Report

Facilities Report

BTC contractors and Huckabee architects gave reports on the summer construction projects for elementary and middle school campuses.

Financial Statements as of July 31, 2014

Dobie Williams, Assistant Superintendent, presented the July Financial Statements to the board.

Bond Expenditure Monthly Update as of August 31, 2014
Dobie Williams, Assistant Superintendent, presented the Bond Expenditure Monthly Update to the board.

Summer School and Accelerated Instruction
Sharon Williams, Director of Curriculum, presented the Summer School and Accelerated Instruction to the board.

Federal Programs Budget
Sharon Williams, Director of Curriculum, presented the Federal Programs Budget to the board.

State Accountability Rating
Carol Howard, Assistant Superintendent, presented the State Accountability Rating to the board.

Consider action on items discussed in closed session

Consider Staff Appointments
Dr. Largent recommended accepting the staff appointments as presented to the board.
A Motion was made by Micky Shearon and seconded by Barbara Herrington to accept Staff appointments. Motion Carried: 7 Yes – 0 No

Consider purchase, exchange, lease or value of real property
None.

Adjournment
There being no further business, the meeting was adjourned at 7:46 p.m.

_____ _____

Mark A. Jackson, President Micky Shearon, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

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

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: September 30, 2014
RE: Budget Amendments

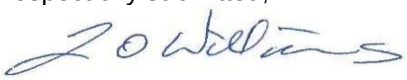
SUMMARY:

Attached are the monthly budget amendments that are for Board approval.

RECOMMENDATION:

I recommend the Board approve the amendments as presented.

Respectfully submitted,



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

Staff Person Responsible: Dobie Williams
Carrie Knight-Mapes

Date Submitted: September 30, 2014

Revenue & Expense

Fund 181, Mr. Dwight Butler, Originator
This amendment recognizes funds in the amount of $500 allocated to fund 181 function 36 (Extra-curricular). These funds result from a donation from Rockin Tacos (Taco Casa).

Fund 199, Ms. Stacie Brown, Originator
This amendment recognizes funds in the amount of $300 allocated to fund 199 function 12 (Instructional Resources). These funds result from a donation from Ms. Beverly Parrish for library books.

Fund 199, Mr. Dobie Williams, Originator
This amendment recognizes funds in the amount of $2,049 allocated to fund 199 function 11 (Instruction). These funds result from an insurance recovery from Texas Schools Property Casualty Coop for damage to the 2006 Ford Crew Cab.

Funds 181 and 199, Ms. Patricia Yelverton, Originator
This amendment recognizes funds in the amount of $470 allocated to fund 181 function 36 (Extra-Curricular). These funds result from student payments for band instrument maintenance and repair.

Funds 181 and 199, Mr. Dwight Butler, Originator
This amendment recognizes funds in the amount of $1520 allocated to fund 199 function 51 (Plant Maintenance and Operations). These funds result from a transfer from Athletics to Facilities to share costs for the School Dude program.

Function to Function

Fund 199, Mr. Edwin Young, Originator
This Amendment recognizes funds in the amount of $400 allocated from function 23 (School Leadership) to function 13 (Curriculum Development and Instructional Staff Development) for teacher travel to a conference.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

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

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: October 14, 2014
RE: Vehicles – 9 Passenger SUV's (3)
CSP 2015-01

SUMMARY:

A proposal was let to purchase three 9 passenger sport utility vehicles for the transportation fleet. The specifications were provided by Terry Slemmons, Transportation Director. The proposal was due on October 10, 2014 at 2:00 p.m. A notification letter was mailed to all vendors that had completed the Granbury ISD Vendor Application form indicating their interest in any bids or proposals for vehicles. The proposal was also advertised for two consecutive weeks in the Hood County News and posted on the district web site. The district received responses from three vendors.

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

Terry Slemmons, Transportation Director, reviewed the responses.

RECOMMENDATION:

It is recommended that the Board award the purchase of the three 9 passenger sport utility vehicles to Classic Chevrolet as low bidder in the amount of $103,430.25 for the three suburbans.

Respectfully submitted,

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

Staff Person Responsible: Terry Slemmons
Missy Brock
Debbie Johnson

Date Submitted: October 14, 2014

BOARD APPROVAL FORM

Board Meeting Date: October 20, 2014 **Bid Number:** CSP 2015-01

1. **Item or service (specific or classification):** (3) 9 Passenger SUV's

2. **Brief description:** A proposal was let to provide a vendor for the purchase of (3) 9 Passenger SUV's for the transportation fleet.

3. **Period of time bid covers:** Single purchase

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

   Terry Slemmons – Transportation Director

5. **Number of bids sent to vendors:** 22

6. **Number of bids received from vendors:** 3

7. **Listing of recommended vendors and total prices:** It is recommended award be made to Classic Chevrolet for a total expenditure of $103,430.25 ($34,476.75 each).

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

9. **Last bid date (bid of comparable nature within last 5 years):** 05/01/09

10. **Percentage increase or decrease from last bid**: Increase of 20.47%

11. **Budget information:** The purchase will be made from budgeted funds in account code 199.e.34.6631.00.800.0.99.00B

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

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

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: October 14, 2014
RE: Waste Management Services
CSP 2014-18

SUMMARY:

A proposal was let to provide waste management services to schools outside the city limits. The campuses that are located within the city limits are covered under a city contract with IESI. The current contract for waste management services will expire on October 31, 2014. Randy Leach, Facilities Director, provided the specifications. The proposal was due September 10, 2014 at 2:00 p.m. A notification letter was mailed to all vendors that had completed the Granbury ISD Vendor Application form indicating their interest in any bids or proposals for waste management services. The proposal was also advertised for two consecutive weeks in the Hood County News and posted on the district web site. The district received responses from one vendor. .

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

Randy Leach, Facilities Director, reviewed the response. The following is his recommendation.

RECOMMENDATION:

It is recommended that the Board award the waste management services for the school locations outside the city limits to Progressive Waste Solutions of Texas (formerly IESI TX Corporation). Award will be for the period of November 1, 2014 through October 31, 2015 with the option to renew for two additional years in one year increments. Estimated expense is $14,100 for the locations outside the city limits, and $78,000 for the locations inside the city limits covered by the city services contract.

Respectfully submitted,

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

Staff Person Responsible: Randy Leach
Missy Brock
Debbie Johnson

Date Submitted: October 14, 2014

BID FOR BOARD APPROVAL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

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

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: October 14, 2014
RE: General Merchandise CSP 2014-19

SUMMARY:

A proposal was let to provide vendors for the purchase of consumables and small miscellaneous supplies to be picked up by district employees on an as needed basis. The district requested a discount from shelf pricing for items to include, but not be limited to: miscellaneous paper products, food items, kitchen utensils, small hardware items and tools, household products and small electronic items and parts, first aid supplies, deli trays, baked goods, instructional supplies, awards and prizes. The current bid will expire on October 31, 2014. The proposal was due on October 3, 2014 at 2:00 p.m. A notification letter was mailed to all vendors that had completed the Granbury ISD Vendor Application form indicating their interest in any bids or proposals for consumables and small miscellaneous supplies. The proposal was also advertised for two consecutive weeks in the Hood County News and posted on the district web site. The district received responses from five vendors.

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

Mrs. Debbie Johnson, Purchasing Manager, reviewed the submissions. Central Poly Corporation is a manufacturer of polyethylene films, bags, drum liners and box liners. Their location is out of state and they do not carry the variety of products needed under this contract. KAMICO Instructional Media, Inc. is an awarded vendor under another district contract for instructional supplies. Their location is in Salado, Texas and they do not carry the variety of products needed under this contract. These companies are not being recommended for award. The following is the recommendation of Mrs. Johnson.

RECOMMENDATION:

It is recommended that the Board approve HEB Grocery, Kroger Texas L.P. and WalMart under this contract for the period of November 1, 2014 through October 31, 2015 with the option to renew for four (4) additional years in one year increments. Estimated expense will be between $55,000 and $100,000 annually.

Respectfully submitted,



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

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

Date Submitted: October 14, 2014

BOARD APPROVAL FORM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

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

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams, Asst. Supt. for Finance and Operations
DATE: October 14, 2014
RE: Prevailing Wage Schedule

SUMMARY:

According to policy CV(Legal), in order to proceed with the costing of the project and before a contract can be entered into, prevailing wage rates have to be determined.

"The Board shall specify the prevailing rate of per diem wages in the call for bids and in the contract itself. The Board's determination of the general prevailing rates of per diem wages shall be final. Gov't Code 2258.001, .022"

Attached for reference is the current prevailing wage rate schedule for Hood County from the Department of Labor website. Legal counsel recommends that this schedule be used.

RECOMMENDATION:

Recommend that the Board adopt the prevailing wage schedule for current and future GISD construction projects as the last amended prevailing wage rate for Hood County, as determined by the U.S. Department of Labor in accordance with the Davis-Bacon Act.

Respectfully submitted,

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

Staff Person Responsible: Dobie Williams

Date Submitted: October 14, 2014

Director of Human Resources

For:	**Board of Trustees**
Date:	**October 20, 2014**
Action:	**Discussion/Action**

To:	**Dr. James M. Largent, Superintendent**	**From:**	**Tom Howard**
		Date:	**October 15, 2014**
		RE:	**Classroom Size Waiver**

SUMMARY:

We are requesting "Four" waivers at this time for the entire district.

Baccus: Waiver for 1st Grade
Currently 1 student over 22/1

Mambrino: Waiver for 3rd Grade
Currently 1 student over 22/1

OakWoods: Waiver for 2nd Grade
Currently 1 student over 22/1

OakWoods: Waiver for 4th Grade
Currently 4 students over 22/1

Respectfully submitted,

Tom Howard

Tom Howard
Director of Human Resources

Granbury Independent School District

Granbury High School

2014-2015 Campus Improvement Plan

Granbury High School

Every Student Every Day

Mission Statement

The mission of Granbury High School is to provide a safe and caring environment where a highly qualified and dedicated staff prepares students for the future through pursuit of excellence in all areas of campus life.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
GRANBURY H S (111901001) - GRANBURY ISD

Accountability Rating

Met Standard

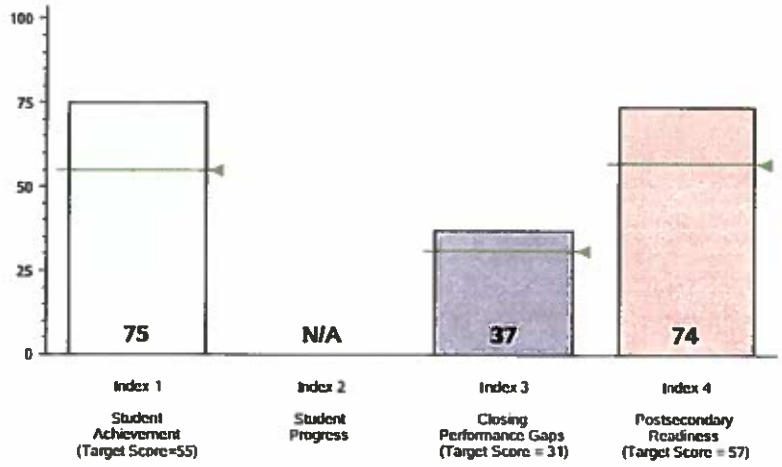
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

★ ★ ★

Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	747	1,002	75
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	445	1,200	37
4 - Postsecondary Readiness			
STAAR Score	12.3		
Graduation Rate Score	23.9		
Graduation Plan Score	21.2		
Postsecondary Indicator Score	16.9		74

Campus Demographics

Campus Type	High School
Campus Size	1,358 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	37.0%
Percent English Language Learners	3.2%
Mobility Rate	16.1%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 16 = 75%
Participation Rates	9 out of 9 = 100%
Graduation Rates	5 out of 5 = 100%
Total	**26 out of 30 = 87%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Comprehensive Needs Assessment

Demographics

Demographics Summary

Latest information suggests that our racial demographics are as follows: White 74%, Hispanic/Latino 22%, Two or more races 1.5%, and other .5%. While our campus percentage ended the 2014 school year at 39% Free-Reduced, currently we are at 42.5%. District-wide, our Free and Reduced Lunch percentage has grown from 49% to 54% immediately. The Male/Female split on our campus is 53%-47% respectively.

We have noted a gradual, yet continual rise in our Hispanic population.

Other district numbers: SPED 9%, CTE 28%, ESL 3%, BIL 2.5%, LEP 6%, GT 9%.

Demographics Strengths

Our Hispanic/Latino students typically perform very well on state and local assessments. We have a very high participation in extra-curricular activities across all demographics.

Demographics Needs

As the Hispanic/Latino segment of our population continues to increase in size, GHS needs to support the needs of those students accordingly. The campus needs to offer programs and informative meetings presented in Spanish for our parents who do not speak English. Childcare for for families needs to be a consideration, too.

Student Achievement

Student Achievement Summary

According to the Texas Education Agency's 201f Accountability Summary, Granbury High School has met the state standards. In the four calculated indices, GHS scored 75 over a target score of 55 in Index 1 (Student Achievement), Index 2 does not apply to GHS (Student Progress), 37 over a target score of 31 in Index 3 (Closing Performance Gaps), and 74 over a target score of 57 in Index 4 (Postsecondary Readiness).

Student Achievement Strengths

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Math, Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation). GHS earned State Distinctions in Academic Achievement in Mathematics, Academic Achievement in Social Studies, and Post-Secondary Readiness.

Student Achievement Needs

Granbury High School has the following Systems Safeguards:

Performance Rate for Current and Monitored ELL students was 51% and needed 55% in Reading. (51 test-takers.)

Performance Rate for ELL students was 41% and needed to be 55% in Reading. (41 test-takers)

Performance Rate for Mathematics was 55% and we were deficient in all sub-groups. (59 re-testers)

Federal Performance Standards are 79% across the board. As long as we are re-testing the students who were unsuccessful, these targets are going to be very difficult.

School Culture and Climate

School Culture and Climate Summary

Granbury High School remains focused on daily improving our ability to be user-friendly and providing the best service possible to our "customers." Additionally, our campus is growing more accustomed to a climate of success in terms of academics, extracurricular activities, fine arts, and career-technical programming.

School Culture and Climate Strengths

Constant focus on customer service and user-friendliness. Nineteen of our twenty-two sports saw post-season action in the playoffs in the past year. All of our fine arts groups (band, choir, theatre, art) have experienced success at the highest levels. Our CTE programming is providing successful access to certification opportunities in high-need occupational areas, including a engineering team advancing to the International Finals of the Formula 1 In Schools project in Abu Dhabi this fall.

School Culture and Climate Needs

As a campus, we recognize our extracurricular activities and our CTE programs as our most important and effective at-risk programs. Students who are involved with these are most likely to have academic success and finish high school.

Our campus needs to provide more engagement opportunities for students outside of the already-established extra-curricular activities and groups.

We need to monitor the needs of new-coming students providing more opportunities to make meaningful social and academic connections.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GHS offers some highly-specialized courses that can be difficult to staff. Some of these courses included American Sign Language, Law and Public Safety, and Computer Programming.

Staff Quality, Recruitment, and Retention Strengths

All core academic teachers are highly qualified for their assignments.

Staff Quality, Recruitment, and Retention Needs

GHS needs to recruit more Hispanic/Latino teachers/professionals to serve as role models for our growing Latino/Hispanic student population.

GHS is in need of a more formal new teacher mentoring process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Granbury High School is in a transition stage from TAKS to STAAR/EOC, and now to an even further reduces STAAR/EOC based on the previous year's legislative decisions. Our focus will be English 2, United States History, and any state requirement that was missed from grade 9 (English 1, Algebra 1, and Biology). Additionally, our concentration will shift from state-mandated tests to college entrance requirements (ACT, SAT, PSAT, PLAN).

GHS will utilize specialized scheduling and tutoring to assist the 2015 Cohort Group with meeting its EOC graduation requirements.

Regarding instruction, GHS is incorporating strategies address the needs of the 21st Century Learner. Our teachers have been working on different ways to engage learners of all level and provide them access to the general curriculum. Project-Based learning was implemented at GHS this year. Two cohort groups of teachers were trained by the Buck Institute and provided the time and opportunity to give students a non-traditional learning system.

Curriculum, Instruction, and Assessment Strengths

Our students continue to perform at a high level in mathematics. Additionally, we perform well with the low socio-economic demographic in multiple content areas. Achievement gaps are closing.

Our students performed very well on the EOC US History Exam (94% with 18% Level 3).

Math Distinctions were earned based on our student performance on SAT/ACT tests.

Curriculum, Instruction, and Assessment Needs

Collectively, the staff is in need of training regarding student expectations, high rigor tasks, formative assessments, and accommodating nontraditional learners. Specifically, the teachers need more training on project-based learning or PBL. Specificity on how to accommodate for special ed, LEP, and ELL students is also a need for our staff. Student engagement remains a goal that is addressed regularly in meetings and staff development sessions.

Students need to be evaluated individually based upon past and present progress data as well as formal and informal evaluations.

Professional development time is priortized to meet the needs of teachers as we move to more PBL.

Family and Community Involvement

Family and Community Involvement Summary

Current activities for parent and community involvement include

- 10th Grade Orientation with a Parent Meeting.
- 11th Grade Parent Meeting (to discuss courses and graduation requirements).
- 12th Grade Parent Meeting (to discuss transition to post-secondary life).
- Gifted and Talented Parent Meeting.
- Title I Parent meeting.
- Workplace partnerships and advisement for CTE tracks.
- College and Career Fair/Financial Aid Expo for all students.
- Superior support for all extracurricular activities through parent and community booster clubs.
- The GHS Campus Leadership Team consists of several parents/business owners/community members.

Family and Community Involvement Strengths

Our families and community members are highly supportive of groups, clubs, and organizations. Local business are willing and ready to accept our intern-level students in CTE areas.

Our counseling staff meets face-to-face with every student for academic advising.

Family and Community Involvement Needs

Parent/Community support for general academics and not necessarily organizational booster clubs.

Parent/Community resources and materials presented in a home language.

Parent Academy offered to meet community and student leads (without language barriers).

School Context and Organization

School Context and Organization Summary

Granbury High School receives support from the district level in terms of personnel, advisement, and financial resources. This allows our administrative and teaching teams to work together to find solutions to the problems of our under-performers. They are afforded smaller classes, more individualized instruction, special scheduling, and other resources as needed.

Teachers and parents are given a voice in the decision-making process through the Campus Leadership Team. Teachers select representatives to sit on this committee (as well and parents/community members).

Students participate in a Student-Superintendent Advisory Committee where their input is received by our district leadership regarding multiple issues ranging from drug awareness to construction issues.

School Context and Organization Strengths

Central Administration Support

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

School Context and Organization Needs

GHS could use more opportunities for parents and community members to have access to and input into the decision-making process.

Technology

Technology Summary

Every teacher has a laptop computer. The campus has multiple stationary labs, some of which are CTE specialized. Additionally, we have six mobile computer labs that can be checked out on an as-needed basis. The majority of the staff has transitioned to paperless options such as Google Docs. Passage of the 2013 Bond Initiative will result in our capacity to be 1:1x regarding internet capacity (and students using hand-held devices).

Technology Strengths

All teachers are proficient on the administrative use of tech tools.

Technology Needs

Few teachers are proficient on the instructional use of tech tools (apps, slates, voters, hand-held devices, programs, software).

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Community surveys and/or other feedback

Goals

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

Performance Objective 1: Utilize multiple forms of social media, technology, and other means to keep parents and students updated on important information regarding Granbury High School.

Summative Evaluation: By May 1, Granbury High School has utilized and researched new active social media outlets for multiple organizations; staff meetings have included customer care dialogue; and parents and community receive regular communication from School Messenger.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus utilizes Twitter and Instagram for information blasts (including clubs, organizations, parent boosters, and classrooms).	7	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Twitter, Number of organizations and classes using Twitter				
2) Campus utilizes Facebook to connect specifically with parents regarding information about GHS (its organizations and classes).	7	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Facebook, Number of organizations and classes using this form of social media.				
3) Use of School Messenger to share information about school meetings in English and Spanish	1, 7	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger				
	Funding Sources: Local (199)						
4) Campus Security Station has a message board displaying pertinent announcement information for parents and students as they enter the parking lot.		Security Personnel, Assistant Principal over Security	Board and stand are purchased and utilized on a regular basis.				
	Funding Sources: Local (199) - $60.00						

5) Campus Marquee is updated regularly with messages and information for all stakeholders (announcements, recognitions, gratitude, etc.).		Campus Principal, Campus Secretary	GHS Marquee is updated regularly with new events and information				
6) GHS will share information about attendance and how it affects various aspects of accountability and funding with all stakeholders.	7	Administration, Intervention	Info-graphic/letter mailed home to parents.				

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

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

Performance Objective 2: Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to foster relationships.

Summative Evaluation: Granbury High School will send at least three representatives to the DAC and an appropriate number of delegates to any other district-level planning committee regarding professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Model PBL tenets by giving teachers some "voice and choice" regarding professional development opportunities	3, 6	Campus Principal, Director of Curriculum, Department Chairs	Staff Development agenda with choices of areas for improvement (teachers may choose their "class")				
	Funding Sources: Local (199)						
2) Campus staff participate in district- level meetings and district-level personnel are included in campus-level opportunities.		Campus Principal, Assistant Principals, Asst Superintendent, Director of Curriculum	District staff present and participating at GHS planning (while GHS staff attends district-level events) Campus Leadership Team membership District-Level Advisory Committee membership				
3) Teachers and administrative staff attend/participate in district-level staff development for PBL support.	6	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
	Funding Sources: Title II (255)						
4) Expand utilization of Google Docs and Google Drive systems on campus.		Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	75% of the GHS Staff will be using Google Docs/Google Drive on a regular basis.				

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

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

Performance Objective 3: Utilize Student Advisory Committees along with the Superintendent and Crossland Ninth Grade Center to improve school environment.

Summative Evaluation: GHS will select at least 20 students to participate on the SSAC based on campus demographics as well as initiate a new "council of officers" group solely for GHS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Establish the SSAC that is representative of the GHS demographics		Campus Principal, Counseling Staff, Teachers (nominations)	Committee is established and meeting regularly (4x yearly)				
2) GHS establishes a Council of Officers to meet and streamline community service opportunities and public assistance.		Campus Principal, Lead Counselor, Student Government Sponsor, Club/Organization sponsors.	Council has been created and is meeting regularly.				

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

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

Performance Objective 4: Assist students (and their families) with the transition process (from Crossland to GHS, from other campuses to GHS, and from GHS to the post-secondary opportunity of choice).

Summative Evaluation: GHS will offer at least five transition focused events during the 2014-2015 School Year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual scheduling meetings--counselors meet with each and every student and their parents individually to develop a personal graduation plan.	7	Counselors	Meetings are held in early spring semester				
2) Sophomore Orientation	4, 7, 8	Administrators, Student Leaders, Teachers	Sophomore Orientation is scheduled and held				
	Funding Sources: Local (199) - $500.00						
3) Class Meetings for students during the school day to clarify student expectations and information.		Administrators and Counselors	First Week of School--meetings have been held.				
4) Parent (and student) Meetings to go over graduation requirements, updates, and post-secondary options.	4, 7, 8	Counselors	Sophomores-September Seniors-October Juniors-January				
5) Meet-the-Teacher Night at GHS (open house).	4, 7, 8	Asst Principal	Event is conducted and parent sign-in pages are collected. Goal: At least 500 participants.				
6) Bridge elementary campuses with GHS campus by hosting them with Career and Technical Classroom Expos.	8	CTE Director and CTE Teachers	Each GISD elementary campus has visited GHS and students have toured their chosen paths.				
	Funding Sources: CTE (22) - $1000.00						
7) All students are invited to participate in a College and Career Fair to examine their post-secondary options.	1, 7	Counselors	Event is hosted and we have at least 200 students attend. (January)				
	Funding Sources: Local (199) - $100.00						
8) All students are invited to participate in a Financial Aid Workshop for college/technical school.	7	Counselors	Event is hosted and we have at least 100 students attend. (February)				
9) GHS will establish a newcomer/mentor staff who will serve as ambassadors to students new to Granbury High School.	3	Assistant Principals. AP Secretary, Librarian, Counselors	Students are paired with mentors and given campus tours/lunch buddies.				

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

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

Performance Objective 5: Improve the attendance rate of Granbury High School for 2014-2015.

Summative Evaluation: GHS will have at least a 1% increase in attendance over the 93.9% registered for last year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Final exam exemption incentive for good attendance.		Teachers, Office staff, Administrators and Counselors	Students complete Exemption Applications and are allowed to miss a test.				
2) Students in danger of truancy are counseled, given a warning letter, home visits, and, if needed, charges are filed.		Assistant Principals, Truancy Officer	Number of truancy cases reduced.				
	Funding Sources: State Comp Ed (24) - $6000.00						
3) Offer incentives for six weeks attendance (prizes)		Campus Principal, Assistant Principals	Students are recognized at the end of the six weeks for perfect attendance.				
	Funding Sources: Local (199) - $2000.00						
4) Create and share in info-graphic that explains the importance of student attendance and how this affects accountability and funding.	7	Campus Leadership Team, Administration, Intervention, Public Relations.	Document is created and shared.				
	Funding Sources: Title I (211) - $1000.00						
5) Regularly share attendance percentage updates and totals on social media to raise awareness.		Administration, Office staff	Updates are shared at least twice a six-weeks.				

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

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

Performance Objective 1: GHS will continue to expand Project Based Learning into the curriculum plan for the campus.

Summative Evaluation: Thirteen more teachers will be trained and will implement 2 PBL activities by the end of the school year, bringing our total to 26.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	3, 6	Curriculum Department, Admin, Teachers (13)	Teachers attend training and continuing support meetings				
	Funding Sources: Local (199), State Comp Ed (24)						
2) Teachers implement two project-based learning units during the school year.	3	Administration, Teachers	Project Launches, Lesson Plans,				
3) Share PBL activities with the community in a public forum (district level) to encourage buy-in from parents and community members.	7	PBL Adopting Teachers, Administrative Support	Event is scheduled and held.				

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

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

Performance Objective 2: GHS will improve student performance according to state standards, including subgroups in all academic areas.

Summative Evaluation: All calculated areas will improve by at least 2% in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Under-performing students are scheduled into a special EOC Prep course where they work with a mentor teacher	1, 2, 3, 4, 8	Campus Principal, Counselors, Intervention Specialists	EOC Prep classes on the schedule and students are experiencing academic success.				
2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with testing strategies and content support.	1, 2, 3	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests and student results.				
	Funding Sources: State Comp Ed (24) - $2000.00						
System Safeguard Strategies 3) Math Teachers will work in Spiral Activities for the first ten minutes to highlight mathematical thinking, conversations, planning, and problem-solving.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration) and increase student-to-student discourse.				
	Funding Sources: State Comp Ed (24) - $2500.00						
System Safeguard Strategies 4) Provide daily academic coaching individually or in small groups for non-proficient students in EOC testes areas. (Individual student performance data is provided to every content teacher for every non-proficient subject.)	1, 2, 3, 4	Administration, Intervention, Select Teachers,	Weekly progress reports, portfolios, and grading period report.				
	Funding Sources: Title I (211) - $6000.00						

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

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

Performance Objective 3: GHS will improve college readiness performance.

Summative Evaluation: SAT and ACT participants will score above the state average. GHS will increase in the number of students in AP and DC courses. GHS will increase in the number of students scoring Level III on EOC in Reading and Math.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) SAT/ACT Boot Camp provided by the Test-Prep Seminars		Campus Principal, Assistant Principals, Counselors	Seminars are held and student evaluations are reviewed.				
	Funding Sources: Local (199) - $5000.00						
2) Advanced Placement teachers are trained and administrators review courses and curriculum.		Campus Principals, Assistant Principals (specifically the Advanced Placement Coordinator), AP Teachers	AP Teachers attend AP Conferences, Review meetings with each teacher to go over AP Data				
	Funding Sources: Gifted (21) - $4000.00						
3) Math Teachers that are not in a State Tested area will continue the Spiraling Activities (Molina) to prepare students for SAT/ACT/STAAR re-test items.	4	Teachers, Curriculum Coordinators, Assistant Principals, Principal	Walk-through data shows spiraling activities at least 3 out of every 5 visits at the beginning of the class period. (Math)				
4) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content.		Teachers, Administration	Event is completed.				
5) ELA teachers complete a "Daily Oral Discussion" (DOD) where they spend 3-5 minutes 2-3 times a week disaggregating a question that students might see on SAT/ACT/AP/STAAR.	1, 2, 3, 4	Teachers, Curriculum Coordinators, Intervention Staff.	Completed bell-ringers and walk-through observations. (Occasionally a written product.)				

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

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

Performance Objective 4: GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

Summative Evaluation: GHS will have a 95% or better completion rate in all calculated sub-groups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students-in-Crisis group closely monitored by Counseling team--this year the focus is grade 10 and grade 12 still needing to pass an EOC.	4, 7, 8	Counselors, Campus Principal	Regular attendance, crediting (passing) in classes, on-time completion with their cohort group.				
2) Utilization of Odysseyware in the SOAR classroom to accelerate or recover credits.	4, 8	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
	Funding Sources: Local (199)						
3) Leaver processes will be reviewed and improved as necessary.	2	Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				
4) GHS will offer tutorials and credit recovery opportunities before and after school in order to assist students in extracurricular activities.	1	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
	Funding Sources: State Comp Ed (24) - $3000.00						

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

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: Continue to train staff, students, and parents about the new graduation plans.

Summative Evaluation: Training is completed for teachers, students, and community members.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Educate students and parents about new graduation plans and earning endorsements.	7	Counselors, Administration, Teachers	Class Meetings, Parent Meetings				
2) Educate students and parents about new Class Rank and GPA Board Policies.	7	Counselors, Administration.	Parent meetings with CNGC.				

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

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

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	1, 2, 8	ARD committees, all teachers, SPEd Department Chair, Administrators	SPED students are scheduled into on-level classes (and are successful).				
2) Support SPED students and general classroom teachers by utilizing our Inclusion Support teachers in a case-manager system.	2, 8	SPEd Department Chair, Inclusion Support Teachers, Administration, SPEd Director	Inclusion Support teachers have a caseload of students rather than specific classes they attend.				
3) Provide teachers with special and targeted professional development activities regarding students with disabilities, limitations, and learning differences.	6	Jeremy Ross, SPED Director, Director of Curriculum, Intervention Staff	Professional development activities are held.				
	Funding Sources: Special Education (23)						

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

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

Performance Objective 7: Improve writing achievement for targeted students.

Summative Evaluation: Improve writing performance by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.	1, 2, 3, 4, 8	Campus Principal, Intervention Specialist, Central Administration	Positions created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00, Title I (211) - $80000.00						
System Safeguard Strategies 2) Concentrated instruction for targeted students by providing ongoing writing and vocabulary coaching.	1, 2, 3, 4, 5, 7, 8	Campus Principal, Intervention Specialist, Select Teachers	Student success in writing as demonstrated on assignments				
	Funding Sources: State Comp Ed (24)						
System Safeguard Strategies 3) Tutorial opportunities for LEP/ESL though Lunch-and-Learn.	8	Intervention Specialist Teachers	Student sign-in logs indicating participation in Lunch-and Learn sessions.				
	Funding Sources: State Comp Ed (24)						
4) Teachers will attend a training by Gretchen Bernabei to learn effective writing strategies for the EOC/STAAR tests.	3	Intervention Team, Select Teachers, Curriculum Coordinators	Trained teachers share information and strategies with the entire ELA team. Admin will observe strategy implementation.				
	Funding Sources: Local (199) - $1000.00						

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

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

Performance Objective 8: Improve reading achievement for targeted students.

Summative Evaluation: Improve reading performance by 5% as measured in our State data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Intervention Specialist teacher who specifically monitors progress for targeted sub-groups.		Campus Principal, Intervention Specialist, Director of Curriculum, Asst Superintendent	Position created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00						
System Safeguard Strategies 2) Concentrated instruction for ESL students by providing ESOL/EOC Prep class time.	8	ESL/ELA Teachers, Intervention Specialists	Student success in reading as demonstrated on assignments and assessments.				
System Safeguard Strategies 3) Tutorial opportunities for LEP/ESL students in a Lunch-and-Learn format.	8	Intervention Specialists, Teachers	Student sign-in logs indicating participation in Lunch-and-Learn sessions.				
	Funding Sources: State Comp Ed (24) - $0.00						

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing technology infrastructure and make recommendations for improvements.

Summative Evaluation: A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Convene the GHS Technology committee to continue making tech recommendations and campus tech goals.		Librarian, Assistant Principals, Teacher members	Technology Committee agendas and Tech Plan for GHS.				
2) Research the technological tools that will optimize each content area as the building is updated via bond funds.		Principal, Department Chairs, Teachers	Recommendations are presented for new technology purchases (when prepared)				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Provide technology professional development to support instruction.

Summative Evaluation: Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide technology offerings during Summer Conference.	6	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer conference agenda				
2) Provide technology mini-sessions to assist teachers in day-to-day operations specifically targeting: Google Chrome, Google Docs, Skyward, Smart Technologies (Whiteboards), Active Votes, and Slates.	6	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).				
3) Encourage teachers to have student use of technology in the learning process.	3	Administration, Tech (for support)	Use of tech in lessons as seen through lesson plans and walk-through data.				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: Every 2nd Period teacher will document completion of the Student Lessons on digital citizenship before October 1.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide digital lessons to each class before the end of September.		Campus Principal, Instructional Tech Coordinator, All Staff Members.	Documentation/signature pages confirming completion.				

= Accomplished = 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: Provide regular updates to staff, students, parents, and community about the changes in our campus due to construction.

Summative Evaluation: Regular digital updates provided conducted, campus tours were completed, and a school bond election was held in November.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Specific content teachers will visit other campuses to get ideas about instructional space relative to their program and goals.		Principal, Teachers, CTE Director	Site visits are scheduled and completed.				
2) Each department will conduct a program evaluation and survey for future needs.		Program Lead Teachers, (Band, Choir, CTE Areas, Theatre, Department Chairs, JROTC)	Surveys are conducted and results reported to Principal and Architect Firm.				

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

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

Performance Objective 1: Implement flexible scheduling based on the needs of the students.

Summative Evaluation: School calendar, master schedule, and individual schedules will reflect differentiation based on needs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual students are scheduled according to their needs to accelerate, remediate, or have time flexibility.	7, 8	Counselors, Administrators, Intervention Specialists.	Student schedules reflect individual needs.				
2) GHS Master Schedule allows for core academic departments to each have a common conference period for the purpose of common planning and teaming.	1, 2	Campus Principal, Counselors, Tech Director	GHS Course Master				
3) Based on outside needs, and on a case-by-case basis, student requests for early release will be considered.		Counselors, Principal	Student requests signed by parents and either approved or not approved by the Principal.				

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

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

Performance Objective 2: Provide teachers with meaningful professional development activities to enrich their teaching strategies.

Summative Evaluation: Professional development sessions are held.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide the teachers "voice and choice" over certain professional development activities.	6	Administration	Professional development schedules offer choices.				
2) Conduct a school-wide PLC with a book study, "The Fundamental Five" by Sean Cain.	6	Administration	PLC Book study is completed.				
	Funding Sources: Title II (255) - $1500.00						

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

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

Performance Objective 1: Provide students with multiple opportunities to explore interests in order to prepare for post-secondary success.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Encourage participation in extracurricular activities: Sports, Band, Choir, Theater, Ag, JROTC, and others.	2, 8	Teachers, Administrators, Coaches, Counselors (and parents).	Number of students involved in an extracurricular activity.				
2) Support Career and Technical programming through the elective fair and scheduling.	7, 8	CTE Director, Administrators, Teachers.	Number of students enrolled in a CTE program.				
3) Provide opportunities for learning extensions and accelerations for GT students (AP/DC/Science Fair/History Fair).	7, 8	Teachers, Administrators	Enrollment in advanced classes (AP, Pre-AP, DC) and Participation in Science/History Fair				
4) National Test "Sign-Up Night" to provide support for parents to sign up for SAT/ACT tests.	7	Amanda Burruel, Claudia Hurst	Sign-Up Night Participation, Sign-in Sheets.				
5) Investigate and track extracurricular participants and non-participants to compare their success, attendance, etc.		Administration, Office Staff, CLT	Review any information in December CLT meeting.				

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

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

Performance Objective 2: Provide support and professional development for teachers in small, similar content groups throughout the school year on specific subgroups and their unique needs.

Summative Evaluation: Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Common Conference Periods-teachers in like-content groups are scheduled to have their conference period.	1, 2	Campus Principal, Counselor, Tech Director, Skyward Coordinator	Core academic teachers have a master-scheduled, common conference period.				
2) Campus-wide professional development opportunities, when possible, are planned in small groups so that more meaningful discussion and interaction might take place.	1, 2	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.				

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

State Compensatory

Budget for Granbury High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6115 00 001 0 24 000	6115 Career Ladder - Locally Defined	$17,250.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$102,900.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	$22,220.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	$1,767.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	$12,539.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	$1,365.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$8,212.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	$242.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	$3,504.00
	6100 Subtotal:	**$169,999.00**
6300 Supplies and Services		
199 E 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 e 11 6397 00 001 0 24 000	6397 Other Equipment - Locally Defined	$25,000.00
	6300 Subtotal:	**$30,000.00**
6400 Other Operating Costs		
199 e 13 6411 00 001 0 24 000	6410 Travel, Subsistence and Stipends	$5,000.00
	6400 Subtotal:	**$5,000.00**

Personnel for Granbury High School:

Name	Position	Program	FTE
Beth Richardson	Teacher	State Comp	100%
David Breazeale	Teacher	State Comp Ed	17%
Ernie Lambert	Teacher	State Comp Ed	17%
Janel Morris	Teacher	State Comp Ed	33%
Jose Ochoa	Teacher	State Comp	16%
Liliana Torres	Paraprofessional	State Comp	100%
Tammy Roe	Teacher	State Comp	17%

Title I Personnel

Name	Position	Program	FTE
Jennifer Ryan	Campus Intervention Coordinator	Title I	90%

Granbury Independent School District

Crossland Ninth Grade Center

2014-2015 Campus Improvement Plan



Mission Statement

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

Campus: Crossland Ninth Grade Center in partnership with students, families, and community is committed to providing a uniquely focused freshman environment. Our goal is to produce responsible and prepared life-long learners who will make a seamless and successful transition to Granbury High School

Vision

Campus: Crossland Ninth Grade Center will develop passionate students who are self-motivated and responsible 21st-century learners. We will support our students as they strive to be college-bound or career-ready graduates who will grow to be gainfully-employed and self-reliant members of a global society.

Value Statement

We, the staff of Crossland Ninth Grade Center, commit to giving our best effort to communicate honestly, maintain an open-door atmosphere, and to continue to create a conducive environment to learning for staff and students.

We will:

- Value each other professionally.
- Trust and support consistently.
- Communicate openly and honestly with each other.
- Create and encourage a collaborative environment where we all work together.
- Respect each individual's role in the workplace.

In accordance to these policies, we will immediately address any personal disagreements directly, maturely, and discreetly, and shall apologize if necessary. We will strive to make sure we are solution focused on the relevant issues, making every effort to respect differences, find common ground, and listen to the other side until a mutually agreeable solution is produced.

We pledge our support for this social contract, and commit to our personal efforts to uphold it in our daily interactions.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
CROSSLAND NINTH GRADE CENTER (111901005) - GRANBURY ISD

Accountability Rating

Met Standard

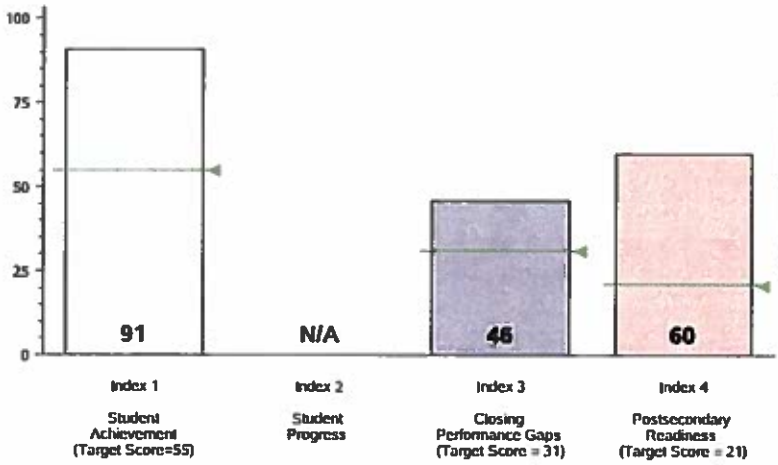
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation



Academic Achievement in Reading/ELA NOT ELIGIBLE
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps DISTINCTION EARNED
Postsecondary Readiness DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,141	1,252	91
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	553	1,200	46
4 - Postsecondary Readiness			
STAAR Score	60.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		60

Campus Demographics

Campus Type	High School
Campus Size	500 Students
Grade Span	09 - 09
Percent Economically Disadvantaged	42.8%
Percent English Language Learners	2.6%
Mobility Rate	15.9%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	15 out of 15 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**25 out of 25 = 100%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crossland Ninth Grade Center (CNGC) has an enrollment of 497 students. Of that, 21% are Hispanic, 74% are White, 1% American Indian, 1% Asian, and 2% are two or more races. Socio Economically, CNGC has 42% of students are economically disadvantaged and 29% are considered At-Risk for graduating. Our LEP percentage is 3% and the mobility rate for 2010-2011 is 14%. Attendance rates for CNGC were 94.3% in 2013-2014. Thirteen percent of students qualified for special education services, 72% are enrolled in CTE classes, 8.3% are GT students and 4.3% are in ESL classes. The number of students per teacher are 12.3. CNGC staff is 89.5% white, 3.3% American Indian, and 7.2% Hispanic according to 2012-2013 data.

Demographics Strengths

CNGC strengths include the opportunity to qualify and receive Title 1 funds, which are used for all students.

Demographics Needs

CNGC needs to reduce the gap of performance on local and state assessments for our economically disadvantaged students (scored between 3-5% lower on STAAR Algebra and English) and our at-risk students (scored 14-24% lower on STAAR on Algebra and English). In addition, our attendance rates need to improve to 96% for the school year.

Student Achievement

Student Achievement Summary

CNGC Algebra scores 88% met standard for all students, 79% economically disadvantaged met standard, 80% At-Risk met standard. For Biology 98% of all students met standard, 96% economically disadvantaged met standard, 95% At-Risk met standard. For English 1 78% of all students met standard, 70% economically disadvantaged met standard, 66% At-Risk met standard. For English 2 99% of all students met standard, 98% economically disadvantaged met standard, 96% At-Risk met standard.

Student Achievement Strengths

CNGC saw an increase in met standard scores for all subjects tested. In addition, CNGC surpassed state scores for all subjects for first time testers. Our English and Biology scores far surpassed the state by 6 and 8 percentage points respectively. CNGC received three Distinctions Earned for Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. In addition, CNGC has no System Safeguards and had a student achievement score of 91.

Student Achievement Needs

Our needs assessment highlight the need for improvement with our economically disadvantaged and at-risk student populations in Algebra and English 1 scores. In Algebra, our economically disadvantaged students scored 15% points lower than non ecd (79/94) and in English 1 our ecd students scored 15% points lower than non ecd (70/85). For our at-risk students in Algebra, they scored 14% points lower than non non at-risk students (80/94) and in English 1 the at risk students scored 26 points lower (66/92). In addition, our student attendance rate needs to improve to 96%, up from 94.3%.

School Culture and Climate

School Culture and Climate Summary

Faculty surveys are conducted three times throughout the year to assess the culture and climate of our staff. In addition, we utilize surveys of our students to determine areas of strength and weakness within our school culture and climate.

School Culture and Climate Strengths

The strengths included the positive climate/culture of the campus with each other and with students. Spirit days, pirate time, student chosen clubs, tv montiors which highlight student achievement, and difference maker luncheons were also included. In addition, greeting students at the door of the school upon entry, popcorn for the faculty, and potluck lunches were also strengths.

School Culture and Climate Needs

Our largest need is addressing the time for remediation during pirate time for those students who need assistance and their desire to be in a club on Fridays. In addition, we are unable to hold a campus wide pep rally due to the lack of space and a proper sound system.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNGC currently has 49.3 total staff members of which 41.4 are teachers, 3.9 are professional support, and 3 are administrative. By ethnicity CNGC has 3 Hispanic, 37.1 White, and 1.3 American Indians. Years experience, CNGC as 9.8 in the 1-5 years, 8.8 in 6-10 years, 15 in 11-20 years, and 7.9 over 20 years of experience. The average number of years of experience is 13.4 years and 6.6 years with the GISD.

Staff Quality, Recruitment, and Retention Strengths

This past year we had one teacher retire, one teacher move to Thailand, and one teacher move to a new district. In addition, we had three teachers relocate to anew campus or change their job titles. 100% of our faculty is highly qualified to teach their content level.

Staff Quality, Recruitment, and Retention Needs

We have four new to the profession teachers on our campus and will need to make sure that we take care and address their needs by providing mentoring activities, professional development sessions, and classroom feedback.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently 12faculty members have been trained to conduct PBL lessons. This number will increase to 100% of faculty in the next two years. Our faculty members have a built in planning period each day to collaborate with the other teachers within their department. In addition, our teachers meet with district curriculum specialists to analyze data and devleop lessons which are appropriate to our student's needs.

Curriculum, Instruction, and Assessment Strengths

Ability for departments to meet weekly to plan lessons. Communication between district curriculum specialists and teachers. Planning and communication between mulitple contents. Bi-weekly department chair meetings with administration to communicate and plan. This year, using Title 1 funds, were able to hire and instructional specialist to assist teachers and guide our RTI program.

Curriculum, Instruction, and Assessment Needs

Continued training for our instructional specialist as we identify areas of need and areas where she can support teachers and students.

Family and Community Involvement

Family and Community Involvement Summary

Students and parents were invited to attend schedule pick up date before the start of school at CNGC. In addition, CNGC hosted an Title 1/open house for students and parents to visit with teachers during the third week of school while also hosting a GPA/class rank meeting for parents and students to attend. CNGC collected a list of names for volunteers to assist in the morning or during lunch time. We also have five parents who are actively involved in our campus advisory committee.

Family and Community Involvement Strengths

Over 85% of students, up from 75% the year before, arrived before school started to collect their schedules, tour the campus, and meet with teachers. Over 130 parents attended open house and our Title 1 meeting while visiting with their child's teachers. We have 5 parents who are actively engaged in our campus advisory committee with suggestions for school improvement.

Family and Community Involvement Needs

We will be hosting a PBL showcase in December to attract families and will assess the opportunity to conduct another showcase in the spring.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, the campus faculty created and developed a vision statement and a social contract for which we will operate by this school year. In addition, the theme of "Full Steam Ahead" was incorporated for this year and is included in all of our communication with staff members.

School Context and Organization Strengths

Our vision statement was created through a process of feedback from the staff along with our social contract. These are included in all faculty meetings and on our weekly newsletter. A safe and orderly team was developed with a committee of teachers to determine what is most equitable while providing a safe learning environment.

School Context and Organization Needs

Transportation of students to the high school and home can be a hindrance as 70% of our students take a class at the high school and must ride a bus on a daily basis. This is an issue for those students who need tutorials in their class before/after school.

Technology

Technology Summary

CNGC currently has three COWs (Computers on Wheels) with approximately 20 computers on each for students and teachers to utilize technology. CNGC also has two sets of iPads, which house 12 iPads each for teacher checkout. In addition, students and teachers are able to access three computer labs to complete assignments. CNGC has wireless routers throughout the building for students and faculty to use with their own devices.

Technology Strengths

CNGC strengths include the availability of wireless internet throughout the building and the access to computer labs and COWs.

Technology Needs

CNGC needs include the lack of availability for teachers to have computers in their classes for students to utilize throughout the day. In addition, the COWs do not have enough computers on them for each student to used during lesssons, as many classes have more than 20 students. CNGC is unable to use wireless devices in the portables and students/teachers must relocate to indoor labs when using these devices.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Provide a community outreach avenue which includes schedule distribution for students and parents to meet their teachers and faculty before school, an open house for parents to attend, discussion pertaining to new gpa/class rank, Title 1 parent meeting, PBL showcase, field trips, volunteer opportunities for parents, and field trips to local community businesses

Summative Evaluation: Provide opportunities for parents to volunteer through email blasts and through a volunteer sign up sheet at open house and schedule distribution. Have 10% parent volunteerism. Encourage parent participation through the use of showcases of our student talent and skills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) This is an opportunity for students and parents to develop a communication avenue with the faculty and staff	Teachers, Counselors, Administration	Strong turnout of students and parents who attend this event.				
	Funding Sources: Local (199)					
2) Open house for students and parents to attend	Administration and teachers	Turnout of parents and students				
	Funding Sources: Local (199)					
3) Student/Parent Handbook	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
4) Arrange for Title 1 parent orientation meeting to provide information about involvement, parent notification, participation, etc.	Administration and teachers	Parent communication, sign in sheets, agenda, campus calendar				
	Funding Sources: Title I (211)					
5) 8th grade parent/student night for future ninth grade students and parents	Administration and teachers	Students and parents will attend the campus function to view the electives and courses in which they will be able to register for				
6) CAC and leadership team will meet regularly to develop improvement ideas	Principal	Agendas, evaluation tools, progress on measurable goals				

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

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

Performance Objective 2: Annual review of campus and district initiatives through the campus leadership team. Meet in August to review previous year's data for CNGC and also for our incoming students from GMS/AMS.

Summative Evaluation: Throughout the year measure STAAR, CA, and benchmark data so that CNGC is complying with district initiatives.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) To maintain a continual focus on campus and district initiatives	Teachers and administration	Campus and district initiatives are included in faculty meetings and are addressed in departmental meetings.				
2) Faculty meetings these will be presented	Principal	These will be included in faculty meeting agendas				

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

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

Performance Objective 3: Develop a parent volunteer list and regularly schedule volunteers to assist teachers and staff. Create opportunities for parents to become involved in their student's learning through field trips, speakers bureau, and other opportunities.

Summative Evaluation: Using campus personnel to contact parents and develop a volunteer list to assist teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use the sign in sheet from open house and from schedule pick up to contact parents.	Administration and principal's secretary	Parents regularly volunteer on campus				
2) Email/phone prospective volunteers	Principal and Principal's secretary	Parent involvement in volunteer opportunities				

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

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

Performance Objective 4: Research forms of social media and utilize these communication tools to reach our students and parents. Including the use of monitors in the cafeteria to display information to students and visitors.

Summative Evaluation: Using tools such as Remind 101, blogs, twitter, school messenger, email to communicate regularly on an on-going basis.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Utilize social media in an effective and safe manner to communicate with parents and students	Teachers and administration	Teachers are able to communicate with parents and students to inform them of important information				
2) Have teachers report on useful tools to communicate with parents and students	Principal and teachers	Teachers use technology to communicate with parents and students				

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

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

Performance Objective 5: Provide campus and district-wide professional development through-out school year to foster relationships between faculty, parents, and the community. This staff development will be based upon a needs assessment conducted in the spring with followups throughout the year which are based upon the needs of our staff and students.

Summative Evaluation: Develop a campus needs assessment to guide professional development through the use of the data collected.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Utilize the days before school and the half days built into the school year for professional development.	Principal	Teachers are growing professionally and believe that the professional development was helpful to them				
	Funding Sources: Local (199)					
2) Have teachers complete a needs assessment so that the professional development can be focused upon their individual needs.	Principal	Needs assessment completed				
3) Have teachers lead the professional developments	Principal	Teachers leading the sessions				

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

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

Performance Objective 6: Create clubs for students to attend and led by teachers during the school day with assistance from community members. The clubs will meet weekly for 25 minutes to foster relationship building as well as having students find an interest.

Summative Evaluation: Complete a survey with teachers and students that allows 100% of students to participate in a club.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use a survey for students to determine what type of club they would enjoy being a part of. Have teachers choose a club to host.	Administration	100% of students will participate in a club of their choosing				
2) Students will choose new clubs in the spring semester	Administration	New survey and shuffle of students will occur				

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

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

Performance Objective 7: Publicly recognize teachers and students for making a difference on campus through pizza parties for students and snacks for faculty.

Summative Evaluation: Daily recognize students and weekly teachers through the newsletter. Students are given a pizza party and teachers a "super teacher" cape.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) To increase morale for teachers by having a "super teacher of the week" and recognize them in their classroom and then publish their picture in our weekly newsletter.	Administration	Teachers and students have a higher self worth from being recognized for making a difference				
2) Recognize students daily on the announcements for making a difference. Once a six weeks have a student difference maker luncheon.	Administration	Students are publicly recognized				
	Funding Sources: Local (199)					

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

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

Performance Objective 1: Implement Project Based Learning Campus Plan which outlines the number of teachers who are expected to be trained over the next three years and the number of projects each teacher will complete during the school year. These projects will focus on learning the material and not be a "desert" activity.

Summative Evaluation: Teachers implement multiple PBL lessons throughout the year based upon their training. The goal is to have 100% of the faculty PBL trained for the upcoming school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develop a PBL campus plan and implement the plan with our staff.	Administration and teachers	Four teachers implement PBL this year and a minimum of eight new teachers will implement PBL next year				
2) Recruit teachers for next year to attend trainings during the summer	Principal	8-14 teachers sign up for the training and participate in PBL next year				
3) Meet with current PBL teachers to discuss the pros/cons of implementation of PBL	Principal and teachers	Regular meetings to discuss PBL				

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

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

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas. Point of emphasis will be the improvement of scores for our economically disadvantaged and our at-risk students on the STAAR assessments. In addition, those students who are commended level will continue to grow through the use of PSAT style questions.

Summative Evaluation: Students identified and targeted. Data from CA, Benchmarks, tests, and STAAR are analyzed. The gap will decrease by 8 points for At-Risk and 5 points for eco-dis in Algebra and English.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Identify students who are at risk or economically disadvantaged. Use this data to assist in early intervention and focus on differentiated instruction for students	Administration and teachers	Student scores on the STAAR test will increase for our at risk and economically disadvantaged students.				
2) Contact Parents whose children fall within these parameters	Teachers and administration	Regular contact is made beginning at the start of the school year				
3) Meet with students who are borderline or below passing a class	Administration	Student's grades will improve				
4) CARA meetings-teachers monitor data from CA's to look for areas of weakness	Teachers, curriculum, administration	CA data and reflection forms; teacher growth and collaboration				

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

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

Performance Objective 3: Improve college readiness performance (Level III) on the STAAR assessment for all students in all subjects.

Summative Evaluation: Embed higher level questioning through spirals at the start of each math class. Biology classes will use vocabulary starters to have students understand the vocabulary in which they are learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Target our students who are within three questions of reaching level III on the STAAR exams	Administration and teachers	Student scores will increase on Level III for the STAAR exams				
2) Target college readiness standards for all students	Administration and teachers	College readiness presentations to parents and course enrollments; STAAR data/course enrollment data				
3) Differentiated instruction in the classroom	Teachers	Student achievement; teacher growth				
4) Students enrolled in Pre-AP or advanced classes	Administration and teachers	Higher enrollment of students in advanced courses				

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

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

Performance Objective 4: Students and teachers complete student success forms, which are then delivered to administrators who work collaboratively with students, teachers, and parents to determine success plans for the students in their classes, which may include credit recovery, tutorials, and/or continuous improvement opportunities.

Summative Evaluation: Teachers and students complete the forms, thus a higher level of accountability between students, parents, and teachers and a decrease in student failure by 5% points.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students and faculty complete students success forms for the class in which a student did not pass for the six weeks	Teachers, students, and administration	Students will be more successful in their classes				
2) Parent contact is made using these forms as a resourse	Administration and teachers	Student achievement increases				

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

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

Performance Objective 5: Increase daily attendance by 1% through daily personal phone calls by our receptionist and/or administrators. In addition, precoding absences for students who are attending school functions. Administration will educate students and parents on the importance of attending school and the 90% law in regards to attendance and credit. In addition, CNGC will partner with Officer Hatfield to get students to school or take them through the court process.

Summative Evaluation: Daily tracking of student attendance to determine improvement to 96%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Increase daily attendance by 1% by making daily phone calls and following up with students and parents.	Attendance clerk and assistant principal	Daily attendance will increase by 1%				
2) Recognize students for perfect attendance each six weeks	Administration and teachers	Student attendance increases				
3) Utilize court system for students who are not in compliance	Assistant principals and attendance clerk	Student attendance increases				
4) Collaborate with other campuses to determine what does and does not work	Administration	Student attendance increases				

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

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

Performance Objective 6: Implement AIP/IPI tutorials for students one day a week during Pirate Time until student achieves on level achievement. This will be constantly monitored and can increase to two days a week if needed in the fall. In addition, additional days may be utilized in the spring leading up to the STAAR tests.

Summative Evaluation: Identifying students who are in need and developing lessons for academic improvement every Wednesday during Pirate Time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Identify students who need tutorials and place them in a math pirate time class	Counselors and teachers	Students will improve their academic success and will be on grade level				
2) Students are tutored twice a week in a small group setting	Teachers	Students will improve their academic success				
	Funding Sources: Title I (211) - $10000.00					

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

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

Performance Objective 7: Conduct academic tutoring before and after school as well as Pirate Time. In addition, students have the opportunity to check their grades daily in the grade kiosk located by the stage.

Summative Evaluation: Tutoring is available every day for each content, in addition, we will utilize pirate time to tutor with students and create small learning environments. The instructional specialist will gather and identify students who are in need of assistance and escort them to tutorials while contacting their parents.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers will be available before and after school for students to attend tutorials.	Teachers	Students success in classes will increase				
2) Use of tutors for core classes	Administration and teachers	Students academic success improves				
	Funding Sources: Title I (211)					
3) Utilize oddyseyware for students who did not receive credit in the fall semester	Teachers and administration	Students will regain credit during the spring semester				
	Funding Sources: Local (199)					

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

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

Performance Objective 8: We will use field trips and other activities for student's academic and social growth while also fostering the career and college readiness in which students will need to be successful in the future.

Summative Evaluation: Through the use of field trips, our students will be able to apply content taught into a real life experience and will be able to expound on their knowledge.

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure of our facility and the needs of our students and staff.

Summative Evaluation: Test the bandwidth to handle wireless devices.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct district and campus needs assessments	Administration	Use the data to determine the effectiveness of our tech infrastructure				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Identify model classroom equipped with technology and implement that into our daily activities.

Summative Evaluation: Using strategies which are successful on other campuses to guide our classroom setups.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Identify model technology classrooms	Administration	Develop classes which allow for an integrated use of technology				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Implement 1:1 wireless access across the district

Summative Evaluation: District initiative.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement 1:1 wireless access	District administration	All rooms will have 1:1 wireless access				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Provide technology professional development to support instruction from district administrators.

Summative Evaluation: Identify needs and invite technology to instruct teachers and staff in the assistance of loading programs, making known apps, and educating our staff on trends.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct a needs assessment to determine the technology needs for our faculty	Administration	Teachers receive professional development which addresses their needs				
2) Utilize curriculum support for technology lessons	Teachers, curriculum, and administration	Teachers and curriculum are able to work collaboratively to develop lessons and problem solve situations				
3) Incorporate technology professional development into our agendas	Principal, curriculum, teachers	Regular professional developments which include relevant technology lessons				
4) Utilize teachers on staff to assist in their department's trainings	Principal	Teachers teach each other and are resources for one another				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Ensure students demonstrate responsible digital citizenship through the training conducted by our staff.

Summative Evaluation: Use Pirate Time to discuss student's responsibility and determine effectiveness through discipline reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Address student appropriate use of technology	Administration and faculty	Students are educated of the proper use of technology by the end of the first six weeks.				
2) Teachers and staff monitor appropriate use of technology	Administration and teachers	Students are educated of the proper use of technology				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 6: Expose students to a variety of digitals tools and software so that they can become more productive in their understanding and in their ability to perform in front of audiences.

Summative Evaluation: Encourage teachers to discover tools/software which can be used to drive instruction.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use new software and technology to increase instruction	Administration and teachers	Teachers utilize technology to increase instruction				
2) Incorporate computers in the classroom	Teachers	Use of technology in instructional lessons				
3) Utilize technology resources in PBL activities	Teacher and administration	Students are able to appropriately use technology in the presentations				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 7: Work with tech consultants on a timeline now that the bond is passed to integrate technology into the classrooms.

Summative Evaluation: Is in the process at the district level.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Communicate with technology department	Administration	Implementation of a technology plan				

= Accomplished = 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: Work with county and local officials to determine safe and secure evacuation/lockdown procedures. Practice these scenarios monthly to ensure that our students and faculty are well trained and safe.

Summative Evaluation: Discuss and provide monthly drills to prepare students and staff for emergencies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Have timely and appropriate safety drills	Administration and teachers	Safety drills are conducted monthly				
2) Create a safety manual for CNGC	Principal	New safety manual developed				
3) Meet with facilities director to discuss scenarios	Principal and facilities director	Development of safety protocol				
= Accomplished = 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: Safe and Orderly team will be formed to monitor hallways before and after school. In addition, our faculty stands at their doors during passing periods each day.

Summative Evaluation: Our staff will properly maintain an area of security within our school for students and staff.

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

Performance Objective 1: Implement flexible scheduling allowing for departments to share common planning periods each day. Also, elective classes will be matched up to allow for easier scheduling of students for the fall and spring semesters.

Summative Evaluation: Use of master schedule and teacher scheduling to allow 90% of faculty to have common planning periods.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Master schedule allows for a common planning period for faculty	Administration	Teachers are able to plan within their departments on a weekly basis				
2) Teachers meet once a week to plan and analyze student data	Teachers and administration	Teachers meet as a department at a minimum of one time a week				

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

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

Performance Objective 2: Establish a professional development committee on campus that develops needs assessments to provide teacher's professional growth opportunities

Summative Evaluation: Committee includes teachers, counselors, and administrators and utilizes campus needs assessments to address areas of professional growth.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develop a team of teachers who develop a needs assessment and plan a professional development for our campus	Principal	Committee is developed and plan for an effective professional development				
2) Use the upcoming school calendar to plan trainings	Principal	Effective and relevant professional development sessions				

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

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

Performance Objective 3: Utilize Pirate Time (25 minutes) one day a week for students to access their teacher's tutorials and website. In addition, 5 minutes has been added to each class, which will allow for up to five additional class days to be added into the school year.

Summative Evaluation: On going process to improve student academic and social success measured through six weeks grades, semester credits, STAAR results, and counselor reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use pirate time efficiently for student academic achievement	Administration and teachers	Students success in class will improve				
2) Develop a pirate time committee to look at feedback	Administration and teachers	Efficient use of time				
3) Organize clubs which meet one time a week	Administration	Students are actively engaged in a club of interest to them				
4) Students receive training for skyward access	Administration and teachers	100% of students have access to their grades				

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

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

Performance Objective 4: Utilize Pirate Time for counselors and administrators to communicate with students in preparing their four year plans in addition to campus, district,and state information. Also use this time for PBL launches and class activities.

Summative Evaluation: Counselors plan and develop lessons for students, which is to be presented during pirate time throughout the year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use this 25 minute period to convey campus, district, state information to students. In addition, use this time for tutorials and for clubs	Administration and teachers	Time is efficiently and effectively used for students, teachers, and administrators				
2) Regularly scheduled days for counselors/administration to communicate information to students	Counselors and administration	Teachers are given lessons and communicated in a timely manner				

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

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

Performance Objective 1: Implement a comprehensive list of resources to the district

Summative Evaluation: Identify needs from assessment and provide them to district personnel.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Determine what support and assistance is needed to facilitate instruction	Teachers, administration, and district personnel	Teacher's needs are met to facilitate instruction				

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

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

Performance Objective 2: Consider district liaison

Summative Evaluation: Determine if the need exists through the completion of a needs assessment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Determine if a district liaison is needed	District personnel	Student achievement and success on STAAR exams increases				

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

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

Performance Objective 3: Maintain and improve the Speaker's Bureau

Summative Evaluation: Use this platform for Career day in January.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Speakers from the community are invited to attend campus funtions	Administration	Greater involvement between community and campus				
2) Career fair in January	Curriculum and administration	Students are able to listen to speakers from the community discuss their careers				

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

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

Performance Objective 4: Utilize Title 1 resources to hire an Instructional Specialist, attend field trips, purchase technological devices, attend trainings, and motivational devices which will support all of our students and our staff in achieving academic success.

Summative Evaluation: These tools will address the needs of all of our students, especially our at-risk and underperforming students.

State Compensatory

Budget for Crossland Ninth Grade Center:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 005 0 24 000	6118 Extra Duty Stipend - Locally Defined	$8,060.00
199 E 11 6117 00 005 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$8,597.00
199 E 11 6141 00 005 0 24 000	6141 Social Security/Medicare	$125.00
199 E 11 6142 00 005 0 24 000	6142 Group Health and Life Insurance	$718.00
199 E 11 6143 00 005 0 24 000	6143 Workers' Compensation	$430.00
199 E 11 6143 00 005 0 24 820	6143 Workers' Compensation	$96.00
199 E 11 6144 00 005 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$533.00
199 E 11 6145 00 005 0 24 000	6145 Unemployment Compensation	$17.00
199 E 11 6146 00 005 0 24 000	6146 Teacher Retirement/TRS Care	$284.00
	6100 Subtotal:	**$18,860.00**
6300 Supplies and Services		
199 E 11 6395 00 005 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
199 e 11 6397 CR 005 0 24 000	6397 Other Equipment - Locally Defined	$10,000.00
	6300 Subtotal:	**$15,000.00**

Title I Personnel

Name	Position	Program	FTE
Rene Jackson	Instructional Specialist	Title 1-Campus	100%

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Ron Holmgreen	Principal
Classroom Teacher	Marie Bargas	Teacher
Classroom Teacher	Rocky Helton	Teacher
Classroom Teacher	Katherine Moreno	Teacher
Classroom Teacher	Jay Pugh	Teacher
Classroom Teacher	Ashley Seibel	Teacher
Classroom Teacher	Rebecca Weeks	Teacher
Non-classroom Professional	Ammie Hill	Assistant Principal
Non-classroom Professional	Rene Jackson	Instructional Specialist
Non-classroom Professional	Kim Spencer	Counselor
Non-classroom Professional	Kelly Tuggle	Counselor
Parent	Denise Turnage	Parent
Parent	Louise Willett	Parent
Parent	Michael Willett	Parent

Granbury Independent School District

Granbury Middle School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
GRANBURY MIDDLE (111901041) - GRANBURY ISD

Accountability Rating

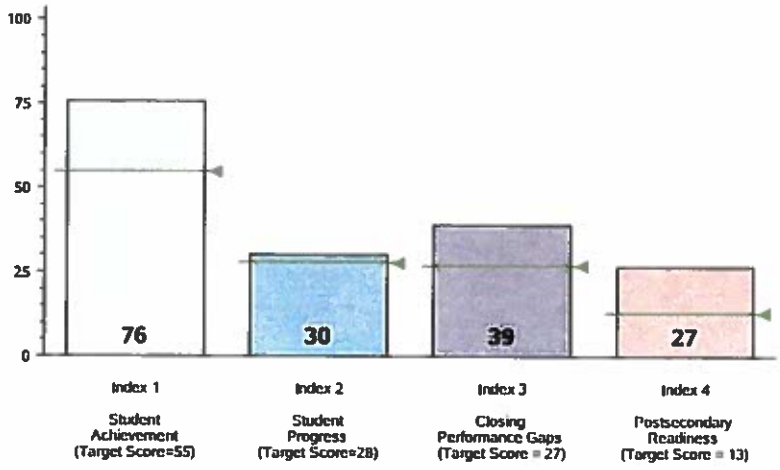
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NO DISTINCTION EARNED
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,493	1,972	76
2 - Student Progress	609	2,000	30
3 - Closing Performance Gaps	776	2,000	39
4 - Postsecondary Readiness			
STAAR Score	27.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		27

Campus Demographics

Campus Type	Middle School
Campus Size	696 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	59.5%
Percent English Language Learners	4.9%
Mobility Rate	16.2%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	27 out of 27 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	**39 out of 39 = 100%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Comprehensive Needs Assessment

Demographics

Demographics Summary

GMS will provide:
• School supplies to those students in need
• Academic interventions for at-risk students, low performing students, and any student who fails to perform satisfactorily through the role of the Instructional Interventionist and Academic Tutors
• Before/after school tutoring for all students by Campus Teachers and Academic Tutors
• Adult Mentors for students in need of positive adult role models (currently partner with Christian Service Center who provides them at no cost)
• Instructional support/Staff Development for teachers and staff through the role of the Instructional Specialist
• Field trips for students to local entities and community attractions, such as: museums, parks, library, historical places and events, nuclear power plant, colleges, and any other exposure students are lacking.
• Parents with information to help them support students at home and at school
• Opportunities for parents and community members to visit the school and participate in campus activities with their students.
• Opportunities for parents and community to serve on the Campus Advisory Committee (Site Based Decision Making Committee) alongside administrators, teachers, and staff to create plans for school improvement and help problem solve through-out the school year.

Demographics Strengths

GMS has a diverse population of students:
• White - 70.6%
• Hispanic - 24.9%
• Economically Disadvantaged - 64.1%
• English Language Learners - 4.5%
• Two or more races – 2.3%
• Special Education – 12.8%
• Approximately 55 Gifted & Talented Students

• 30% of 8th Grade Students enrolled in Algebra I and or English I

The diverse population of students closely mirrors the demographics of the community and brings a rich variety of cultures to the campus. This diversity creates a culture of acceptance of all students regardless of their ethnicity, race, socio-economic status, and or background.

Demographics Needs

A majority of the Economically Disadvantaged students are lacking in the areas of:

• Financial support to provide fundamental needs like food and clothing
• Financial support to provide basic school supplies such as backpacks, paper, and pencils
• Academic support at home due to lack of parental supervision or parents having to work
• Cultural opportunities like exposure to community events and local celebrations
• Access in the form of transportation to local entities, such as: museums, parks, library, and etc...
• The English Language Learners also require extra language support at school since English is not spoken at home.

Teachers and Staff need additional training/staff development:

• To better understand the needs of their students
• To be able to motivate their students to attend school
• To be able to provide the academic supports necessary for students to be successful
• To be able to bridge the gaps in their learning and in their cultural experiences

Campus Administration and Staff continue to work on restoring discipline procedures and creating a safe environment for all students and staff.

Student Achievement

Student Achievement Summary

• Campus will use Title I funds to provide an Instructional Specialists and an Interventionist.
• The Instructional Specialist and the Interventionist will work together with teachers and students to monitor student learning and behavior. They will provide instructional strategies and academic tools for teachers to help them create meaningful and purposeful instruction. They will also work with students to monitor their progress and to provide academic tutoring as needed.
• The Instructional Specialist and the Interventionist will meet weekly with the academic core subject teachers to train them in implementing new strategies for the classroom, to help them create lessons, to evaluate data and use the information to improve learning, and to participate in staff development related to their current need(s).
• GMS will continue to provide tutoring at least once per week for students who are not showing academic progress, are failing, and/or are in in need of extra assistance. The Title I funds will be used to pay for tutors and for snacks for students.

• Federal and State funds will be used for incentives to motivate students to come to school and for programs or speakers that educate students on the importance of attending school and its impact on higher student achievement. The goal is to increase student participation at school of all students on campus. Increased student attendance will help improve student learning.

• Local Grants from the Educational Foundation will be used by 7th Grade CTE Teacher to take students on Field Trips and by Principal to take students to local colleges or universities.

Student Achievement Strengths

Campus had growth in Math and Reading:
• Sixth grade had a 9% increase in scores (64% to 73%)
• 8th Math had a 5% increase for first administration scores (65% compared to 60%)
• 7th Math cohort group had a 3% growth from previous year (64% to 67%)
• Algebra I – 97%

Campus also showed growth in Reading and Writing scores:
• 6th Reading – 71% to 73%
• 7th Writing – 64% to 68%
• English I - 95%

Students who took the TELPAS scored higher with a 3.0% overall composite rating compared to the district composite rating of 1.9%.

Student Achievement Needs

Campus data indicates:
• The work with Dr. Molina in math showed good results and students continued to improve
• Students showed some improvement in reading and writing but not significant and is still an area across all three grade levels 6th -8th that needs improvement
• 7th Grade Science showed improvement according to Common Assessments and local data
• 8th Grade Science showed a slight decline from 79% to 76% in STAAR scores
• 8th Social Studies showed a 3% decline from 63% to 60%
• Students in higher level classes like Algebra I and English I performed at 95% and better.
The data indicates a large number of students involved in extra-curricular activities like band, choir, athletics, and etc… Therefore, it is important that the campus support Fine Arts, Athletics, Career and Tech, and other electives to keep students engaged in school. Likewise, it is important these electives support the main objectives of the core classes.
• The data also shows students do not attend school as regularly as they should and we need to come up with a plan and incentives to motivate them to come to school every day.

School Culture and Climate

School Culture and Climate Summary

• Federal and State monies would be used to provide incentives, medals, certificates, and/or field trips for student attendance, A/B Honor Roll, participation in Academic events such as Science Fair, History Fair, UIL competitions, and other such academic campus events.
• State monies would also go to provide medals and certificate for students who participate in Athletic Events, Fine Arts Performances with Band, choir, Art, and Theater Art.
• Federal and State monies would also be used to transport students as needed.
• Federal and State monies will be used to seek out and purchase a Character Building Program to be used with all students on campus.
• Federal and State monies will be used to continue and promote Customer Care on campus with staff, students, parents, and community.
• Federal and State monies will be used to fund needed supplies, speakers, and whatever is needed to continue the Rachel's Challenge events.
• State monies will be used to implement "Restorative Discipline" for the first time on campus.
• Federal and State monies will be used to pay for supplies, materials, and snacks for students who participate in the student advisory committee and in leadership type clubs and committees.

School Culture and Climate Strengths

• This is our third year to continue the "Customer Care" philosophy in our district. This has helped to create a positive attitude with staff, students, parents, and community. The Campus has a "Customer Care Committee."
• The Principal and Assistant Principals participate in the "Cart Lady" and bring treats and refreshments to teachers and staff in appreciation of their service at least once every six weeks.
• It will be our third year to continue "Rachel's Challenge" and encourage students to do "random acts of kindness" and the theme is celebrated all year long through various campus activities and assemblies.
• The district passed a bond to create safe entrances for our school buildings. The work will be done during the summer and be ready by the time school starts.
• The district has a website students can anonymously report bullying, harassment, and any other misbehaviors.
• Students reported a variety of offenses to campus personnel this year and it led to the removal of drugs, weapons, and inappropriate behaviors from the campus. This shows that students want to be part of having a safe school and trusted the teachers, staff, and administrators on the campus.
• The campus has other committees, clubs, and organizations that allow for students, staff, and community to have a voice in school decisions.
• The PTO is very supportive of students and staff.

School Culture and Climate Needs

The campus needs to continue:
• Safe & Positive Learning Environment
• Students of the Month
• Teacher of the Month
• "Customer Care"
• "Rachel's Challenge"
• "Cart Lady"
• Clubs for students
• Campus Committees (relevant to campus needs such as: Discipline, Technology, Customer Care, and etc…)
• Campus Team Building
• Campus Site Based Decision Making Committees (Campus Advisory Committee, Student Advisory Committee, and etc…) that allow for students, staff, parents, and community to have a voice on campus decisions.
The discipline data, types of referrals, comments from counselors and teachers, and student surveys are indicating a need for character building with our students and everyone on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

• Principal will continue to provide common planning time for the Core Subject Teachers (Math, ELA, Science, and Social Studies) on the master schedule.
• Principal and designees (Assistant Principal, IS, and or Interventionist) will facilitate the weekly meetings with core departments during their common planning.
• Principal will create a committee to oversee new teachers and provide each with a mentor for the year.
• Campus Administrators will continue to evaluate teachers using the PDAS model and use monies to purchase an on-line training program for teachers.
• Campus Administrators will evaluate campus staff who are not teachers using an alternate district evaluation form.
• Federal and State monies will be used to pay for Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.
• Campus will continue to work with Dr. Molina in Math and expand to other content areas.
• Federal and State monies will also be used to provide staff development to our elective teachers in Fine Arts, Spanish, CTE, and Athletics.
• The Principal will work with other District Departments, like: Technology, Special Education, Curriculum, Human Resource, Business/Finance, and etc…to seek and provide professional development as needed.
• Principal will continue to partner with Tarleton University in the Effective Schools Project and send to teachers to Professional Development provided by them.
• Principal will incorporate time during faculty meetings and grade level meetings for staff to share what they are learning in their professional development.

Staff Quality, Recruitment, and Retention Strengths

• The Principal and the Human Resource Department work closely together to ensure that the teachers and personnel they hire are highly qualified.
• The Curriculum Department works closely with Principals and teachers to provide academic support, resources, and professional development as needed for core subject areas and electives.
• Dr. Molina and staff from the Curriculum Department will continue to work with math teachers to improve the rigor of their instruction and increase the success of student learning.
• English Language Arts teachers will continue working with the Curriculum Department to improve reading and writing instructional strategies.
• The Core subject teachers (Math, ELA, Science, and Social Studies) for grades 6th thru 8th will have common planning time built into the master schedule.
• The Administrators, Instructional Specialist, Interventionist, and a person from Curriculum will meet weekly with the core departments during their common planning time to analyze data, model instructional strategies, and plan.
• The campus Instructional Specialist and the Interventionist will work closely with students and teachers to seek out staff development that addresses current needs.
• The District Calendar has included a half-day of staff development at the end of grading periods: 1,2,4 and5. These four half-days will be used primarily by the Principal to provide Staff Development to teachers and staff.

Staff Quality, Recruitment, and Retention Needs

Input from teachers, staff, parents, and community indicated the following:
- New Teachers would like to have a peer mentor and be provided more support from the campus during their first year
- Teachers and Staff suggested we continue the "Customer Care" philosophy but focus on Team building and improving overall staff morale
- Continue to hire a high quality professional who understands the needs of our students, campus, and community
- Continue to value staff input and provide opportunities for them to participate in campus decisions
- Teachers expressed a need to be trained to better utilize technology to engage students and to create instruction with real world application.

The STAAR Data shows a need to continue professional development in the areas of Math, ELA, Science, and Social Studies.

Minutes from Grade Level Meetings reflects a lack of communication with staff when teachers go off to participate in workshops and trainings. Staff would like for them to come and present what they have learned.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

• Principal and Administrators will continue to collaborate and work with Curriculum department to meet the needs of the campus.
• Principal will monitor teachers trained in PBL and provide feedback to teachers and to Curriculum Department
• Instructional Specialist and Interventionist will work with Curriculum Department and with teachers to better evaluate assessment so the data is used to improve instruction and learning.
• Federal and State monies will be used to pay for various assessments like the ACT tests, Screeners, TELPAS, and other such evaluations to assess student progress.

Curriculum, Instruction, and Assessment Strengths

The District's Curriculum Department works with campuses in many ways, such as:
• Helping teachers create the Scope and Sequence for their subject area
• Maintaining "SharePoint" an online resource for teachers to access lesson plans and a variety of instructional and assessment tools.
• Writing Common Assessments and Benchmarks for the core/tested subject areas
• Coordinating Screeners and other online tests such as the ACT ReadiStep, Explore, and Engage
• Training teachers on using DMAC an online assessment tool
• Training teachers on new district initiative "PBL" Project Based Learning" through the Buck Institute
• Disaggregating STAAR Data and other Assessment Data and sending it to campus Principal

Curriculum, Instruction, and Assessment Needs

Comments from Teachers and Staff:
• Want Fewer Common Assessments
• Want to be able to write some of the Common Assessments
• Want over-arching goals for instruction
• Liked PBL but want to know how do Common Assessments fit in this model
• Restructure Cara Meetings to use DATA more effectively
• Utilize the Instructional Specialist to improve instruction

• Allow students to take home textbooks especially in math
• Did like having Curriculum staff on campus weekly and especially being in the classroom to help evaluate lessons and learning
• Want to continue working with Curriculum Department to improve instruction for English Language Learners and meet the needs of our 504 and GT students.

Family and Community Involvement

Family and Community Involvement Summary

• Federal and State monies will be used to pay for snacks and supplies for Family and Community Events, Band and Choir Concerts, Theater Productions, Academic Family Nights, Teen Health Fair, Breakfast with the Principal, and any other event that provides opportunities for parents and community to attend.
• Federal and State monies will be used to fund 6th Grade Pirate Camp along with donations from the PTO and other community entities.
• Each event will include a sign-in sheet with name of parent and student attending
• After each event, a short survey will be given out to rate the event and offer suggestions for improvement.
• Principal will work with Technology Department and Information Officer to create a website where Parents and Community can give feedback on recent events they attended.
• Principal will require that staff attend a minimum number of events.

Family and Community Involvement Strengths

GMS provides many opportunities for parents, families, and community to participate in school events, such as:
• Open House
• Veterans' Night Celebration
• PTO GMS Bash
• Band Concerts
• Choir Concerts
• Theater Arts Plays
• Art Exhibit and Show
• Family Pic-Nic Night
• 6th Grade Pirate Camp
• Breakfast with the Principal

- Mentors for students
- 5th Grade Parent Night
- Spring Open House and Elective Fair for 6th & 7th
- Athletic Events – Football, Basketball & Volleyball
- Weekend-Snack Packs provided by Christian Service Center in Community
- Speakers Bureau
- Talent Show
- Campus Advisory Committee
- Volunteers
- End of Year Awards

Family and Community Involvement Needs

- Campus needs more Academic Family Nights that involve Math, Science, ELA, and Social Studies.
- Campus would like a Fine Arts Night to include: Choir, Band, Art, and Theater.
- Want to continue partnership with Christian Family Services as they provide many items our students need like clothes, jackets, shoes, backpacks, and etc…
- Want to continue the events we have and want to make them more meaningful to parents and offer more ways for them to participate
- Need to recruit more parents and community to serve on the Campus Advisory Committee
- Need to recruit more parents to help with the PTO
- Need to create more opportunities for community and business members to interact with students and present real world applications to everyday lessons.
- Need more teachers and staff to attend these events as well

School Context and Organization

School Context and Organization Summary

• Federal and State Monies will be used to pay for Career surveys to help students begin to select courses and Career pathways for high school.
• Federal and State Monies will be used for snacks and supplies in advisory classes that target our at-risk students and provide additional instruction by way of remediation and or enrichment
• Campus monies will be allocated to help pay for supplies needed in clubs.
• Principal will work with campus staff, district staff, parents, and community to evaluate current class offerings and make decisions for future course offerings that meet the need of our 21st Century Learners.

School Context and Organization Strengths

• Campus is aligning with the District's 2020 Goals and preparing students with 21st Century Skills like communication, collaboration, critical thinking, and creativity.
• These are also the same skills involved in Project Based Learning that was implanted in the 2013-2014 school year.
• The 8th Grade students also have opportunities to participate in credit classes like Algebra I, English I, Spanish I, Gateway to Technology, Fine Arts, and Technology.
• The 7th Grade students have an opportunity to enroll in a Career Exploration Class and an Emerging Technology Class.
• Teachers commented they liked the Common Planning time and the Advisory time.
• Students like the club time

School Context and Organization Needs

• Need to continue Common Planning
• Need to continue Advisory and work on making it where teachers have students they teach in a regular class not random students
• Need to reassess the purpose of Advisory and use the time more effectively
• Need to continue the structured lessons in Advisory
• Need to continue Clubs in Advisory every other Friday
• Teachers and students asked for more elective choices and or sections for students.

Technology

Technology Summary

• Federal, State, and Local monies will be used to buy technology, such as: laptops for teachers and staff, computers, IPADS, mobile devices, video cameras, and etc… for classrooms.
• Technology Department will use some of the bond money to upgrade the infrastructure for all campuses in the district. Plans to complete this project should occur by the 2015-2016 School Year.
• Principal will work with Curriculum Department and Technology Department to schedule trainings and staff development that help teacher integrate technology in their lesson design and delivery. Monies will be used to provide supplies and snacks for these meetings.
• Principal will continue to meet with Student Advisory Committee to hear their concerns, and ideas on technology and their learning. Monies will be used to provide supplies and snacks for these meetings.
• Principal will continue to meet with staff, parents, and community to hear and discuss their concerns and or ideas on use of technology for instruction and how well they believe we are equipping our students for real world situations. Monies will be used to provide supplies and snacks for these meetings.
• Federal and State monies will be used for Principal and designated staff to attend workshops/conferences to learn about the new innovative technology for teachers and student learning.

Technology Strengths

GMS has:
• Three computer labs dedicated to special classes – Two are 6th grade Technology Application Classes and One is 8th grade Gateway to Technology Class.
• Two labs are available for teachers to use.
• One set of computers on wheels or COWs are available to teachers to check out and use in their rooms.
Math Department has some IPADS for students to use in their classroom.

Campus has other mobile devices like IPADS that teachers can check out and use in their rooms.

Teachers also have access to LCD projectors, document cameras, interactive smart boards, and other technology equipment on campus.

A few teachers have been able to utilize the technology to bring in guest speakers and created an interactive environment using SKYPE.

The CTE teacher created a "Geek Squad" club that volunteered during advisory and helped teachers with minor technology concerns.

The campus does have a Technology Committee.

The District's Technology Department
Is aligned with the Strategic 2020 Plan and has been working to get all campuses in compliance of this goal.

The bond passed and with it all classrooms will receive:
• Mounted LCD Projector
• Mounted Interactive Smart Board
• Smart Document Camera
• Sound System.
These are being installed this summer and should be ready for use by the 2014-2015 School Year.

Technology is a very important and integral part of how the campus functions on a daily basis. The Technology Department provides support and assistance to campus staff through training and staff development as needed throughout the school year.

Technology Needs

• Teachers have requested more access to computer labs or more availability to the mobile computer on wheels.
• Teachers and Staff would like to have a computer tech person on campus.
• Some teachers experienced problems accessing internet when students were doing research and feel the technology infrastructure does not support the use of so many devices being used at one time.
• Teachers anticipate more technology use with Project Based Learning.
• Current Trend is moving to giving on-line testing versus pencil and paper tests.
• Teachers are also utilizing more on-line programs to help provide remediation and or enrichment for students.
• Math teachers used a computer based program to provide tutoring for students after school.
• Technology Committee needs to be more active and seek out student and campus needs.
• Technology Committee needs to be communicating with Technology Department and reporting back to staff.

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- 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
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Goals

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

Performance Objective 1: Students will be able to participate in clubs at least twice per six weeks. The goals is to have clubs available every other week.

Summative Evaluation: Evidence of Club opportunities and student participation as shown on club rosters

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Advertise club opportunities	1	Principal and Asst Principals	Newsletter, pictures of posters in hall				
	Funding Sources: Local (199) - $200.00						

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

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

Performance Objective 2: Teachers will participate in Project Based Learning and have community and parents be involved in the student public presentations.

Summative Evaluation: Evidence of Project Based Learning and Community Involvement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) At the end of the year, collect good quality examples of PBL projects and have the community come view them.	6	Teachers and Department Heads	Photos from PBL Night				
	Funding Sources: Title I (211) - $279.00						

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

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

Performance Objective 3: Teachers and Staff will collaborate and create an event for incoming sixth grade students and their parents. This is called Pirate Camp and will be held prior to beginning of school and will involve all teachers and staff on campus. Community will also be able to provide supplies, support, and resources for students and parents.

Summative Evaluation: Pirate Camp Event for incoming 6th grade students and parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create Pirate Camp Binder for Successful Procedures	1, 6	Teachers, staff, and Administrators	Survey staff, students, and parents for pros and cons.				
	Funding Sources: Local (199) - $1511.00						

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

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

Performance Objective 4: GMS will continue to host a variety of events that allow parents and community to participate throughout the school year. Some of these include but are not limited to: Open House towards end of 1st Grading Period, Veterans Night the first week of November, Hispanic Heritage Night the 2nd week of October, Band and Choir Concerts, Theater One-Act Plays, Talent show, Readers' Theater, and etc...

Summative Evaluation: GMS Parent and Community Involvement Events Calendar posted on website, school marquee, and written schedule of events available to parents in front office.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a Calendar of Events listing who or what Campus Department is responsible for each event.	1, 6	Department Heads, Counselors, and Administration	Sign-in Sheets for each event				

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

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

Performance Objective 5: Teachers will access resources like: the GISD Speakers Bureau and other venues, to bring in Community Members to speak to students and incorporate them in their instruction to make real world and community connections.

Summative Evaluation: Create Partnership with Community to bring real world perspective to learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize the GISD database/website to access the Speakers Bureau. This is a resource of community members who have volunteered and are willing to speak to our students.	1	Teachers, Department Heads, and Principal	Sign-in sheets on campus as speakers come in the building. Survey of students and teachers on effectiveness of speakers.				

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

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

Performance Objective 6: Students will be allowed to participate in the Student Advisory Committee. Each grade level will have student representation and they will meet with the Principal to discuss campus and grade level expectations and or concerns from the students' view point. They will work together to create plans to meet their needs and report back to campus staff.

Summative Evaluation: Create an opportunity for students to meet as a group and to have a voice in their school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be nominated by teachers, their peers, and or nominate themselves. The Student Advisory Committee will meet t least once per month.	1	Principal	Sign in Sheets and minutes from meetings. Ideas will be brought to Campus Staff Meetings and the Campus Advisory Committee which includes parents and community members.				

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

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

Performance Objective 7: Students of the month will be selected by the teachers and staff on campus. Teacher of the month will be selected by the students.

Summative Evaluation: Create an opportunity for Students and Teachers to represent GMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students from each grade level will be nominated by teachers and staff members once per month. They will be nominated based on leadership qualities and academic excellence. Teacher of the month will be selected by the students each month. The teacher with the most student votes will be chosen.	1	Principal	Students of the Month will be announced by the Principal. The students will help with morning and afternoon announcements for that month. Teacher of the Month will be announced by the Principal. The teacher will be able to park in the special parking space labeled "Teacher of the Month" for that month.				

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

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

Performance Objective 8: GMS will continue the mentor program that was created two years ago. Students who are in need of positive adult role models are assigned a mentor from the campus staff or from our community partners.

Summative Evaluation: Mentors will meet weekly with students during lunch time.

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

Performance Objective 1: GMS will continue to use the Engage, Redi-Step, and Explore surveys to address student interests for sixth, seventh, and eighth grades.

Summative Evaluation: Students in 6th grade will take the Engage Survey once per year, students in the 7th grade will take Redi-Step, and students in 8th grade will take the Explore Survey. Counselors will use this information to academically advise students. Copies of the results will be mailed home to parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students are able to see career opportunities and student interests.	1	Counselors and Administrators	Data Reports with student results				

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

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

Performance Objective 2: Seventh grade Career Exploration classes will continue to bring in people from the Speakers Bureau as well as other community and business members to help students understand the various Career Pathways.

Summative Evaluation: Teacher will schedule specific speakers in the classroom according to the Career Cluster they are studying.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Spark career interests for all students and create an opportunity for community involvement.	1	Administrators and teachers	Sign-in Campus Sheet and Survey students				

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

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

Performance Objective 3: Students will monitor their own academic progress. They will use data to reflect and set academic goals.

Summative Evaluation: Data Folders will be completed during advisory classes each week.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will create and use data folders weekly in advisory classes to document their progress.	1, 9	Teachers, Principal and Assistant Principals	Teachers will check data folders weekly. Administrators will conduct walkthroughs and look for them. Administrators will check the Failure Grade Reports				
	Funding Sources: Title I (211) - $419.40						

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

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

Performance Objective 4: Principal will ensure that all staff be trained in Project Based Learning. The goal is that by 2015-16 School Year all Instructional Staff is trained and able to implement the Project Based Learning Strategies to create a more rigorous and engaging curriculum that will equip our students with required competencies to meet the demands of a 21st Century Learner.

Summative Evaluation: All Teachers will be trained in Project Based Learning. Teachers will develop projects using the Critical Friends Protocol and then evaluate the project using the Student Work Protocol. Teachers will reflect on the overall PBL unit through completing the Post Project Reflection.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Offer training in PBL at various times throughout the year.	2, 4	Principals and department heads	To have all staff trained by 2015-2016				

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

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

Performance Objective 5: Math Teachers will continue to incorporate the strategies learned from Dr. Molina's Work to create lessons that engage students in academic discourse at a level of rigor that produces higher level of understanding and critical thinking.

Summative Evaluation: Teaching and Instruction are at a higher level of rigor and student engagement as determined by Dr. Molina's Walkthrough Protocol.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to use daily math spirals following protocol.	1	Administrators, Department Heads, and Curriculum Staff	Observation/Evaluation sheets from walk-throughs conducted by Principal, Assistant Principal, Department Head, and Curriculum Staff.				
	Funding Sources: Local (199) - $420.00						

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

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

Performance Objective 6: GMS Instructional Specialists, Principal, and the Administrative team will work with the Curriculum Department to provide frequent staff development opportunities for teachers to helm them meet the academic need of students. Staff development will be focused on providing a rigorous curriculum, innovative instruction strategies to improve student academic success, increasing technology application and usage, and meeting campus goals.

Summative Evaluation: Ongoing staff development for teachers and staff to attend workshops and training that meets the current academic needs of students and campus needs. Staff will also have the opportunity to reflect on professional development through use of evaluative surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct weekly CARA Meetings with the four core content areas (Math, ELA, Science, and Social Studies) to evaluate learning and instruction and to discuss student and campus needs.	1	Teachers, Principal, Assistant Principals, and Curriculum Staff	Information from meetings and data from classroom assessments like: quizzes, tests, exit tickets, mini assessments, etc... will be used to guide weekly instruction. Data from Common Assessments and Benchmarks will be used to target specific instruction for STAAR Testing.				
	Funding Sources: Local (199) - $6364.00						

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

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

Performance Objective 7: GMS Principal and Instructional Specialist will work with Curriculum to train all teachers and especially those teachers in core content classes on strategies that develop high levels of rigor and student engagement so students can attain a higher level of understanding and critical thinking.

Summative Evaluation: GMS Administration will conduct walk throughs and classroom observations to monitor implementation of strategies. Campus, District, and State Assessment Data will be used to determine effectiveness.

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: GMS will continue to form a Technology Committee each year that consists of staff, teachers, administrators, and also includes district personnel from technology and curriculum.

Summative Evaluation: Technology Committee

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Sign up at first staff meeting of the new school year	1	Administrators, teachers, technology	Sign-in sheets and minutes				

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

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: GMS Technology Committee will meet regularly throughout the school year to discuss and evaluate current campus needs and their alignment with Technology Goals and provide technology training resources to GMS staff on a regular basis.

Summative Evaluation: Campus Technology Goal Alignment and Training

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee Chair will work with the Technology Committee to create an agenda for each meeting based on campus needs.	1	GMS Technology committee chairperson and Principal.	Minutes for meetings and Campus Goals for each school year.				

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

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: GMS Technology Committee will work with Librarian and Campus Secretary to take inventory of current technology on campus.

Summative Evaluation: Campus Technology Inventory

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee members will take inventory of current technology in each classroom by October 1st.	1	GMS Technology committee members and Campus Secretary	Inventory List				

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

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: GMS Principal and Counselors will work with the CTE (Career and Technology Education) Director and the Technology Director to provide classes that encourage students to follow those pathways in high school and beyond.

Summative Evaluation: CTE and Technology Classes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide classes that encourage students to follow CTE and Technology Pathways.	1	Principal, Counselors, CTE Director, and Technology Director	CTE and TEchnology Courses offered in Course Catalogue for Middle School.				

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

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: GMS will provide updated technological resources to help special populations of GMS students such as ESL students, GT students, Economically Disadvantaged students, and etc... as well as the school's general population of students.

Summative Evaluation: Purchase new technological resources.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Purchase new IPADS for English Language Learners	1	ESL Teacher and Principal	Purchase six IPADS and Covers.				
	Funding Sources: Local (199) - $270.00						

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

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

Performance Objective 1: GMS Principal will continue to work with Superintendent, Facilities Director, and Architects to maintain the safe and secure front office entrance area for visitors and parents for the 2014-2015 School Year as well as maintain security of the teacher lounge that connects to secured front office entrance.

Summative Evaluation: Principal and Facilities Director will work together to create a punch list of post construction concerns for the Architects and Contractors.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Redesign enterance to school		Principal, Architects, Superintendent	New Enterance				

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

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

Performance Objective 2: GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular monthly basis throughout the school year.

Summative Evaluation: Campus Safety Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Safety drills, staff training, procedures training	1	Principal, Assistant Principals,l and Staff	Monthly Drills and Staff Safety Training Sign-in Sheets				

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

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

Performance Objective 3: GMS Principal will continue to work with Technology Director to provide state-of-the-art technology equipment for every classroom each school year and to maintain such equipment. New SMart Boards, Document Cameras, Overhead Projectors, and Sound systems were installed summer of 2014. Computer Carts will be provided to house all of the mobile equipment.

Summative Evaluation: Campus staff will submit work orders to Technology Department to correct and troubleshoot equipment that is not working properly.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Mount Projectors	1	Principal and Secretary	Mounted projectors in classrooms				
	Funding Sources: Local (199) - $1016.00						

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

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

Performance Objective 4: GMS will work with the CTE Director and the Technology Director to continue to offer Career and Tech classes in seventh and eighth grades as needed.

Summative Evaluation: CTE and Technology Classes offered to 7th and 8th grade students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to collaborate with the CTE and Technology Departments 1	1	CTE Personnel and Principal	New classes offered, updated curriculum, and state of the art technology equipment in classrooms				

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

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

Performance Objective 5: GMS Principal will collaborate with campus staff, technology committee, and Campus Advisory Committee to evaluate what equipment and or technology is needed for current and future programs for students and teachers.

Summative Evaluation: Establish availability protocol for technology usage for students and teachers.
Teacher and Student surveys will be used to gather information. Feedback from GMS Technology Committee, Campus Advisory Committee, and any Campus meetings will be used to determine student and teacher needs, such as: staff development and or training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Committee research and recommendations	1	Technology Committee and Principals	New technology				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

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

Performance Objective 6: GMS Principal will continue to meet with each Fine Arts Program staff to determine current needs for students and teachers.

Summative Evaluation: Each Fine Arts Program will create a list of needs to include equipment that would create a state-of-the-arts facilities and set goals for the current year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular meetings with Fine Arts to determine needs	1	Fine Arts and Principals	Improvements to fine arts equipment and facilities				
	Funding Sources: Local (199) - $14460.00						

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

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

Performance Objective 7: GMS will provide various Parent/Community training throughout the school year as needed in safety, technology, and other issues as they arise.

Summative Evaluation: Parent/Community Trainings Sign-in Sheets.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular parent communication about safety procedures and technology	1, 6	Administration, Office Staff, and Campus Advisory Committee.	Regular parent phone calls and emails and Sign-in sheets for trainings.				

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

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

Performance Objective 8: GMS will continue to provide Administrators, Counselors, teachers, and staff with current Staff Development, workshops, and trainings to keep them abreast of current school issues with respect to safety, security, bullying, discipline, and etc...

Summative Evaluation: Staff Development Attendance

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ATTENDANCE OF THE WORKSHOPS		PRINCIPAL, ASSIST PRINC	Better knowledge of current safety training, bulling training, etc, to keep students safe.				
	Funding Sources: Title I (211) - $2500.00						

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

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

Performance Objective 1: GMS Principal will continue to survey staff and students at the end of the first semester and again at the end of each school year to determine current needs to support rigorous academic curriculum.

Summative Evaluation: Surveys and Scope and Sequence for a Rigorous Academic Curriculum

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal will send out survey.		Principal and Curriculum Department	Results of survey				

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

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

Performance Objective 2: GMS will continue to utilize the Advisory Class time to provide Club Time for students throughout the school year.

Summative Evaluation: Utilize Clubs to make real world connections for student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have students participate in clubs every other Friday.	1	Teachers	Club newsletters, club time, and club attendance sheets.				

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

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

Performance Objective 3: GMS Principal will continue to collaborate with other Middle School Principals to research and investigate school day schedules that provide optimal learning time for students and instructional time for teachers.

Summative Evaluation: School Day Bell Schedules and Master Schedule.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Middle School Principal meetings		Middle School Principals and Staff	Similar schedules for both middle schools				

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

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

Performance Objective 4: GMS Principal will continue to collaborate with Department Heads and Counselors to determine the most effective Master Schedule possible.

Summative Evaluation: Master Schedule

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Meetings in regard to schedules		Principal, Dept Heads, Counselors	Development an implement of an effective master schedule				

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

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

Performance Objective 5: GMS will utilize the Advisory Class Time to provide opportunities for individual academic student growth. Students will be strategically placed to accommodate their needs such as GT, SPED, and etc... Opportunities for enrichment and or remediation will be provided during Advisory Class Time.

Summative Evaluation: Monitor Data from: Campus Grades, Campus and District Assessments, and Student STAAR tests.

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

Performance Objective 1: GMS will continue to work with the Curriculum Department in training teachers for Project Based Learning.

Summative Evaluation: All Teachers on campus should be trained by end of 2015-2016 School Year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Members from each department trained in 2013		Principal, Curriculum Department	Training to continue in 2014 through Curriculum Department				

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

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

Performance Objective 2: GMS Principal and Curriculum Department will provide support to teachers through the Project Based Learning Implementation.

Summative Evaluation: Survey PBL teachers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Ongoing debriefings and mini-trainings. Offer sustained support		Principal and Curriculum Department	PDAS Evaluation and Sign-in Sheets				

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

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

Performance Objective 3: GMS will continue to partner with Dr. Molina and the Curriculum Department to improve student engagement, level of rigor in classroom instruction, and increase student learning in Math classes in all three grade levels.

Summative Evaluation: Math Staff Development

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will implement strategies suggested by Dr. Molina in all math classes	1, 3, 4, 9	Administrators, Math Department Head, and Curriculum Staff	Walk-through Forms PDAS Evaluations Assessment DATA				

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

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

Performance Objective 4: GMS Staff and Teachers will continue to provide learning opportunities for students through things like field trips, innovative technology devices, and other such related things and or events. These opportunities will be funded through various state and federal monies as well as GISD Educational Foundation Grants.

Summative Evaluation: Student participation in field trips and events funded through state and federal monies and Educational Foundation Grants.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Received Grant for smart slates to be used with students by the Math Department.		Math Department and Principal	Mini iPads provided for each math teacher with Grant				

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

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

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

Summative Evaluation: Various programs and events during and after school where parents are invited to participate.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School will host the following events: Family Pic-Nic Night, Breakfast with the Principal, Teen Read Week, Veteran's Day Program, Book Fair Week, A Day in My Shoes, Band and Choir Concerts, One-Act Play Productions, Project Based Learning Presentations, Various Athletic Games and Events, and other related school activities.	6	Administrators, teachers, and staff.	Posters, Flyers, Programs, and sign-in sheets.				
	Funding Sources: Title I (211) - $1000.00						

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

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

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

Summative Evaluation: Tutoring Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide tutoring for students after school hours from 4:05-5:45. Offer activity bus.	1, 9	Administrators, teachers	Attendance/Tutoring Sign-in Sheets				
	Funding Sources: Title I (211) - $2800.00						

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

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

Performance Objective 7: GMS Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical needs of students.

Summative Evaluation: Community Partnerships and Resources

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a list of student needs for campus.	1, 10	Counselors and Assistant Principal	Provide coats, backpacks, snacks, school supplies and other needed materials, Mentor lunches and Friday snack packs.				

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

State Compensatory

Budget for Granbury Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 041 0 24 000	6117 Career Ladder - Locally Defined	$40,341.00
199 e 11 6141 00 041 0 24 000	6141 Social Security/Medicare	$585.00
199 e 11 6142 00 041 0 24 000	6142 Group Health and Life Insurance	$3,553.00
199 e 11 6143 00 041 0 24 000	6143 Workers' Compensation	$452.00
199 e 11 6144 00 041 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$2,343.00
199 e 11 6145 00 041 0 24 000	6145 Unemployment Compensation	$97.00
	6100 Subtotal:	**$47,371.00**
6300 Supplies and Services		
199 e 11 6395 00 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$7,500.00
199 e 11 6395 GW 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$2,000.00
199 e 11 6397 00 041 0 24 000	6397 Other Equipment - Locally Defined	$10,350.00
	6300 Subtotal:	**$19,850.00**
6400 Other Operating Costs		
199 e 13 6411 00 041 0 24 000	6411 Employee Travel	$5,000.00
199 e 13 6411 GW 041 0 24 000	6411 Employee Travel	$6,000.00
	6400 Subtotal:	**$11,000.00**

Personnel for Granbury Middle School:

Name	Position	Program	FTE
Jeff Berryman	GTT Teacher	State Comp Ed	100%

Title I Personnel

Name	Position	Program	FTE
Aimee Tolleson	Intervention Specialist	Title I	100%
Brenda Hardin	Instructional Specialist	Title I	100%

2014-2015 Campus Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Pat Yelverton	Principal
Classroom Teacher	Jeff Berryman	GTT, Technology Dept Head
Classroom Teacher	Ryan Ellis	8th US History, Social Studies Dept. Head
Classroom Teacher	Heather Garcia	Algebra I & Math 8, Math Dept. Head
Classroom Teacher	Ashley Gill	6th Science, Science Dept. Head
Classroom Teacher	Michele Kahne	Band Director, Fine Arts Dept. Head
Classroom Teacher	Mary Ann Lopez	ESL Teacher/Coordinator
Classroom Teacher	Rebecca Schulte	SPED Campus Coordinator
Counselor	Angie Couto	Counselor M-Z
Counselor	Nova Dea	Counselor A-L
Non-classroom Professional	Brenda Hardin	Instructional Specialist/Social Studies & Math, and Interventionist
Non-classroom Professional	Margaret Rodriquez	Assistant Principal
Non-classroom Professional	Jincy Ross	Assistant Principal
Non-classroom Professional	Aimee Tolleson	Instructional Specialist/ELA & Science, Interventioinist, and ELA Depart. Head

Granbury Independent School District

Acton Middle School

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: October 21, 2014
Public Presentation Date: September 22, 2014

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!"

TEXAS EDUCATION AGENCY
2014 Accountability Summary
ACTON MIDDLE (111901042) - GRANBURY ISD

Accountability Rating

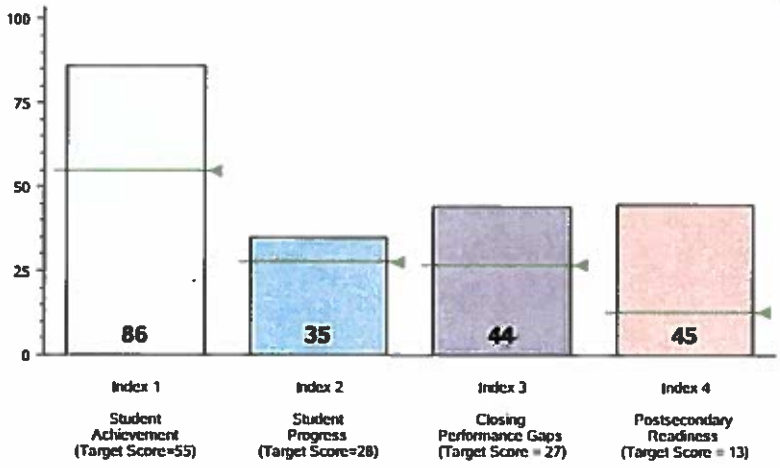
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science DISTINCTION EARNED
Academic Achievement in Social Studies DISTINCTION EARNED
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,953	2,261	86
2 - Student Progress	563	1,600	35
3 - Closing Performance Gaps	885	2,000	44
4 - Postsecondary Readiness			
STAAR Score	44.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		45

Campus Demographics

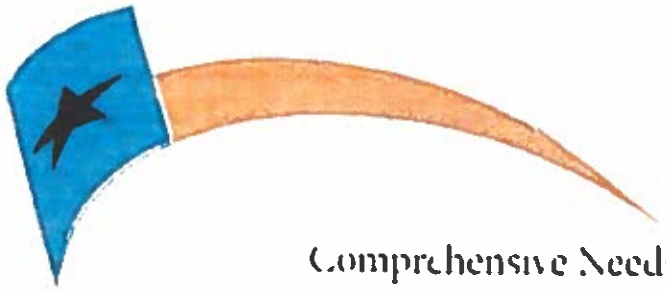
Campus Type	Middle School
Campus Size	803 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	35.5%
Percent English Language Learners	2.4%
Mobility Rate	12.4%

System Safeguards

Number and Percent of Indicators Met

Performance Rates	22 out of 23 = 96%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**32 out of 33 = 97%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html





Comprehensive Needs Assessment

Demographics

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

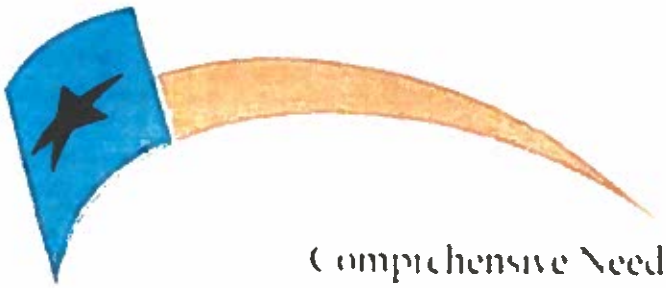
- Reflections on Common Assessment
- Hispanic Partnership
- Parental Support
- Academic Growth across sub-pops
- RTI interventionists
- IPI's for all student not passing STAAR
- RTBI interventions
- Students rewarded for good attendance each 6 weeks
- Students rewarded for good grades each 6 weeks
-

Needs

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

- An increased focus on student attendance
- Additional training for intervention methods
- Be able to target all student groups to have them College and Career Ready-monitoring
- Additional support for RTI interventists
- Additional training to properly implement IPI's
-
-
-



Comprehensive Needs Assessment

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State Assessment above State Levels
- State Assessment Increases Yearly
- Special Populations have increased
- Willing teachers with high expectations
- All students attended Camp El Tesoro
-
-
-
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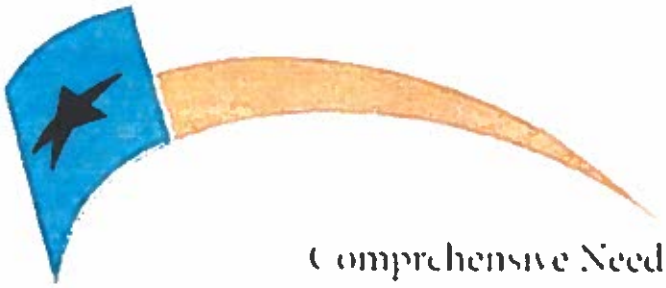
Needs

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

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

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Comprehensive Needs Assessment

School Culture and Climate

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Belief Statement - We live it
- Capturing Kids Hearts
- Teachers supportive of one another
- Rachel's Challenge
- Cyber Bullying Awareness Training
- Advisory Support for Students
- Online Bully Reporting
- Outdoor Learning Center Grants Funded
- Teen Leadership classes offered
- Lunch Bunches with at risk students

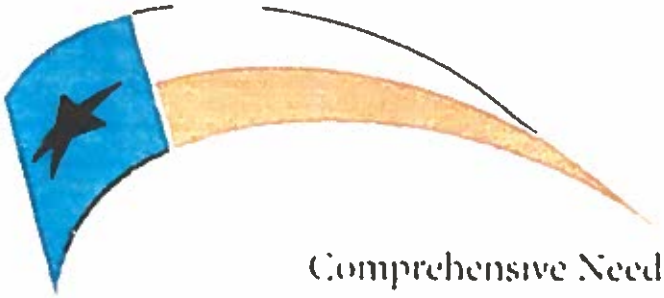
Needs

- Fitness and Wellness strategies
- More opportunities for at-risk students
- Interventions to Bullying
- New staff trained with Rachel's Challenge
- New staff trained with CKH
- Training on LEP interventions
- Student training on conflict resolution
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Summary of Needs

- Training for at-risk students and teachers to over-come the non traditional student
- All classes be relational and empathetic to all students needs
- Bullying training for all staff to support students
- Continue to keep Rachel's Challenge as a campus focus
- Student training on conflict resolution
-
-
-

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PDAS Evaluations _____
- State Assessments & Common Exams _____
- State Accountability Comparisons _____
- Highly Qualified Certification Data _____
- _____
- _____
- _____
- _____
- _____
- _____

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

Findings/Analysis

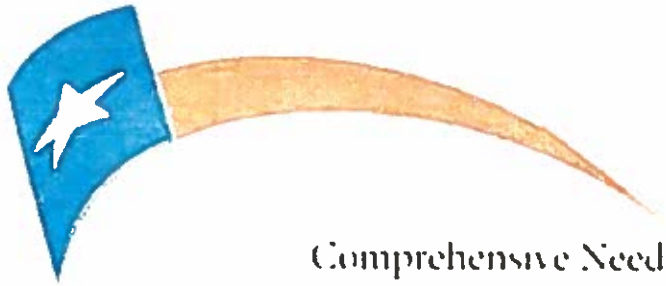
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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

Summary of Needs

- Teachers are in need of additional training for varied instructional and engagement strategies
- Differentiation training for teachers
- Funds provided to support professional development for teachers
- All staff trained in PBL
- Space out time for collaboration with Professional Development
-
-
-



Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

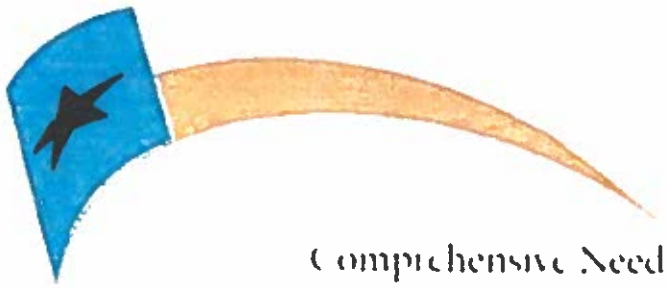
- Effective Curriculum at AMS
- Gateway To Technology pre-engineer class
- High school credits at middle school level can be earned by all students
- Molina Training
- Project Based Learning
- Advisory time gives students support time for homework and tutoring
- PBL showcase
- Science Fair and History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

Needs

- Support for staff with stuggling students
- More teacher collaboration
- Knowing the new accountability system
- Working in the spirals to utilize as review and new information
- Additional support for GT teachers with projects
- Additional training on flipping classrooms
- Utilizing technology resource for students at home
- Increased technology for student interventions
-
-

Summary of Needs

- Emphasis on PBL and new tools
- Provide intervention times for ELA & Math
- Create training session for math teachers to be effective with new approach
- Re-Create guidelines for Advisory time
- Utilizing technology to provide resources for students at home
- 3 week checkpoints to help align scope across grade level
-
-



Comprehensive Needs Assessment

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

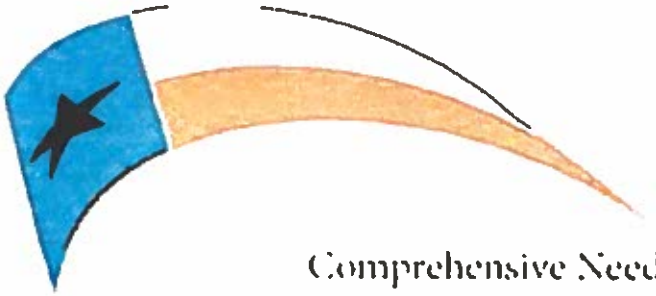
- PTO Involvement
- Parent Support
- School Messenger System for info
- Online Skyward Grading System
- Parents funded all students to Camp El Tesoro
- Pirate Camp for 6th Grade for students and parents
- 7th and 8th Grade Orientation for students and parents
- Principal Remind 101 texts, e-mails, and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

Needs

- More family partnerships
- Improved communication from programs
- Time for more teacher/parent conferences
- More Information sessions for parents
- Get tutoring schedules out to parents
- All messages sent in English and Spanish
- Master list of parents willing to volunteer at school
- Mentoring program
-
-

Summary of Needs

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



Comprehensive Needs Assessment

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

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

Findings/Analysis

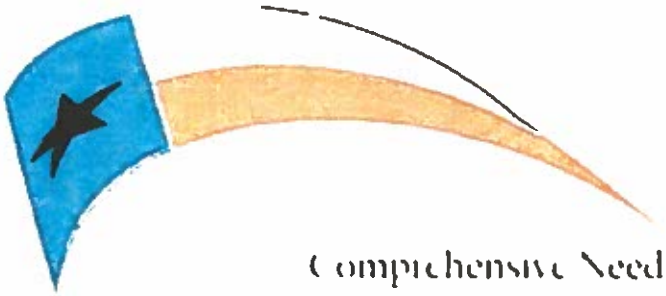
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• AMS Belief Statement	• Duty Rosters for school safety
• Communication from school to home	• Specific programs improve communication
• Leadership & Decision Making Processes	• Streamline calendar communication
• Strong Teachers	• Teacher websites updated weekly
•	•
•	•
•	•
•	•
•	•
•	•

Summary of Needs

- Possibly move to one calendar for entire staff
- Hire quality staff to help lead and guide students daily
- Continually work to enhance communication from school to home in all programs
- AMS Leadership Team provide support for all staff in all areas of school programs
- Teacher websites updated frequently
-
-
-



Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Technology Committee _____
- Technology Plan _____
- Star Chart _____
- Campus Infrastructure _____
- _____
- _____
- _____
- _____
- _____
- _____

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

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths

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

Needs

- Diverse use of technology from teachers
- Lessons developed for technology
- More technology training for teachers
- Time to develop and implement
-
-
-
-
-
-

Summary of Needs

- Additional inservice days devoted to Technology
- Open additional computer labs for classes
- Keep a tech equipment replacement schedule plus additional funding needed
- Collaboration time for lesson design
-
-
-
-

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or PLAN assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Summative Evaluation: Survey results will show over 90% satisfaction with their AMS experience.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Capturing Kid's Hearts - promote relationship building between students and staff	2, 8	Principal, Teachers	Student Survey; Discipline Report; Student Survey				
	Funding Sources: Local (199)						
2) Develop and implement character education curriculum	2	Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel.				
	Funding Sources: Local (199)						
System Safeguard Strategies 3) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	1, 4, 7	Teachers	Notice of Parent Meeting; Parent Participation				
	Funding Sources: Local (199)						
System Safeguard Strategies 4) Hispanic Heritage dinners - promote school and home connection with Hispanic families	7, 8	Principal, ESL & Spanish Teachers	Hispanic family involvement				
	Funding Sources: Local (199) - $1400.00, ESL/Bilingual (25) - $500.00						
5) TEEN Leadership classes offered to all 7th grade students	2, 4, 8	Teachers, Admin	Lesson Plans; Report Cards, Discipline Data				
	Funding Sources: State Comp Ed (24) - $900.00						
System Safeguard Strategies 6) Crime Stoppers Club		Asst Principal	Crime reports being turned in; Discipline Report				
	Funding Sources: Local (199) - $80.00						
7) Honor Roll Awards		PEIMS Clerk	Student's Grade improvement				
	Funding Sources: Local (199)						
8) Perfect Attendance Awards	1, 2, 8	Asst Principals; Attendance Clerk	Six Weeks Attendance Data				
	Funding Sources: Local (199)						

9) Teacher of the Month	5	Principal, Secretary	Certificate & gift card presented to teacher				
	Funding Sources: Local (199) - $300.00						
10) Principal Updates sent by School Messenger emails and Reminder 101	7	Principal, Secretary	School Messenger Reports; Positive Communication				
	Funding Sources: Local (199)						
11) Student/Parent Handbook	7	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
System Safeguard Strategies 12) New students to AMS will have a Welcome Breakfast once each month in the Library	1	Counselors, Asst. Principals	Student progress in the classroom and increased relationships				
	Funding Sources: Local (199)						
13) Parent Informational Meetings in various school programs	7	Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Involvement in extracurricular activities.				

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

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

Performance Objective 2: The staff at AMS will maintain positive home/school relationships.

Summative Evaluation: Survey results will show over 90% satisfaction with school to home relations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Rachel's Challenge-FOR Club; 1 of RC objectives each 6 weeks posted in the hallways & put on announcements.	1, 2	Principals	Safe Environment; Acts of Kindness; more Pirate Pride Awards; FOR Club meets on a regular basis				
	Funding Sources: Local (199)						
System Safeguard Strategies 2) Pirate Camp and Open House	1, 2, 4, 7	All Faculty	Smooth transition, relationships; Sign In Sheets				
	Funding Sources: Local (199) - $2000.00						
3) Parents will serve on CLT	7	Principal, Secretary	Positive Relations; Sign In Sheets				
	Funding Sources: Local (199)						
4) "Team Dadz" monthly on duty with students	7	Principals, Secretary	Positive Relations; Attendance of dads				
	Funding Sources: Local (199) - $15.00						
5) FCA-Fellowship of Christian Anybodies		FCA Sponsors	Student Relations; Sign-In Sheets				
	Funding Sources: Local (199)						
6) Student Council		Student Council Sponsor	Monthly Meetings;Communication; Positive Relations				
System Safeguard Strategies 7) Acton Middle School will only interview highly qualified applicants.	4, 5	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
	Funding Sources: Local (199)						
8) Customer Care training of all office staff:	7	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
9) Develop and Review servant leadership plan with staff members		Principal and Assistant Principals	Parent and student survey; meeting agenda				
10) Librarian will post announcements on channel 48 during advisory. Occasionally staff & students may record special announcements.	2, 7	Librarian, Staff & Students	Improved Communication				
	Funding Sources: Local (199)						


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

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

Performance Objective 1: All student populations will engage in high rigor curriculum and instruction daily.

Summative Evaluation: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Target College Readiness standards for all students	1, 2, 3, 4, 5, 6, 8	Principals, Counselors, Teachers	College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data				
	Funding Sources: Local (199)						
System Safeguard Strategies 2) Academic Advising for all students	1, 2, 4	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
	Funding Sources: Local (199)						
System Safeguard Strategies 3) Scope & Sequence and Common Assessments focus teachers on TEKS	1, 2, 3, 4, 5, 6, 8	Curriculum Dept	Scope &Sequence; Guaranted & Viable Curriculum				
	Funding Sources: Local (199)						
System Safeguard Strategies 4) CARA Meetings - teachers monitor data from CA's to look for areas of weakness	1, 2, 3, 4, 6, 8	Teachers, Curriculum Department	CA Data &Reflection Forms;Teacher growth & collaberation				
	Funding Sources: Local (199)						
System Safeguard Strategies 5) SIOP strategies used in classrooms, posting TEK and ELP objectives on board	1, 2, 3, 4, 5, 6, 8	Teachers, Admin	Benchmarks; Walkthrough Data				
	Funding Sources: Local (199)						
System Safeguard Strategies 6) Professional Development for Teachers to teach effectively	1, 2, 3, 5, 6	Principal; Curriculum Department	Discipline Referral data &student academic scores; STAAR Data, Report Cards				
	Funding Sources: Local (199) - $7000.00						
7) Meetings with Students to Extent Awareness of Post Secondary Options	2, 8	Principal, Counselors, Teachers,	Number of students taking Algebra & English I				

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

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

Performance Objective 2: Frequent monitoring of student progress

Summative Evaluation: 90% of students will meet or exceed state minimum standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Differentiated instruction in the classroom.	1, 2, 3, 4, 5, 6, 8	Teachers	Student Achievement; Teacher Growth				
	Funding Sources: Local (199)						
System Safeguard Strategies 2) AP Spanish	1, 2, 3, 5	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
	Funding Sources: Gifted (21) - $900.00						
System Safeguard Strategies 3) 3 Week Checkpoints for core content classes	1, 2, 4, 5, 6	Principal, Instructional Specialist	Data from checkpoint results				

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

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

Performance Objective 3: Raise standards and student competency in all CTE programs.

Summative Evaluation: CTE Courses will be 90% full capacity each year.

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

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

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

Performance Objective 4: Student time on task will be increased to maximize learning opportunities.

Summative Evaluation: Students will be engaged 90% of classroom learning time.

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

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: AMS will continue to develop technology skills for 21st century learners.

Summative Evaluation: AMS Technology Committee will have 90% committee attendance monthly and provide input in campus decisions involving technology at AMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Committee Meetings monthly	1, 3, 5, 6	Principal	Meeting notes and action plans				
	Funding Sources: Local (199)						
2) Annual completion of STAR chart data	3, 4	Principal	Survey results				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Teachers will be competent in technology TEKS and the integration of technology into the curriculum.

Summative Evaluation: PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Librarian as media specialist to support classroom technology.	1, 3, 4, 5, 6, 8	Librarian	Use of technology labs and number of devices checked out for student use.				
	Funding Sources: Local (199) - $7000.00						
System Safeguard Strategies 2) Technology integration and professional development	1, 3, 4, 5, 6	Principal	Use of new technology in the classroom with students				
	Funding Sources: Local (199) - $3000.00						
System Safeguard Strategies 3) Integration of New Technologies into all classrooms	1, 3, 6, 8	Principal, Technology Department,	Use of technology in the classrooms				

= Accomplished = 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

Summative Evaluation: All AMS Staff will complete the required safety trainings annually. (100%)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Fire and Bad Weather Practice Drills		Asst Principals, Teachers	AMS student knowledge of emergency plan				
	Funding Sources: Local (199) - $1000.00						
2) Signs throughout building with teacher's names and room numbers		Office Staff	User Friendly Hallways				
	Funding Sources: Local (199) - $50.00						
3) Security Updates with New front office entrances		Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				

 = Accomplished  = 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.

Summative Evaluation: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Requests for maintenance service will address facility maintenance and repairs		Principal and Head Custodian	Completion of Requested Repairs				
	Funding Sources: Local (199)						
2) The budget planning process will be used to address facility improvements.		Principal and Secretary	Budget Process				
	Funding Sources: Local (199)						
3) Review facilities improvement plan each semester		Principal and Head Custodian	Request for Maintenance Completed				
	Funding Sources: Local (199)						

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

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

Performance Objective 1: Develop and implement an effective plan to improve the academic performance of all students.

Summative Evaluation: STAAR results will reflect 90% or higher in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	1, 2, 4, 5	PEIMS Clerk, Counselors, Principal, Teachers	7 Period Day Schedule; STAAR & Common Assessment Data				
	Funding Sources: Local (199)						
System Safeguard Strategies 2) Maximize Instructional Days - even when early dismissal schedule	1, 2, 3, 4, 5, 6, 8	Principal, Teachers	STAAR/CA Data; Instructional Time				
	Funding Sources: Local (199)						
System Safeguard Strategies 3) Science & History Review days (all 8th grade students involved) right before STAAR	1, 3, 4, 5, 8	Principal, Sci/Hist Teachers	Schedule of Student Rotations; STAAR Data				
	Funding Sources: Local (199) - $200.00						
System Safeguard Strategies 4) Advisory Time 5 days a week for all students	1, 2, 3, 4, 5	Teacher	Student academic data and RTI Data; STAAR Data				
	Funding Sources: Local (199)						
System Safeguard Strategies 5) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	1, 2, 3, 4, 5, 8	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials				
	Funding Sources: State Comp Ed (24) - $13000.00						
6) Team Building Breakfast-Monthly	1, 2, 6, 8	Principal	Faculty well-informed &trained; Communication; Positive Relations				
	Funding Sources: Local (199)						
System Safeguard Strategies 7) Implement Hallway Meetings	1, 3	Principal	Staff participation; grade level events				
	Funding Sources: Local (199) - $200.00						
System Safeguard Strategies 8) Tutoring Schedules Posted	1, 3, 5	Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers				

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

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

Performance Objective 1: Provide Instructional help to all students in all content areas.

Summative Evaluation: STAAR results will reflect 90% or higher in each sub-population and program area.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) RTI Intervention-struggling students assigned to an intervention teacher/mentor	1, 2, 3, 4, 5, 8	Counselors, Teachers, Assistant Principal, and Instructional Specialist	Numbers of RTI Students; Report Cards; STAAR/CA Data				
	Funding Sources: State Comp Ed (24) - $5000.00, State Comp Ed (24) - $1000.00						
System Safeguard Strategies 2) Study Island (computer program) - used to focus on individual objectives per student	1, 4	Teachers	Weekly Usage Report; Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $5000.00						
System Safeguard Strategies 3) Brain-Pop (computer program) - used for STAAR-type questions in the classroom	1, 3, 5	Teachers	Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $2300.00						
4) Think Through Math & IStation for Reading / Math interventions		Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
5) Utillze the Outdoor Learning Center at Acton Middle School	1, 3	Principal, Teachers	Usable learning center; teacher use				
	Funding Sources: Local (199) - $1700.00						
System Safeguard Strategies 6) Strive for and maintain viable library services.	1, 3, 4, 5	Librarian	Number of classes meeting in library; Library Rating				
	Funding Sources: Local (199) - $7000.00						

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

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

Performance Objective 2: All staff members will maintain open communication and develop relationships to create a safe and orderly environment.

Summative Evaluation: Survey results from students will reflect 90% or higher they feel safe at AMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Counselor Lunches with Students		Counselors	RTBI Meetings;Discipline Report				
	Funding Sources: Local (199) - $900.00						
2) School Messenger-daily attendance calls & event information		Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
	Funding Sources: Local (199)						
3) Parent/Teacher Conferences		Teachers	Sign-In Reports Attendance; Positive Relations				
	Funding Sources: Local (199)						
4) PTO		PTO Board; Principal	Sign In Sheets				
	Funding Sources: Local (199)						
5) Boy's & Girl's Athletic Booster Clubs		Athletic Coordinator	Positive Relations				
6) AMS & Teacher Websites/Blogs		Teachers	Periodic Updates				
	Funding Sources: Local (199)						
7) Teacher Emails and phone calls to parents		Teachers	Teacher Documentation; Positive Relations				
	Funding Sources: Local (199)						
8) Skyward Family Access - posting grades weekly for parent and student information		Teachers	CA's &Benchmarks; Parent Involvement				
	Funding Sources: Local (199)						
9) Communicate guidelines to staff members.		Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
	Funding Sources: Local (199)						
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)						

11) Provide information to staff members to help them identify and report children who experience abuse.		Counselors and Teachers	Record of Reports to CPS; Meeting notes				
	Funding Sources: Local (199)						

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

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

Performance Objective 3: The budget for Acton Middle School will provide adequate resources to meet all instructional needs.

Summative Evaluation: AMS Department Heads will collaborate to help allocate funding based on campus and student need.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a budget for the 2014 - 2015 school year		Principal, Department Heads, and Site Based Committee	Completed Budget; Adequate Resources for Instructional Program				
	Funding Sources: Local (199)						
2) Monitor and Maintain appropriate and efficient expenditures		Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
	Funding Sources: Local (199)						
3) The majority of the budget will focus on instructional programs.		Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
	Funding Sources: Local (199)						
4) Employees will be compensated at a rate that is competitive with surrounding school districts.		Superintendent	Salary Schedule; Number of Resignations				
	Funding Sources: Local (199)						
5) Demonstrate an awareness of the needs of teachers, parents and students		Principal, Assistant Principal and Teachers	Parent and student survey; Observation				
	Funding Sources: Local (199)						

= Accomplished = 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.

Summative Evaluation: Fine Arts programs will maintain 90% capacity student enrollment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.		Theatre Arts Teacher	Student Participation				
	Funding Sources: Local (199) - $1000.00, Local (199) - $500.00						
2) Choir Students will perform in numerous concerts, as well as, competitions.		Choir Teachers	Choir Schedule; Competition Results				
	Funding Sources: Local (199) - $1200.00, Local (199) - $250.00						
3) Art students will be given the opportunity to enter their work in the Quad County Art Show.		Art Teacher	Art Schedule; Art Show Results				
	Funding Sources: Local (199) - $500.00, Local (199) - $2700.00						
4) Band students will perform in numerous concerts, as well as, competitions.		Band Teachers	Band Schedule; Competition Results				
	Funding Sources: Local (199) - $1000.00, Local (199) - $850.00						

✓ = Accomplished = 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.

Summative Evaluation: Each UIL academic entry will be filled with students and alternates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) A number of scholastic activities are available including: Spelling Bee, Geography Bee, Mathcounts, Academic UIL Competition.		Sponsors/Coaches	Participation; Activity/Project Results				
	Funding Sources: Local (199) - $450.00, Local (199) - $1450.00, Local (199) - $400.00						
2) Other events are Science Fair, History Fair (District, Area, Regional, State).		Science & History Teachers	Student Participation and Science/History Fair Results				
	Funding Sources: Gifted (21) - $3500.00, Gifted (21) - $2500.00, Gifted (21) - $500.00						
= Accomplished = 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.

Summative Evaluation: Each club and organization will maintain 90% attendance with students involved.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be given the opportunity to create the AMS Yearbook.		Yearbook Sponsor	Scheduled Deadlines; Final Product				
	Funding Sources: Local (199) - $1000.00						
2) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc)		Club Sponsors	Club Involvement				
	Funding Sources: Local (199)						
3) Students will be given the chance to perform in the annual Spring Talent Show.		Theatre Arts and Choir Teachers	Participation; Show Performance				
	Funding Sources: Local (199)						

✓ = Accomplished = 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.

Summative Evaluation: Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students are offered the opportunity to participate in organized sports through the athletic department.		Coaches, Athletic Director	Schedule, Participation				
	Funding Sources: Local (199)						
2) Female students are given a chance to try out for cheerleader each year.		Cheer Coach	Schedule, Practice, Final Results				
	Funding Sources: Local (199)						
3) Female students are given the opportunity to participate in 8th Dance Class.		Stowaway Coach	Schedule, Practice, Student Development				
	Funding Sources: Local (199)						

✓ = Accomplished = 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 Career Ladder - Locally Defined	$123,106.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$13,695.00
199 e 11 6141 00 042 0 24 000	6141 Social Security/Medicare	$1,785.00
199 e 11 6142 00 042 0 24 000	6142 Group Health and Life Insurance	$10,241.00
199 e 11 6143 00 042 0 24 000	6143 Workers' Compensation	$1,379.00
199 e 11 6144 00 042 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$7,640.00
199 e 11 6145 00 042 0 24 000	6145 Unemployment Compensation	$245.00
199 e 11 6146 00 042 0 24 000	6146 Teacher Retirement/TRS Care	$4,053.00
	6100 Subtotal:	**$162,144.00**
6300 Supplies and Services		
199 e 11 6395 00 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,000.00
199 e 11 6395 GW 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$6,000.00
	6300 Subtotal:	**$7,000.00**
6400 Other Operating Costs		
199 e 13 6411 00 042 0 24 000	6411 Employee Travel	$1,500.00
199 e 13 6411 GW 042 0 24 000	6411 Employee Travel	$2,000.00
	6400 Subtotal:	**$3,500.00**

Personnel for Acton Middle School:

Name	Position	Program	FTE
Jon Allen	GTT Teacher	State Comp	83%

Title I Personnel

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

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Jimmy Dawson	Principal
Classroom Teacher	Mindy Badget	Instructional Specialist
Classroom Teacher	David Brister	Teacher
Classroom Teacher	Angela Brown	Teacher
Classroom Teacher	Kathryn Habluetzel	Teacher
Classroom Teacher	Karen Martin	Teacher DAC
Classroom Teacher	Julie Morris	Teacher
Classroom Teacher	Ryan Scott	Teacher DAC
Classroom Teacher	Randall Walters	Teacher
Community Representative	Scott Luckie	Community
Community Representative	Steven Quinn	Community
Community Representative	Brandy Zambrano	Community
District-level Professional	Becky Strain	Curriculum Coordinator
Non-classroom Professional	Stacy Bishop	Counselor
Non-classroom Professional	Charity Hosford	Librarian
Non-classroom Professional	DD Loftin	Counselor
Paraprofessional	Bob Lindsay	Aide
Parent	Scott Ashford	Parent
Parent	Jennifer Boyd	Parent
Parent	Lee Ann Bussey	Parent
Parent	Ben Eminger	Parent
Parent	Angi Fife	Parent
Parent	Terri Freeman	Parent PTO President
Parent	Jimmy Heffernan	Parent
Student	Kaitlynn Moore	Student

Student	Emma Whitehead	Student

Granbury Independent School District

Acton Elementary School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
ACTON EL (111901102) - GRANBURY ISD

Accountability Rating

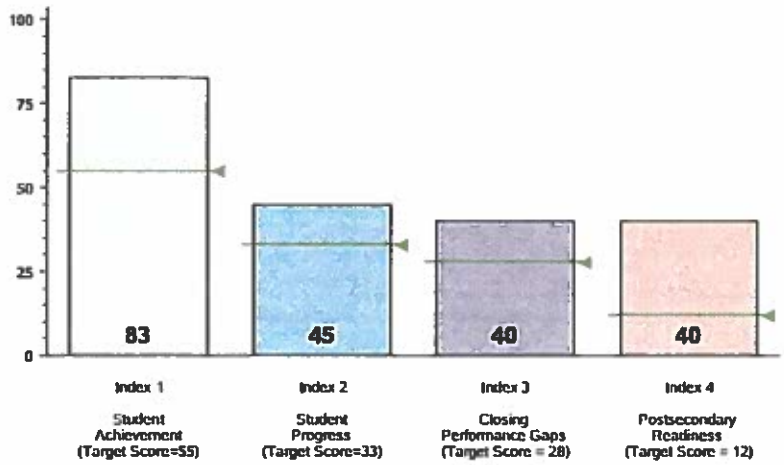
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	699	839	83
2 - Student Progress	634	1,400	45
3 - Closing Performance Gaps	485	1,200	40
4 - Postsecondary Readiness			
STAAR Score	40.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		40

Campus Demographics

Campus Type	Elementary
Campus Size	688 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	38.5%
Percent English Language Learners	5.7%
Mobility Rate	15.6%

System Safeguards

Number and Percent of Indicators Met

Performance Rates	16 out of 16 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**26 out of 26 = 100%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Acton Elementary
Comprehensive Needs Assessment
2014-2015

Vision – EVERY STUDENT IS WORTH MY BEST!
Mission - Acton Elementary in partnership with the community has high expectations and is committed to:

- reaching hearts
- building character
- growing learners
- embracing families

Demographics

Acton Elementary ended the year with seven hundred fifteen students. In May 2014, 42% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 564 White, 135 Hispanic, 7 Black, 3 American Indian and 6 Asian/Pacific Islander.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was at or above district average. The quantitative data on the 2013-2014 STAAR indicated that 88% of students met reading satisfactory standard in grades 3-5. In math, 80% of students in grades 3-5 met the satisfactory standard. In writing, 73% of fourth graders met standard and in science, 83% of 5th graders met satisfactory standard. Overall in grades 3-5, 25% of students performed at the advanced level in reading, 22% in math, 6% in writing, and 13% in science. Economically disadvantaged, Hispanic and special education student scores in math, reading and writing were below campus average. Math scores reflect the largest gap. Acton Elementary grade 3-5 students did not meet the Federal Performance standard of 79% in math in the Hispanic and Economically Disadvantaged subgroup and in reading in the Hispanic subgroup. These three areas have been identified as system safeguards and will be targeted in the 2014-2015 school year.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will document student progress. A copy of the data sheet will be updated and given to the instructional coach, assistant principal and principal each six weeks. Information on the data sheets will be used to identify student needs in a timely manner. Students on RTI level II and III were offered extra assistance during the school day.

Kindergarten through fifth grade students receive iStation assessments with interventions in reading. Each student in grades 1-4 rotated two times a week for forty-five minutes to classes for intensive intervention according to need. Students were grouped by objective and provided instruction based on the individual. Students in fifth grade were pulled in small groups by classroom teachers. In math, students in kindergarten through second grade took the Texas Early Mathematics Inventory while students in third through fifth grade used think through math and study island for computer based math assessments. Classroom teachers used this data to provide individual and small group instruction for students. Tutors met with students in third through fifth grade to provide small group instruction on objectives in both math and reading. Tutors and teachers used supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and hedgehog learning materials for science. For the 2014-2015 school year, due to growth in enrollment and added classrooms, each grade level has a designated intervention time where classroom teachers meet with small groups for intensive instruction. Certified tutors will begin in November to provide additional intervention for identified students. Tutor funds will come from Title I funds ($8000) and State Compensatory funds ($14,705).

State Assessment Goals for 2014-2015:

93% of all students will meet Level II (Satisfactory) on the STAAR reading assessment.
86% of all students will meet Level II (Satisfactory) on the STAAR math assessment.
80% of all students will meet Level II (Satisfactory) on the STAAR writing assessment.
88% of all students will meet Level II (Satisfactory) on the STAAR science assessment.

28% of all students will meet Level III (Advanced) on the STAAR reading assessment.
25% of all students will meet Level III (Advanced) on the STAAR math assessment.
10% of all students will meet Level III (Advanced) on the STAAR writing assessment.
25% of all students will meet Level III (Advanced) on the STAAR science assessment.

80% of Hispanic and economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math, writing and science assessments.

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

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

Students who are on RTI Level II and III will receive direct, intensive instruction through rotations during the school day.

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

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

2013-2014 TELPAS

Beginning	11
Intermediate	10
Advanced	7
Advanced High	9

The school met AYP year in previous years.

AES was ranked in Quartile four based on the state accountability system in attendance. We have identified and targeted attendance for the 2014-2015 school year. We will be holding weekly reward drawings for those in perfect attendance during the week as well as grading period attendance awards. We will use various incentives throughout the year with our drawings. Grade levels and individual classrooms will also incorporate attendance incentives.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal teams when the teachers meet with the principals and instructional coach on campus and also in vertical teams which meet at least five times a year.

STAAR, Benchmarks, Screeners, iStation Assessments, Study Island assessments and Common Assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science. In the 2014-15 school year, we will be adopting the Houghton-Mifflin Math series, Go Math.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms are all equipped with a DLP projector, document

cameras and smart boards. We also have sixty mobile devices for use and a computer station on wheels with twenty-five laptop computers for student use.

For the 2014-15 school year, an instructional coach will be utilized to work with classroom teachers to improve Tier I instruction. The instructional coach will also participate in walkthroughs and the CARA process to promote quality instruction. The Instructional Coach will also work with teachers to target identified students. The salary for this position will come from Title I funds allotted to AES ($59,168).

For the 2014-15 school year, we purchased Motivation Reading and math for grades 2-5, Motivation Writing for grade 4, and Motivation Science for Grade 5. We also have purchased Countdown to Writing for grade 4 and Countdown to Math and Reading STAAR for grades 3-5. We also purchased Dr. Mike materials for Kindergarten and Go Math Kits for 2nd Grade. These materials are for supplemental use. Title funds and State Compensatory Funds are used to help make these purchases. (Title $152 / State Comp $500).

Staff Quality, Recruitment and Retention

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

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic and economically disadvantaged students. These sessions will take place on early release staff development days.

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

All teachers on each grade level have a fifty minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple

sites, organizations, colleges and maintaining an active webpage. New teachers are given a mentor in order to retain highly qualified staff members.

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

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are online.
A mentoring program will continue to be used to pair parents and community members with at-risk students. The mentors will meet with their assigned student once each week.

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

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

The PTO and Site Based Committee 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.

At the beginning of the year, we hold informational meetings for all grade levels where teachers can detail and provide specific information to families. This year, we held three family nights for parents, families and community members to get involved. At the beginning of the year, we held a back to school picnic serving food funded by the PTO. We also held a family reading night and family fitness night each producing well over 200 participants at each event. Each grade level performs a music program throughout the year for families to come and enjoy.

For the 2014 – 15 school year, back to school meetings, AES picnic night, a mystery theater night, reading night, fitness night, PBL showcase and Enrichment night will be

held for our families. Title I funds ($1044) for Parent Involvement will be used to help fund these parent nights.

For the 2014-15 school year, each classroom teacher will send out a weekly email highlighting the week as well as upcoming events. The emails will also include what the students will be learning for the week. All grades first through fifth also use a texting app called *Remind* to text families of upcoming events and send reminders. The principal also sends a weekly email detailing events and sending information weekly. Phone blasts are also used by principal when needed.

School Organization

Staff members are involved in decision making by serving on the Site Based Committee. 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 staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who are not making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

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

The principal and assistant principal conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction. Next year, we will add an instructional coach to our team. Our instructional coach will be in classrooms providing assistance to classroom teachers in best instructing students.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan as members of our site based team as well as a member of our district staff, community members, parents and PTO representatives. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus had been rated recognized for several years. An exemplary rating was achieved for the 2008-2009, 2009-2010, and 2010-2011 school year. With the implementation of STAAR, ratings for the last two school years have not been awarded. We have been awarded the Title I Distinguished school award for the 2011-12 and 2012-13 school years.

School Culture and Climate

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

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

This year, we continued our implementation of Rachel's Challenge. This character building program helped us create a positive environment focused on building unity, influence, acceptance and goal-setting. Our schoolwide theme is "I'm an Acton Pirate. What's your Superpower?" Our counselor has built a program that highlights the characteristics of a superhero. During morning assembly, one Superhero of the Day will be recognized for an act of kindness and compassion.

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

Campus Leadership Team Involvement

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

Campus Improvement Plan

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

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week.
AR, STAR, iStation, Study Island, Think through math and Tumble Books are all available for the students.
Each teacher has an LCD Projector and each classroom has a Smart Board mounted on the wall. Each classroom is equipped with an audio microphone system.

Special Programs and Services

The gifted and talented teachers will provide lessons for the gifted learners that require higher order thinking skills. Gifted students will participate in the science fair and other specialized projects. Students participating in the Gifted and Talented program will meet once a week with the GT teacher for forty-five minutes where they will participate in activities geared towards higher level thinking. GT students will also have the opportunity to participate in Odyssey of the Mind. Funds allotted for Odyssey are GT funds ($4000). Additional funds received ($6935) are used for field trips, additional materials, and enrichment activities for our students in the gifted and talented program.

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

English Language Learners (ELL) will be evaluated to determine their educational needs. Students who need accelerated instruction in reading will receive instruction from the reading tutor and/or classroom teacher. Students who need accelerated instruction in math will receive instruction by certified tutors and classroom teachers. ESL funds provided ($1690) will help supply supplemental instruction to these students.

Special education students will receive inclusion services in the general education classroom. One special education teacher and one paraprofessional will provide extra support for the students in the general education setting. Imagine Learning has been provided for students in special education as a supplemental instructional tool.

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

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

Evaluation of Plans and Strategies

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Schoolwide Implementation of Rachel's Challenge	2, 6	Counselor, Principal, AP, Librarian	Kick-off, chain links, Community Event, Hero Huddle assembly each grading period				
2) Family Reading Night, Enrichment Night, Family Picnic Night, Mystery Dessert Theater Family Night, Fitness Night and K-5 Music Programs.	2, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
	Funding Sources: Title I (211) - $1044.00						
3) Parent Orientation Meetings - Title I Campus Overview and notification	6, 10	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2015-2016 school year.	7	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Implementation of Customer Care techniques and continued training for all AES staff.	6	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principals, AP, Counselor	Sign-in sheets, agendas				
7) Create school unity through daily morning assembly.	1, 2, 6, 10	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, Superhero student of the day				
8) All staff and students will participate in "Moments of Wow" throughout the school year.	1, 2	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback, pictures, school survey				
9) Smiling Dads Program will be utilized to welcome students to school and as a way for dads to be involved at AES.	6	Principal, AP	Parent and student feedback, observation				
10) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.	6	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.				

11) Superhero of the Day recognition during morning assembly each school day.	1, 2	Principals, Teachers, Staff	observations of acts of kindness, school climate				
12) Coffee with the Principals meeting at least once a school year.	1, 2, 6	Principal and AP	School survey, parent feedback, meeting agenda, sign in sheet				

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

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

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

Summative Evaluation: AES volunteers will log at least 250 hours of service throughout the 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	6, 10	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.	2, 10	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation Brookshires HEB Volunteer Fire Department First National Bank Spring Creek Family Night Sonic AES day Lake Granbury Medical Center Speakers Bureau				
3) Students will have the opportunity to participate in an Author Visit during the school year.	2	Librarian	student feedback, observation				
	Funding Sources: Local (199) - $500.00						
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				

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

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

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of the summer of 2015, 100% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	2, 4, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Attend PBL Lead Training from the Buck Institute.	2, 4	Principal, AP	PBL Training Certificate				
3) Each summer 2014 trained staff member will develop and implement one PBL project per semester. Each 2013 trained staff member will complete at least 3 PBL projects in the 2014-2015.	2, 3, 4	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
4) Enlist additional teachers to attend Project Based Learning cohort group summer 2015.	2, 4	Curriculum Director, Principal	PBL Training Certificate				
5) PBL Family Night	2, 6	Teachers, Instructional Coach, AP, Principal	school survey, sign in sheets, parent communication flyer, school schedule				

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

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

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

Summative Evaluation: In the 2014-2015 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data. Data Meetings will be held each at least once each grading period.	1, 2, 3, 8, 9	Principal, AP, Instructional Coach	school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 88% to 93% 3-5 Math 80% to 85% 4th Writing 73% to 80% 5th Science 83% to 88%				
System Safeguard Strategies 2) Provide supplemental intervention to support student success for all students and student subgroups including reading improvement in the hispanic subgroup and math improvement in the economically disadvantaged and hispanic subgroups.	1, 2, 3, 8, 9	Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	Intervention Documentation, data for students at-risk, ELL and SPED, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3 , Imagine Learning, Dyslexia Tutor, People's Education - Writing, Dr. Mike for Kindergarten, Grab and Go Math Kits 2nd grade, Countdown to STAAR Grades 2-5				
	Funding Sources: Title I (211) - $8000.00, State Comp Ed (24) - $14705.00, Local (199) - $1732.00, Local (199) - $500.00, Local (199) - $2640.00, Local (199) - $358.38, Title I (211) - $152.00, State Comp Ed (24) - $500.00						
3) Provide enrichment opportunities for identified Gifted and Talented students.	10	Principal, AP, Gifted and Talented Teachers	Enrichment Rotations, Odyssey of the Mind				
	Funding Sources: Gifted (21) - $6935.00, Gifted (21) - $4000.00						
System Safeguard Strategies 4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester.	1, 2, 4, 8, 9	Principal, AP, Vertical Team Leaders, Instructional Coach	Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data				
System Safeguard Strategies 5) Utilize Instructional Coach to work with classroom teachers to improve instruction.	1, 2, 3, 4, 9	Principal, Assistant Principal, Instructional Coach	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data				
	Funding Sources: Title I (211) - $59168.00						

6) Implement Word of the Week program schoolwide. Word is introduced in morning assembly and used throughout the week in announcements as well as in individual classrooms.	2	Principal, Assistant Principal, Instructional Specialist, Teachers	local and state assessment data, walkthrough data, student progress data sheets				
System Safeguard Strategies 7) All classroom teachers will track student progress by using a data spreadsheet.	1, 2, 8	Principal, AP, Instructional Coach, Teachers	student progress data spreadsheets, local and state assessments, teacher observation				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2014-2015 school year, AES students in grades 3-5 will increase Level III performance on state assessments by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	1, 2, 3, 9	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 25% to 28% 3-5 Math 22% to 25% 4th Writing - 6% to 10% 5th Science 13% to 16%				
2) All 2nd and 3rd Graders will participate in the First Move Chess Program.	6, 9	2nd and 3rd Grade Teachers, Instructional Coach	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Fitness Gram Report, lesson plans				
2) Students in 5th grade will have the opportunity to view and discuss the "Growing-Up" video selected by the district Student Health Advisory Committee. (SHAC)	2	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 4th and 5th Grade Milers Club	2, 10	P.E. Teachers, Principal	Documented miles, medals, T-shirts, awards ceremony				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	2, 10	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	2, 10	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
	Funding Sources: Local (199) - $500.00, Local (199) - $600.00						
6) 4th and 5th Grade Field Day	2	PE Teachers, Principal, Teachers	student participation, observation, school survey, student and parent feedback				

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

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

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

Summative Evaluation: In the 2014-2015 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
Funding Sources: ESL/Bilingual (25) - $1690.00							
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	1, 2, 6, 8, 9	Principal, AP, Teachers, CTE Director	lesson plans, observation, lesson plans, student schedules and products				

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

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

Performance Objective 1: Provide technology professional development to support instruction

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	1, 2, 3, 4, 8, 9	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) Ipad Training for all teachers.	3, 4	Librarian	sign-in sheet, agenda, Certificate of training completion.				
3) Principal or AP, Librarian and a member of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	1, 4	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
	Funding Sources: Local (199) - $900.00						

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of AES students will complete safety training during the 2014-2015 school year.

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

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones and hand held devices.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	STAR Chart, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express, Think Through Math, Spelling City, Xtra Math, and Go Math to improve student performance.	1, 2, 9	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Implement and maintain campus safety plan.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	1, 2, 10	Principal, AP, Lead Custodian	Completed monthly inspection report, timely submission of campus work orders				
2) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	1, 2, 10	Principal, AP, Transportation Dept, teachers	State and local completion reports.				
3) Create an effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				
4) Utilize the new secure entrance and procedures from summer 2014 construction.	1, 2	Secretary, Office Clerk, Principal, AP	school survey, school climate, parent and family feedback				

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

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

Performance Objective 1: Implement flexible scheduling.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	1, 2, 3, 9, 10	Principal, AP, Instructional Coach, Teachers, Tutors	Alternate schedule for Rotations, intervention and enrichment, Lesson Plans, master schedule				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 8	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				

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

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

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

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

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

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	1, 2, 4, 6, 10	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				

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

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

Performance Objective 2: Utilize Speaker's Bureau.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures, PBL projects, Career Day				

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

State Compensatory

Budget for Acton Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	$14,705.00
	6100 Subtotal:	**$14,705.00**
6300 Supplies and Services		
199 e 11 6395 00 102 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$500.00**

Title I Personnel

Name	Position	Program	FTE
Angie Molinari	Instructional Specialist	Title I	100%

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Anna Roe	Principal
Classroom Teacher	Katie Agor	1st Grade Teacher
Classroom Teacher	Debbie Wilson	2nd Grade Teacher
Classroom Teacher	Shanna McPherson	3rd Grade Teacher
Classroom Teacher	Connie Oelschig	4th Grade Teacher
Classroom Teacher	Maggie Walton	5th Grade Teacher
Classroom Teacher	Angie Gilliam	Kindergarten Teacher
Classroom Teacher	Leah Dawson	Librarian
Community Representative	May Bingham	Community Member
Community Representative	Jennifer Taylor	Community Member
District-level Professional	Wendy Gandy	504/Dyslexia Coordinator
Non-classroom Professional	Karla Willmeth	Assistant Principal
Non-classroom Professional	Jill Jernigan	Counselor
Non-classroom Professional	Angie Molinari	Instructional Coach
Parent	Leighann Walker	Parent
Parent	Jessica Thompson	Parent
Parent	Jennifer Opperman	PTO Representative / Parent

Granbury Independent School District

Baccus Elementary School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
NETTIE BACCUS EL (111901105) - GRANBURY ISD

Accountability Rating

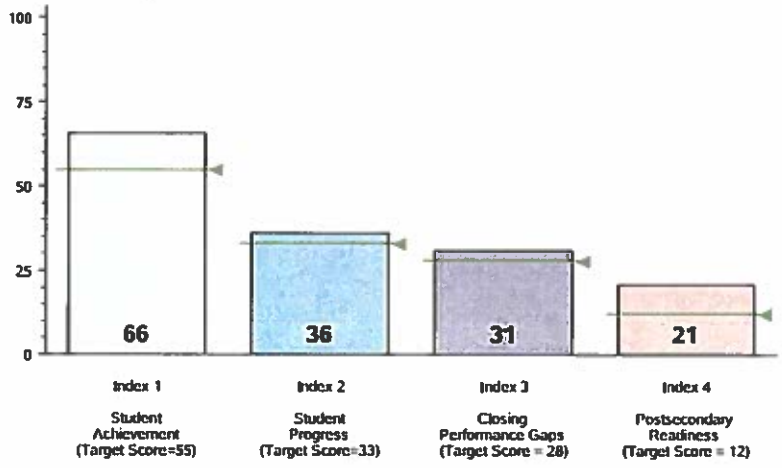
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	415	629	66
2 - Student Progress	580	1,600	36
3 - Closing Performance Gaps	432	1,400	31
4 - Postsecondary Readiness			
STAAR Score	21.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		21

Campus Demographics

Campus Type	Elementary
Campus Size	544 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	71.9%
Percent English Language Learners	7.7%
Mobility Rate	24.9%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 17 = 71%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**22 out of 27 = 81%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Student Achievement

Student Achievement Summary

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

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

3rd Grade Reading - 73

3rd Grade Math - 53

4th Grade Reading - 73

4th Grade Math - 51

4th Grade Writing - 57

5th Grade Reading - 81

5th Grade Math - 77

5th Grade Science – 78

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

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

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

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

School Culture and Climate

School Culture and Climate Summary

School culture is facilitated through teacher collaboration and parent involvement. Teachers and administration work together closely to foster a positive school environment driven by high teacher expectations. Failure is not an option. The staff takes a Whatever it Takes philosophy to help students be successful. Teachers are included in campus decision making and professional learning communities are utilized to support the school mission.

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

All teachers on each grade level have a fifty minute planning period at the same time.

The common planning period allows them to meet and collaborate during the school day.

Common planning time across grade levels is scheduled on days the students are not in attendance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

A variety of curriculum materials are used to teach the TEKS. Motivation Math, Reading, and Writing, Triumph Learning for Science, Voyager, Heineman Comprehension and Fluency, Journeys in Reading, Houghton Mifflin Harcourt Go Math, Investigations in Math, Scott Foresman Social Studies, Houghton Mifflin Harcourt Science Fusion, Novels, and Empowering Writers are some of the materials used teach the TEKS. Project Based Learning will be in the beginning stages of training and implementation.

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

Family and Community Involvement

Family and Community Involvement Summary

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

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

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

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

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

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

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

Classroom volunteer

Reading/Math/Science volunteer tutor

Join PTO

Share career experiences with students

Fieldtrip chaperone

Attend student performances

Attend parent information meetings

Parent teacher conferences

Turkey Trot/Bunny Hop Student Run

Health & Safety Fair

School-wide Carnival/Festival

Book Fairs / Family Reading Nights

Miler's Club

Baccus Garden

BEAM Volunteer Mentor Program

Smiling Dads

Watch DOGS

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

making.

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

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

School Context and Organization

School Context and Organization Summary

District Vision – Quality implementation of the TEKS every day, in every classroom, for every student.

School Mission – The mission of Nettie Baccus Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

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

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

Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

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

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

Technology

Technology Summary

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

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

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

Summative Evaluation: Parent & student feedback and participation rates.

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

8) Continue Watch DOGS (Dads of Great Students) and Smiling Dads to increase positive male role models on campus	1, 6	Office Staff	Visitor Log & Parent Feedback				

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

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

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteer Hours documented in Raptor

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through a Parent Teacher Organization (PTO)	6, 10	Principal, PTO Staff Members	Agendas, Sing-In Sheets, Raptor Logs				
2) BEAM Mentor Program	6, 10	BEAM Coordinator	Sign-In Logs				
	Funding Sources: Title I (211) - $1500.00						
3) Partner with community organizations and businesses for student/parent education & recognition	2, 10	Principal & Office Staff	Kiwanis Super Citizens & Terrific Kids Rosters/List, Certificates, Parent Notification, Kia Van Griffith Kia (Red Ribbon Week), VFD Fire Safety Week, Granbury Education Foundation, Brookshire (donations for Family Nights), H-E-B donations, Speaker's Bureau, Positive Promotions materials at Health Fair				
	Funding Sources: Title I (211) - $2500.00						

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

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

Performance Objective 1: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: Increased STAAR scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Provide supplemental interventions to support student success through campus-wide Baccus Break Out Times	1, 2, 3, 8, 9, 10	Classroom Teachers, Instructional Specialists, and Tutors	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
	Funding Sources: Title I (211) - $5200.00, Local (199) - $6000.00						
System Safeguard Strategies 2) All math instructional staff will participate in Math Task Force Training to address math weakness, study math TEKS & the math STAAR tests each six weeks	1, 3, 4, 8, 9, 10	Principal, Instructional Specialist, Math Teachers	Math scores on common assessments, STAAR, computer programs, etc.				
System Safeguard Strategies 3) Provide a variety of academic resources to support student understanding and mastery of TEKS (workshops & materials such as Greg Tang/Creative Mathematics, Kim Sutton, Measuring Up, Positive Promotions, Motivation Math/Reading,Empowering Writers, etc)	1, 2, 3, 8, 9, 10	Classroom teachers and tutors	Students understanding of TEKS Assessments including classroom, district, and state				
	Funding Sources: Title I (211) - $2500.00						
System Safeguard Strategies 4) Instructional staff will attend: - Bi-weekly academic planning meetings on campus - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
System Safeguard Strategies 5) Students will be exposed to vocabulary words through a variety of strategies (such as school-wide Word of the Week, word walls in classrooms, modeling, rewards, etc.)	1, 2, 3, 4, 9	Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
	Funding Sources: ESL/Bilingual (25) - $1500.00						
System Safeguard Strategies 6) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				

System Safeguard Strategies 7) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	1, 2, 3, 8, 9, 10	Tutors & teachers	Schedules &student products; Increase STAAR percentage scores at Level III Advanced for all student in... All Subjects from 10% to 15% Reading from 17% to 25% Mathematics from 6% to 15% Writing from 1% to 5% Science from 13% to 20% Baccus Break OUt Schedule				
	Funding Sources: Title I (211) - $1500.00, Gifted (21) - $3000.00						

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

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

Performance Objective 2: Provide flexible opportunities for students that are at-risk of dropping out or not completing

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: Title I (211) - $5200.00						
System Safeguard Strategies 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards. Award attendance wreath to class with best attendance in school-wide assembly				
3) Provide opportunities for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Provide opportunities for students to learn about a variety of careers and importance of education/school for different careers		Counselor	Library/Counselor Schedule/agenda, sign-in sheets or Raptor log of guests, Speaker's Bureau				
System Safeguard Strategies 5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	1, 2, 6, 9	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
	Funding Sources: Title I (211) - $995.00						
6) Enrich second and third grade curriculum with Chess		2nd & 3rd grade teachers	Chess Program, Schedules, Surveys				
System Safeguard Strategies 7) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	1, 2, 6, 9, 10	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
System Safeguard Strategies 8) Provide dyslexic specialist to work with struggling learners on reading strategies	1, 3, 4, 9, 10	Lorna Cockerham, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				

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

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

Performance Objective 3: Implement Project Based Learning

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

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

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

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

Performance Objective 4: Improve college readiness performance

Summative Evaluation: Increase number of project based learning projects

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 21st century skills (creativity, communication, critical thinking, collaboration, & communication) in all classrooms	1, 2, 3, 9	Classroom Teachers & Specialist	Increased percentage of students meeting level 3 on state assessments, Walk through data, lesson plans				
2) All students in second and third grades will participate in the First Move Chess Program.	1, 2, 3, 9	Classroom Teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, classroom walkthrough data				
3) Provide G/T Enrichment for all students every Friday during scheduled time	1, 3, 9	G/T Tutor	Student projects, increased performance on district & state assessments, lesson plans, walk-through data				

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

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

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

Summative Evaluation: 100% Fitness Gram Participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment.(Fitness Gram)		PE Teacher	Fitness Gram Report				
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent Notification, School Calendar, Lesson Plans				
3) All first grade students will participate in dental health program with local, dental office & charity.		1st Grade Teachers	School Calendar & Lesson Plans				
4) All students will participate in school activities promoting healthy life-styles (Red Ribbon Week & Field Day)		PE Teacher & School Counselor	Field Day Agenda & Lesson Plans				

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

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

Performance Objective 1: Provide technology professional development to support instruction.

Summative Evaluation: 100% of Baccus teachers will attend scheduled technology trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Six weeks technology trainings for teachers	4	Principal & Campus Technology Staff	School Calendar, Agendas, Documented Classroom Technology Activities				

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

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

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

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

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

Summative Evaluation: Participation in all safety training topics and drills

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

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

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

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

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

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

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

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

Summative Evaluation: CLT agendas

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

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

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

Performance Objective 1: Maintain a comprehensive list of available resources

Summative Evaluation: Parent feedback & review of list

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

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

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

Performance Objective 2: Utilize Speaker's Bureau

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

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

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

State Compensatory

Budget for Baccus Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 105 0 24 000	6118 Extra Duty Stipend - Locally Defined	$21,580.00
	6100 Subtotal:	**$21,580.00**
6300 Supplies and Services		
199 e 11 6395 00 106 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$500.00**

Title I Personnel

Name	Position	Program	FTE
Patti Collier	Instructional Specialist	Title I	100%

Granbury Independent School District

Roberson Elementary School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
EMMA ROBERSON EL (111901104) - GRANBURY ISD

Accountability Rating

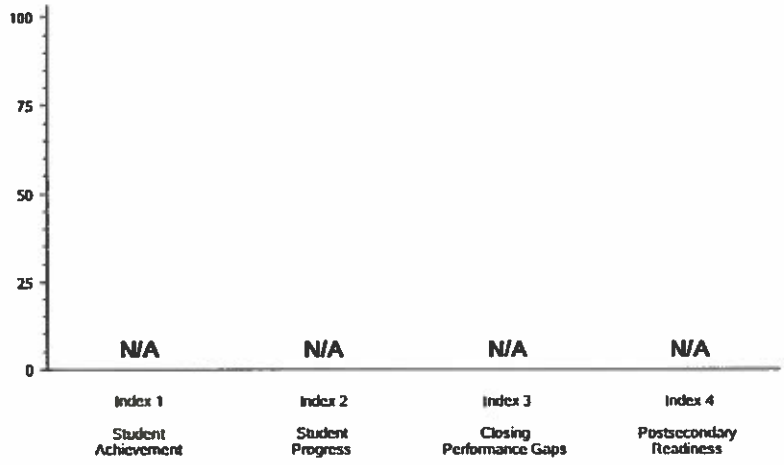
Met Standard

This campus is paired with JOHN AND LYNN BRAWNER INT (111901108)

Distinction Designation

Academic Achievement in Reading/ELA NOT ELIGIBLE
Academic Achievement in Mathematics NOT ELIGIBLE
Academic Achievement in Science NOT ELIGIBLE
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps NOT ELIGIBLE
Postsecondary Readiness NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	N/A	N/A	N/A
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	N/A	N/A	N/A
4 - Postsecondary Readiness	N/A	N/A	N/A

Campus Demographics

Campus Type	Elementary
Campus Size	525 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	65.5%
Percent English Language Learners	23.2%
Mobility Rate	16.7%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	N/A
Participation Rates	N/A
Graduation Rates	N/A
Total	**N/A**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

TEXAS EDUCATION AGENCY
2014 Accountability Summary
JOHN AND LYNN BRAWNER INT (111901108) - GRANBURY ISD

Accountability Rating

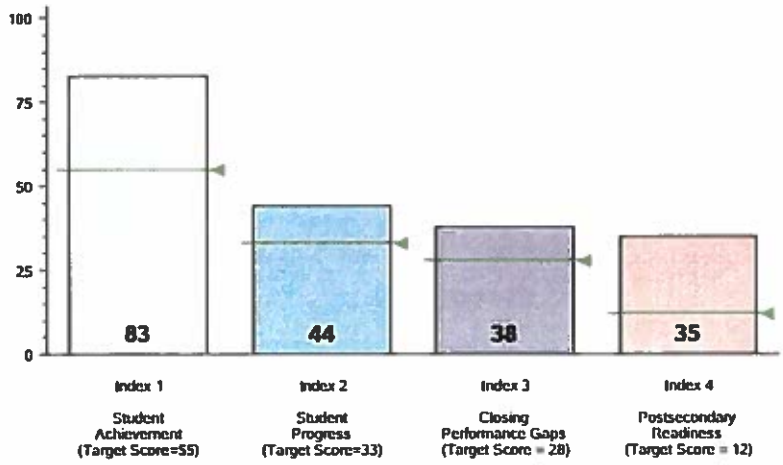
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	862	1,040	83
2 - Student Progress	872	2,000	44
3 - Closing Performance Gaps	611	1,600	38
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

Campus Demographics

Campus Type	Elementary
Campus Size	415 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	59.3%
Percent English Language Learners	20.0%
Mobility Rate	15.0%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	19 out of 21 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	**31 out of 33 = 94%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Emma Roberson Elementary
Title I Needs Assessment 2014-2015

Vision – Quality implementation of the Texas Essential Knowledge and Skills (TEKS) every day, in every classroom, for every student.
Mission – The mission of Emma Roberson Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

School Profile
Emma Roberson Elementary averaged approximately 555 students during the 2013-2014 school year. In May, 2014, 360 students qualified for free or reduced price meals which resulted in a slight decrease to 64.5% FAR. The enrollment by ethnic background was 331 White, 213 Hispanic, 5 African American, 3 American Indian and 4 Asian. The number of students that withdrew during the 2013-2014 school year was 58 and 98 students entered.

Student Needs
Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was comparable to the district levels of other elementary schools in our district (we are linked with Brawner Intermediate). The attached STAAR documentation is a snapshot of data that illustrates student achievement. The data revealed that Low SES students still need to be targeted. All three grade levels were at or slightly above the district average this year which supports our efforts toward student improvement. All scores increased or maintained with the exception of 4th grade bilingual. TELPAS data revealed adequate student progress in all rated areas even though the state adjusted the rating scale. Three students were exited from the LEP program this year. One students' parents denied the bilingual program but remained in the ESL program. The IPT testing continued with new entering students and all students at the end of the year. All targeted students showed improvements on end of year IPT.

The expected outcome is that Title I resources will continue to improve student performance and increase parent participation until the achievement gap is closed and then continue support to maintain student academic success.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the intervention specialist, math/reading specialists, counselor and principal each six weeks. The principal keeps those data sheets until the students exit Emma Roberson Elementary and then passes them on to Brawner. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive additional instruction by classroom teachers, intervention specialist or certified Title I tutors.

K-2 Math interventions from classroom teachers
individual or small group tutoring by certified tutors
Assessment District wide program to replace TEMI
District developed common assessments

K-2 Reading interventions from classroom teachers
individual or small group tutoring by certified tutors, intervention specialist and certified tutors
Imagine Learning Software – individualized for each student
Assessment I-station
Imagine Learning **New Program**
DRA
District developed common assessments

Writing deficits are addressed individually through teacher and RtI committee interventions.

The school made AYP this year and in previous years.

Curriculum and Instruction
The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialists on campus.

STAAR, Benchmarks, I-station Assessments, DRA Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). Imagine Learning software will be used this year to improve reading fluency and comprehension. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district adopted Harcourt Health and Fitness, Journeys Reading, Spelling, Scott Foresman Social Studies and Science, Foss Kits for Science, and a new adoption for math. Empowering Writing will continue to be the utilized curriculum for Pk-2 writing

All students receive instruction in the computer lab each week. Pre-kindergarten, kindergarten and 1st grade classrooms have 5 student L300 computers, grade 2nd grade has a combination of 5 L300's and 5 mini-laptops in each room. The classrooms also have a DLP projector and a smart board for the teachers and students. Mobile devices available to students were increased to 35 including ipods and various tablets. Increased

technology will continue to be added as new hardware is developed. Continued implementation of Cublets and LEGO systems are planned for student introduction to robotics for the 2014-15 school year. Model classrooms are being added which include 5 mobile devices, document camera, mounted projector, interactive board and an amplification system.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions, PBL, Empowering Writing, First Move Chess (2/3 grade), Frogstreet (PK), Imagine Learning. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

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

Pre-kindergarten, kindergarten, first and second grade teachers will receive on campus technology training in monthly. Training will be provided by Kellie Morris and the campus technology team. Teachers in all grades will receive additional training in iStation, Imagine Learning, DRA, Empowering Writing and Google Docs as needed.

All staff members received training in Capturing Kids Hearts. New staff members will receive the training as needed. The assistant principal and counselor will attend training on discipline with specific training on bullying.

Emma Roberson Elementary participates in the Effective Schools Project at Tarleton State University which provides targeted professional development throughout the year.

All teachers have split team planning during their conference period and team planning available at the end of the instructional day. The common planning time allows them to meet and collaborate during the school day.

Common planning time across grade levels is scheduled on days the students are not in attendance and after school.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also monitor their student's grades at anytime through the online Family Access.

A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students.

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

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

The PTO and Site Based Committee all give parents and community members an opportunity to be involved in decision making.

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

Parent resources are maintained for parents to assist their child's academic needs at home. Technology assistance through computers, iPads and iTouches along with take home activities are available. Increased awareness is needed to inform parents of resources available. Parents will be given an explanation about resources available at RtI meetings. Teachers will also be able to refer parents to the IS's for resource assistance.

Remind101 and other digital communication is utilized for parent/teacher/school communication.

School and District Organization
Staff members are involved in decision making by serving on the Site Based Committee. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by the School Support Team.
The intervention specialist meet with personnel in the curriculum department each week and meet with grade level teams each week. This gives all teachers an opportunity to be involved in collaborative decision making.

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

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

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

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

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

The campus has been rated Recognized for several years. An Exemplary rating was achieved for the 2008-09 school year. Now linked to Brawner Intermediate School, the last rating was Recognized for 2010-11.

Information Gathered from a Variety of Sources
Benchmarks and Common Assessments are administered at to all grades. DRA, iStation, Imagine Learning and a new math assessment will be administered in kindergarten, first and second grade. These are all quantitative data sources.

A parent survey served as a source of qualitative data. The results of the survey indicated a need for awareness and education regarding bullying and respect. This issue, along with continued improvements to communication will be addressed by the Campus Improvement Site Based Committee.

Follow-up survey's will be conducted by the campus in the absence of a district wide survey.

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

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

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. Kindergarten, first and second grade reading will be assessed with Imagine Learning, DRA and iStation assessments.

A staff and parent/community survey will be conducted in October and March. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge using staff presentation of topics	2, 6	Principal, AP, Counselor	Kick-off, chain links, Community Event, staff character videos				
	Funding Sources: Local (199) - $500.00						
2) Family Nights, Hispanic Family Night w/ Brawner	2, 6	Enrichment Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Funding Sources: Local (199) - $1000.00						
3) Parent/Teacher Conferences	6	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level	6, 10	Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents				
5) Kindergarten Round-up and pre-school visits	7	Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
6) Provide training for staff on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principal, AP, Counselor	Sign in sheets, agendas				
7) Create school unity through daily morning announcements.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				
8) Hope committee provides a scholarship to graduating senior who attended Emma, makes sure staff birthdays are celebrated and does luncheons throughout the year.	2	Hope Committee - Teachers	Scholarship, staff luncheons, staff celebrations				

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

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

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

Summative Evaluation: EES volunteers will log at least 175 hours of service throughout the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, PTO Teacher Representatives	PTO Sign-In, Agendas, Raptor Sign-In				
2) Provide Academic Parent Center	6, 9	Principal, Intervention Specialists	Parent Raptor Log In, Resource Log				
	Funding Sources: Local (199) - $1044.00						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates)	2, 6, 10	Principal, teachers, office staff	Kawanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Book-It Show Biz Honor Roll/Attendance Chick-Fil-A Honor Roll Roster Spring Creek Parent Nights Fire Dept Speaker's Bureau GEF Kroger				
	Funding Sources: Local (199) - $2000.00, Local (199) - $1000.00						
4) Implement Extensive Customer Care	1, 2, 4, 5, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				
5) Smiling Peeps	6	Administration and Emma Etc. Committee	Different community organizations providing greeters everyday at curb, Dads volunteering to help the campus beautification committee. Sign-in sheets, Raptor log in				
6) Career Day	2, 6, 10	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				

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

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

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of summer 2015, 100% of EES teachers will be trained in implementing PBL.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Eduphoria Training Completion Certiaficate				
2) Attend PBL Lead Training from the Buck Institute	2, 4	Principal, PBL Trainers, Early Adoptor Cohort	PBL Lead Training Certificate				
3) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, Early Adopter and 2nd Teacher Cohort.	Documentation of presentations, Project Overviews				
4) Staff wide book study of PBL in the Elementary Grades	2, 4	Principal, Intervention Specialists	Blogs, Agendas, Sign In Sheets				
	Funding Sources: Local (199) - $1120.00						
5) Train remaining teachers in Summer of 2015	2, 4	Principal, Teachers	Eduphoria Training Completion Certificate, Sign In Sheets				

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

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

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

Summative Evaluation: In the 2014-15 school year, EES students in grades K-2 will increase state performance by one set. (TELPAS)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 3, 8, 9	Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets				
System Safeguard Strategies 2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.	1, 2, 3, 8, 9, 10	Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log				
	Funding Sources: State Comp Ed (24) - $19050.00, Title I (211) - $22112.00						
3) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
	Funding Sources: Gifted (21) - $4185.00						
System Safeguard Strategies 4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Funding Sources: Local (199) - $1400.00						
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.	1, 2, 6, 7, 9, 10	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, TEMI and District Common Assessments				
	Funding Sources: Local (199) - $5000.00						
6) Instructional Specialist provides resources, data and support for students, teachers and tutors	1, 2, 9	Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log				
	Funding Sources: Title I (211) - $59718.00						

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

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

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2014-15 school year, EES students in grades K-2 will have a passing rate of 70% or show a 10% improvement on all benchmark assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration).	1, 2, 3, 9	Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks,				
	Funding Sources: Local (199) - $10000.00						
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

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

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

Summative Evaluation: In the 2014-15 school year, EES students will log tutoring hours depending on RtI level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Implementation of supplemental instruction for RtI and LEP students.	1, 2, 3, 6, 8, 9, 10	AP, Intervention Specialists, ESL Teachers, Bilingual Tutor	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: ESL/Bilingual (25) - $4473.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Funding Sources: Local (199) - $2500.00						

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Lesson Plans				
	Funding Sources: Local (199) - $2500.00						

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

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

Performance Objective 1: Provide technology professional development to support instruction

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology "Happy Hour Training" for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee	School Calendar, Agendas, Documented Classroom Technology Activities				
	Funding Sources: Local (199) - $4000.00						
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms. .	1, 2, 3, 4, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, STAR Chart and PDAS				
	Funding Sources: Local (199) - $4000.00						
3) Teachers will complete campus level proficiencies developed by the technology committee on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers	Completed Proficiency Documentation and PDAS				
	Funding Sources: Local (199) - $3000.00						
4) Principal, Technology Lead Teacher and grade level tech committee representative teachers will attend the TCEA Conference and train campus on new technology.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
	Funding Sources: Local (199) - $3000.00						

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of EES students in K-2 will complete digital safety training during the 2014-15 school year.

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

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

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

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

Summative Evaluation: EES teachers will use technology during instruction, daily, 100% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone and speaker system, and various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	STAAR Chart, Walk Through Data, PDAS				
	Funding Sources: Local (199) - $4000.00						
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express to improve student performance. Campus wide use of Imagine Learning added to support reading.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
	Funding Sources: Title I (211) - $41000.00						

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.	1	AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.	1	Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Create an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				
	Funding Sources: Local (199) - $800.00						
5) Construction of controlled entry vestibule.	1, 2	Facilities director, Principal, AP, and office staff	Raptor log in reports, report logs of unauthorized people in building				
	Funding Sources: Local (199)						

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

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

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, Counsenlor, Intervention Specialists, Teachers	Intervention schedule, lesson plans, school calendar				
2) Early release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 5, 8	Principal, AP, Intervention Specialists,Teachers	Sign in sheets, agendas, district calendar				
	Funding Sources: Local (199) - $1000.00						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.	1, 2, 4	Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				

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

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

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and campus leadership team will meet regularly to address the needs of the campus.	1, 2, 6, 8	Principal and elected teacher representatives.	Sign in sheets and agendas				

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

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

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

Summative Evaluation: EES counselor will maintain and edit a comprehensive list of resources for families at least twice during the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 2, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.	1, 2, 4, 6, 7, 10	Principal, Counselor, Nurse	Sign in sheets, agendas, resource list, referral log				

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

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

Performance Objective 2: Utilize the Speaker's Bureau.

Summative Evaluation: EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the speaker's bureau to bring real world community members into the classroom to enhance academic learning. (Career Day)	1, 2, 3, 6, 8, 9, 10	Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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

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

Summative Evaluation: EES will provide opportunities and continue seeking other activities that our students can compete in.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair.	2, 6	Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				

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

State Compensatory

Budget for Roberson Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	$19,050.00
	6100 Subtotal:	**$19,050.00**
6300 Supplies and Services		
199 e 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$500.00**

Title I Personnel

Name	Position	Program	FTE
Melannie Ferguson	Instructional Specialist	Title I	100%

Granbury Independent School District

Mambrino School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
MAMBRINO SCHOOL (111901107) - GRANBURY ISD

Accountability Rating

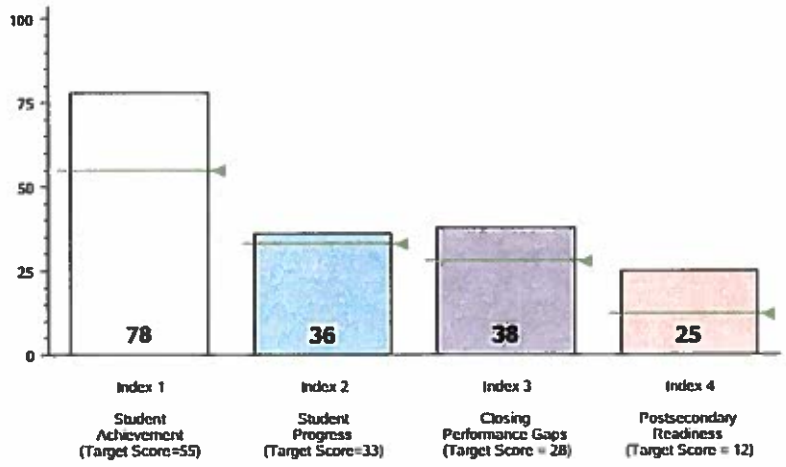
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	499	641	78
2 - Student Progress	436	1,200	36
3 - Closing Performance Gaps	454	1,200	38
4 - Postsecondary Readiness			
STAAR Score	25.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		25

Campus Demographics

Campus Type	Elementary
Campus Size	538 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	53.5%
Percent English Language Learners	4.8%
Mobility Rate	24.2%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	16 out of 16 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**26 out of 26 = 100%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2014-2015

Data Sources Reviewed:

- **STAAR results for grades 3, 4, & 5**
- **Local district assessments**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	**There are about 567** students enrolled at Mambrino School in grades PK-5th grade. 281 students qualify for Free/Reduced meals which equals 52.7% of the student enrollment. 3% of the enrollment is identified as LEP. 6% of the students enrolled are identified as GT. 24% of the students enrolled at Mambrino School qualify as At-Risk..	Economically disadvantaged and Hispanic populations have a need for improvement in all areas.	Combined funding from State Comp Ed, Local budget and Title 1 funds will provide highly qualified and certified tutors for students who are identified as needing assistance in areas of math, reading, writing and science. The tutors will focus work primarily with Tier 3 students.
Student Achievement	**Results of the Spring 2014 STAAR** testing reveal the following: Reading is a definite strength as all state tested areas improved in grades 3, 4 & 5. Math performance showed some growth; however, few students achieved Level III performance.	Improvement in progress, closing the gap and level III in math and reading and writing is needed. Science improvement in all areas.	Math, reading, writing and science tutoring by highly qualified teacher tutors will be employed. Staff Development will be implemented at regular staff meetings, after school curriculum department trainings and additional teacher training on the district early release days.
Staff Quality/ Professional Development	The staff is highly qualified. Several teachers are new to the grade level.	Staff Development needs include: questioning strategies, student discourse, implementing Empowering Writers & portfolios across all grade levels, math scope study, Motivation Math and Go Math, IStation for school and home and Study Island focus for home and school.	Math: utilizing Motivation Math supplemental materials; Study Island for home and school, Calendar Math for primary grades and the new math adoption. Continued focus on studying the scope and working ahead to bring a higher level of expectation for student performance. Reading: utilize IStation at home and school with fidelity, utilize Imagine Learning for ESL and special

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			education students, focus on higher level learning for middle to high students and work with curriculum coordinators to improve teacher understanding of scope and resources to teach skills.

Data Sources Reviewed: • **STAAR results for grades 3, 4, & 5** **Local district assessments**			
Area Reviewed	**Summary of Strengths** **What were the identified strengths?**	**Summary of Needs** **What were the identified needs?**	**Priorities** **What are the priorities for the campus, including how federal and state program funds will be used?**
Family and Community Involvement	The Mambrino School has an active PTO that provides funds for additional activities for students.	The PTO is in need of more active volunteers as the volunteer base is growing smaller.	Parent Involvement activities provided by the staff at the school include: Math/Reading Night, Read-a-Thon, Field Day, Grade Level Musicals and Coffee with the Principal. An electronic marquee was purchased by PTO to add to communication between home and school. Utilize "Remind" phone reminders for parents.
Technology	Teachers are utilizing some SMART boards, computer labs, classroom computers and some student devices. Additional technology will be installed per district model classrooms.	Technology needs include the following: devices for students like Ipod Touch & Ipads; devices for teachers, staff development to incorporate technology into the hands of students.	Technology is a priority at Mambrino School. State and Local funding will be utilized for staff development and technology devices as per the district model classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

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

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

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

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

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

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

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

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

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 65% of staff are PBL trained.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend three day training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort; GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation				
2) Attend PBL Lead from the Buck Institute	2, 4	Principal, AP, Librarian, Instructional Interventionist	Training certificate through Eduphoria				
3) Summer 2014 trained PBL staff will implement one project per semester. Cohort 1 PBL staff will implement three projects per year.	2, 3, 4	Principal, PBL Trainers, PBL trained staff	Documentation of presentation (project overview)				
4) Enlist remaining Mambrino teachers for Cohort 3 PBL training in Summer 2015.	2, 4	Curriculum Director, Principal, Teachers	Teacher certificate of training				

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

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

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas: (1) Math improvement in Student Achievement, Student Progress, Closing the Performance Gap in Economically Disadvantaged and Hispanic sub-groups.(2) Reading: Student Progress, Closing the Performance Gap (Hispanic &Sped.); Economically Disadvantaged.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) All instructional staff will participate in the CARA process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 4, 8, 9	Principal, Teachers, Instructional Specialist and Curriculum Coordinators	Calendar, sign-in sheet, agenda				
System Safeguard Strategies 2) Provide supplemental interventions to support student success for identified low-performing students in all sub-groups as identified in the Comprehensive Campus Needs Assessment.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Counselor, Teachers, Certified Teacher Tutors	Intervention documentation (special ed.; 504; RtI; etc.)				
	Funding Sources: State Comp Ed (24) - $4000.00, Local (199) - $10000.00, Title I (211) - $30000.00						
3) Implement 21st Century skills in all classrooms. (creativity, critical thinking, collaboration and communication)	1, 2, 3, 9	Principal, AP, Instructional Interventionist, Teachers	Walk-throughs; state assessment data; Increase in Level 3 performance on STAAR; lesson plans; PBL Implementation				
	Funding Sources: Local (199) - $1000.00						
System Safeguard Strategies 4) Monitor and promote student growth in all academic areas utilizing small group instruction, I-Station, Imagine Learning (ESL &Sp. Ed. pops) Study Island, Think Through Math, Reading &Writing, Motivation Math, academic interventions and tutoring. (Combine funding: Title 1; Local & State Comp.Ed.)	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers, highly qualified tutors	Walk-Throughs; Reports; State Assessment data				
	Funding Sources: Local (199) - $18750.00, State Comp Ed (24) - $15310.00, Title I (211) - $10000.00						

System Safeguard Strategies 5) Monitor the tiers of intervention/progress to assure all students have access to the general curriculum.	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Teachers, Certified Teacher Tutors	Walk-Throughs; Reports; State Assessment data				
6) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students: Utilize the Lesson Cycle for all Reading, Math and Language/Writing lessons. Implement use of Motivation Math (gr. 1-5), Calendar Math (gr. 1 & 2) Motivation Reading (gr. 3-5), Motivation Writing (gr. 4) and Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities.	1, 2, 3, 9	Principal, AP, Instructional Specialist, Teachers	Walk-Throughs; Lesson Plans; progress reports; report cards				
	Funding Sources: Local (199) - $4000.00						
7) Implement Empowering Writers with fidelity and Poetry Friday to strengthen writing across all genres.	1, 2, 3, 4, 9	Principal, AP, Instructional Specialist, Teachers	Walk-Throughs; Lesson Plans; local and state assessments				
	Funding Sources: Local (199) - $50.00						
System Safeguard Strategies 8) Utilize Instructional Specialist to work with classroom teachers to improve instruction. (Salary Title 1)	1, 2, 3, 4, 9	Principal, AP, Instructional Specialist	Performance on local and state assessments; progress reports; report cards				
	Funding Sources: Title I (211)						
System Safeguard Strategies 9) Classroom teachers will utilize resources to teach and promote critical thinking: Number Sense; First Move Chess (gr. 2 & 3).	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Teachers	Performance on local and state assessments				
	Funding Sources: Gifted (21) - $5852.00, Local (199)						
System Safeguard Strategies 10) In grades 3-5, all math, reading and writing teachers will work directly with Curriculum Coordinators to preview the Scope, utilize resources, share ideas and review critical areas of need.	1, 2, 4, 9	Principal, AP, Instructional Specialist, Teachers	Performance on local and state assessments				
System Safeguard Strategies 11) Monthly professional development focus with teaching staff to promote higher level thinking/questioning and student discourse.	1, 4, 8, 9	Principal, AP, Instructional Specialist, Teachers	Performance on local and state assessments				

System Safeguard Strategies **Critical Success Factors** CSF 7 12) Conduct K-5 Dept Mtg Campus Walks, Looking at Lesson Cycle, Questioning and Discourse in Math with Curriculum Coordinator	1, 2, 3, 4	Principal, AP, Instructional Specialist, Teachers, Curriculum Coordinator	Performance on local and state assessments				

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

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

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In 2014-15, students in grades 3-5 will increase Level III performance by 3%.

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

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

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

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

Summative Evaluation: Less than 10 students will be retained.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) All instructional staff will participate in the CARA process to identify areas of needed growth based upon common assessment and benchmark data. Small group intervention will be implemented for low-performing students to close the performance gap. (Joint funding to provide highly qualified tutors from Local, State Comp. Ed. and Title 1 funds)	1, 2, 4, 8, 9	Principal, AP, Instructional Specialistist, Teachers	Calendar; Tutoring sheets; Teacher participation				
System Safeguard Strategies 2) 5th Grade Field Trip to Granbury HS to tour Career & Technology opportunities.	1, 2	Principal, AP, Counselor,5th grade teachers, CTE Director	Improvement in attendance				
System Safeguard Strategies 3) Monitor student progress and interventions to reduce retention.	1, 2, 3, 4, 6, 8, 9, 10	Principal, AP, Instructional Specialist Teachers, Counselor	RtI documentation; Report Cards; Retention documentation				

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

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

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

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

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

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

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

Performance Objective 1: Provide technology professional development to support instruction

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

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

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in Internet Safety education training utilizing GISD Technology Department curriculum.	1, 2, 3, 4, 10	Principal, AP, Teachers, Librarian	Principal attestation; Lesson plans; reduction in violation of internet use policy				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Teachers will utilize a variety of digital tools to enhance student performance: interactive white board; hand-held devices; projection system; classroom computers; computer lab; software and apps	1, 2, 3, 4, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers	Teacher Walk-Throughs PDAS				
System Safeguard Strategies 2) Language arts teachers will utilize Poetry Friday (Kindle Book) to improve poetry interpretation.	9, 10	Principal, AP, Instructional Interventionist, Teachers	Walk-Throughs, Lesson Plans, Student performance on state & local assessments				
	Funding Sources: Local (199) - $50.00						
3) Students will utilize software: iStation; Imagine Learning (ESL &Sped.); Study Island (Universal Screener gr. 3-5) AR; Study Island; Think Through Math, Reading Eggs; Brain Pop	1, 2, 3, 7, 8, 9, 10	Principal, AP, Instructional Specialist; Teachers	PDAS; STAR Chart; State Assessment; Useage reports				
4) Mambrino School will supplement the "ideal classroom" with technology devices for students and teachers through donation from PTO.		Principal, Technology Director, AP, Instructional Specialist, Librarian, Teachers	Budget; Purchase Orders				

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

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

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

Summative Evaluation: 100% of Mambrino teachers will participate in safety training and monthly disaster drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly facility inspection report		Principal, AP, Lead Custodian	Monthly Inspection reports Work Order completion				
2) Monitor work order submission		Principal, AP, Secretary and Lead Custodian	Eduphoria work order report				
3) Campus state and local safety trainings including: 10 GISD Required Trainings, Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) & Science Safety Trainings (2)	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Staff development of safe procedures (Behavior Matrix): hallway, restroom, cafeteria, classroom and playground	2, 3, 4	Principal, AP, Teachers	Lesson Plans (evidence of procedures taught) Walk Throughs				
5) Implement the Mambrino safe release procedure for pick-up students and implement procedures for bus students.		Principal, AP, CLT, Teachers	Parent feedback				

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

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

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate scheduling at least 27 weeks in the 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Students participate in enrichment/intervention classes during flexible scheduling. (Combine funding: Title 1; Local &State Comp.Ed.; GT)	1, 2, 3, 9, 10	Principal, AP, Instructional Interventionist, teachers	Intervention schedule Lesson Plans				
System Safeguard Strategies 2) Early release days at the end of each grading period is utilized for staff development and curriculum planning.	1, 2, 4, 5, 8	Principal, AP, Campus Leadership Team, Instructional Specialist, Teachers	District Calendar Agendas & Sign-in Sheets				

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

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

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Summative Evaluation: The Campus Leadership Team (CLT) meets a minimum of four times/year.

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

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

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

Performance Objective 1: Community resources list will be updated and made available throughout the school year.

Summative Evaluation: Community resources list will be maintained and/or edited at least 3 times per year.

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

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

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

Performance Objective 2: Utilize the Speaker's Bureau

Summative Evaluation: Mambrino staff will increase the use of the Speaker's Bureau (and other community speakers and resources) by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Teachers utilize the Speaker's Bureau to bring relevant real world experiences from community members into the classroom to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP,Teachers	Lesson Plans Sign-In documentation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Budget for Mambrino School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 107 0 24 000	6118 Extra Duty Stipend - Locally Defined	$15,310.00
	6100 Subtotal:	**$15,310.00**
6300 Supplies and Services		
199 e 11 6395 00 107 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$500.00**

Title I Personnel

Name	Position	Program	FTE
Suzan Turner	Instructional Specialist	Title 1	100%

Granbury Independent School District

Oak Woods School

2014-2015 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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
OAK WOODS SCHOOL (111901106) - GRANBURY ISD

Accountability Rating

Met Standard

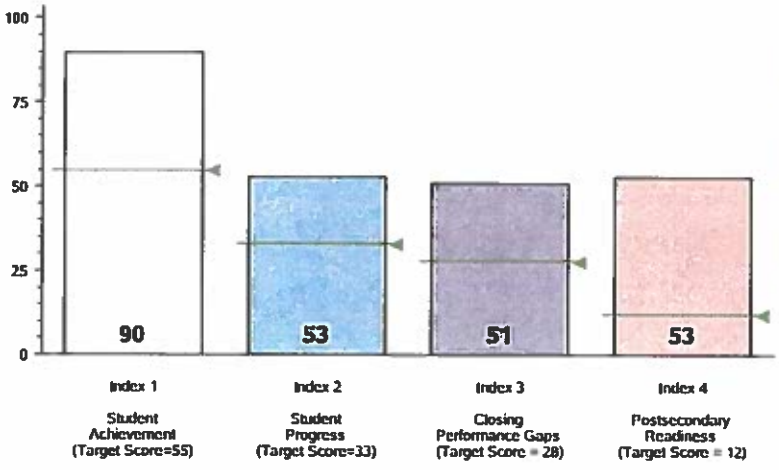
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation



Academic Achievement in Reading/ELA
DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	461	511	90
2 - Student Progress	531	1,000	53
3 - Closing Performance Gaps	616	1,200	51
4 - Postsecondary Readiness			
STAAR Score	53.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		53

Campus Demographics

Campus Type	Elementary
Campus Size	507 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	40.6%
Percent English Language Learners	2.6%
Mobility Rate	19.0%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	8 out of 10 = 80%
Graduation Rates	N/A
Total	**20 out of 22 = 91%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Oak Woods' Elementary

Comprehensive Needs Assessment

2014-2015

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

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

School Motto: Oak Woods Strong

Strong Minds, Strong Bodies, Strong Character

School Profile/Demographics

Oak Woods Elementary averaged 507 students during the 2013-2014 school year. In May 2014, approximately 203 students qualified for free or reduced price meals- 40.6% FAR. English Language Learners is 2.6% and the school mobility rate is 19.0%. The enrollment by ethnic background was approximately 83% White, 14% Hispanic, and 3% other.

Student Needs/Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments resulted in a "Met Expectations" for

the campus. Economically disadvantaged, Hispanic and special education students are being targeted for increased performance levels in reading and math. Gifted and talented students are being targeted to increase percentages of commended. The expected outcome is school resources will improve student performance and increase parent participation.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the instructional principal and assistant principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive instruction by the classroom teacher for Tier I students and by instructional support personnel for Tier II and Tier III students. The Rti coordinator will place first, second, third, fourth and fifth grade students in small group reading and math classes. Students in kindergarten through second grades will receive the Go Math assessment, and Kindergarten through fifth grade students will receive iStation assessments with interventions in reading.

The school made AYP this year and in previous years and met state standards.

Professional Development/Staff Quality, Recruitment & Retention

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

Teachers and paraprofessionals attend GISD Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Math TEKS will be an emphasis in 2014-2015. Dr. Molina from the Dana Center will lead training for 3rd, 4th and 5th grade math teachers. Training is also provided for technology. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

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

Performance Based Learning training will continue in the 2014-2015 school year. Nineteen (19) 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 on October 3rd, November 7th, February 13th and April 10th will be used for campus based staff development.

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.

Curriculum and Instruction

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

TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical team meetings. Early release dates in the school calendar will be utilized for these meetings.

STAAR, Benchmarks, iStation, Study Island Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district has adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling and Social Studies, Houghton Mifflin Harcourt Fusion Science and Go Math. Foss Kits are used in Science. Oak Woods School uses Mentoring Minds in 3rd, 4th and 5th grades for math, reading, science and writing.

All students receive instruction in the computer lab twice each week. Each classroom has five student computers. The classrooms are equipped with LCD projectors, document cameras, Smart boards and interactive speaker systems for the teachers and students.

Oak Woods 2nd and 3rd grade students will participate in First Move during the 2014-2015 school year. First Move is an international school chess program designed to increase higher level thinking skills for young students.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their student's grades at any time since the grade books are online. Just a few of the many

ways parents can volunteer or participate in school life at Oak Woods include the following:

Classroom volunteer

Reading/Math volunteer tutor

Join PTO

Share career experiences with students- GISD Speaker's Bureau

Fieldtrip chaperone

Attend Reading Night

Attend Museum Night

Attend student performances

Attend grade level parent information meetings

Attend parent teacher conferences

The PTO and Campus Site Based Committee give parents and community members an opportunity to be involved in decision making.

School Context and Organization

Staff members are involved in decision making by serving on the Site Based Committee or the PTO executive board. The school budget is developed with the assistance of the Site Based Committee. All teachers have an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that

will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

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

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

The school operates with one written plan which is the Campus Improvement Plan. A campus based team develops the plan. Teachers and parents have an opportunity to contribute by collaborating with their representative.

The campus has received recognition from the state for several years. An exemplary rating was achieved for the 2009-2010, 2010-2011 and 2011-2012 school years. The campus met state standards in 2012-2013 and 2013-2014.

Information Gathered from a Variety of Sources

The State of Texas Assessment of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered to all grades. The Go Math assessment is administered in kindergarten, first and second grade. Study Island Math is the data source for 3rd-5th grades. In reading, iStation monthly assessments are recorded for 1st- 5th grade students. These are all quantitative

data sources. Special Education students will use Imagine Learning software for reading and teachers will have access to individual student reports.

School Support Team Involvement

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

Campus Improvement Plan

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

Resource Allocation

School resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math STAAR test will be given in grades three, four and five. The Go Math assessment will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed using IStation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Provide opportunities for parent and community service.

Summative Evaluation: Parents and community members will log 250 hours of service at Oak Woods.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through PTO.	6	Principal, PTO Volunteer Coordinator, Teachers	Volunteer Form, Sign-in Sheets (Raptor)				
2) Partner with community organizations and businesses for student recognition and education.	9	Principal, AP, Counselor, Awards Coordinator	Coupons,Certificates, Kiwanis Terrific Kids List, Kiwanis Super Citizens List, Six Flags Read to Succeed Roster, Lions Club Perfect Attendance Roster, Speakers Bureau, GVFD, GEF, HEB.				
3) Implement Customer Care	2, 6	Principal, Office Staff	Survey				

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

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

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of summer 2015, all of Oak Woods teachers will be trained in Project Based Learning.,

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute.	1, 2, 3, 4, 5, 9	Principal, Early Adopter Teachers	Certificate				
2) Attend PBL lead training.	2, 4	Principal, AP	Certificates				
3) Each PBL staff member will develop and implement one PBL project per semester. Year two adopters will implement 3 PBL projects.	1, 2, 3, 4, 5, 9	Early Adopter Teachers, Principal, CBP Staff	Project Overview, Presentation Documentation, Field Trips				
	Funding Sources: Gifted (21) - $5885.00						
4) Enlist Oak Woods teachers to attend PBL cohort 3 training during the summer of 2015.	2, 3, 4, 9	Curriculum Director, Principal	Certificates, Sign-in Sheets				
5) Enter at least two teams in the Odyssey of the Minds competition.	6, 9	Program Coach	Registration Fees for 2 teams.				
	Funding Sources: Gifted (21) - $1000.00						

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

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

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

Summative Evaluation: Oak Woods will increase passing rates from 1%-4% and increase the participation rate of special education students on state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	8, 9, 10	Principal, AP, Curriculum Specialist, Teachers	DMAC Data Sheets, Agendas, Meeting Notes, Calendar Schedule. Increase STAAR: Reading 91% to 95% Math 86% to 90% Writing 89% to 90% Science 86% to 90%				
	Funding Sources: Local (199)						
2) Provide supplemental materials to support student success.		Principal, AP, Counselor, Program Coordinators	Intervention Documentation (Rti, sped., 504, ESL, etc.) Mentoring Minds, Imagine It Phonics, Countdown to STAAR				
	Funding Sources: State Comp Ed (24) - $11955.00						
3) Provide enrichment opportunities for all students identified as GT.	1, 2, 6, 9	Principal, AP, Counselor, Teachers	Lesson Plans, Schedules, Student Products. Odyssey of the Mind Competition Lego Robotics First Move				
4) Provide supplemental instruction to support student success.	1, 2, 9, 10	Principal, Principal, Assistant Principal Title I Tutors	Intervention Documentation, Rti Reports, local and state assessments.				
	Funding Sources: Title I (211) - $53000.00						
System Safeguard Strategies 5) Increase special education participation rates on state assessments by using social stories in special education classrooms.	1, 2, 9	Principal, Assistant principal, testing coordinator, special education teachers.	Participation rates on STAAR by special education students.				

6) Students will earn Oak Woods incentives each six-weeks. Students will be allowed to choose items in the school store the week following the end of the six weeks for two, one or no absences. Improved attendance (93%-96%) will have a positive impact on student academic performance.	1, 2	Principal, Attendance Clerk, Specials Teachers.	Student attendance at Oak Woods will increase by 3% for the 2014-2015 school year.				

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

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

Performance Objective 3: Improve college readiness performance

Summative Evaluation: Oak Woods will increase Level III performance by 3% on state assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century skills in all classrooms.(Creativity, Critical Thinking, Collaboration, Communication)	2, 9	Principal, AP, Teachers	Snap Shots, Lesson Plans, Increase Level III Performance on State Assessment. Increase STAAR Level III: Reading 31% to 34% Math 29% to 32% Writing 19% to 22% Science 20% to 23%				
2) OW second and third grade students will participate in the "First Move" program.	6, 9	Curriculum Department, Principal, 2nd and 3rd grade teachers.	90% of all 2nd and 3rd grade students will be able to complete a game of chess at the beginner level by end of the school year.				

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

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

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

Summative Evaluation: 100% of Oak Woods students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment.(Fitness Gram, Boosterthon, Milers Club)		PE Teacher	Fitness Gram Report				
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent notification letter, school calendar, lesson plans.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of Oak Woods teachers will attend scheduled technology trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology "Happy Hour" trainings for Teachers.	4	Principal, Campus Technology Committee	School Calendar, Agendas, Documented Classroom Technology Activities				

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: By the end of the first six-weeks of school, 100% of Oak Woods students will be trained in cyber safety training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a technology tools to improve student performance such as classroom computers, LCD projectors, document camera, interactive whiteboards, flip cameras, classroom audio/speakers and hand held devices.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	STAR Chart, Snap Shot Data, PDAS.				
	Funding Sources: Local (199)						
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, think Through Math, Reading Express, and Imagine Learning to improve student performance.	2, 9	Principal, AP, Librarian, GISD Technology Department	Software Usage Reports, State Assessment Data				
	Funding Sources: Local (199)						

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

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

Performance Objective 1: Implement and maintain campus safety plan

Summative Evaluation: Oak Woods will complete 100% of required trainings and activities as related to school safety.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	10	Principal, AP, Custodian	Completed report.				
2) Timely submission of campus work orders.		Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
3) State, Local and Campus safety trainings including 10 WC video trainings for staff, student drills and other state required trainings.		Principal, AP, District Personnel	State and local completion reports.				
4) Implement Standard Operating Procedures (SOPs).	2	Principal, AP, Teachers	Lesson Plans (evidence procedures taught), OW Campus Book				

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

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

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: Oak Woods students and teachers will participate in flexible scheduling activities 25 weeks of the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	9	Principal, AP, Rti Aide, Teachers	Intervention Schedule, Lesson Plans, School Calendar (early release days)				
2) Early release days at the end of each grading period will be utilized for campus planning, collaboration and training. (PBL, Molina math, technology, Textbook adoption trainings, PLC's)	4	Principal, CLT	Agendas, School Calendar, Sign-in Sheets, PBL Meeting Minutes				

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

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

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

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

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

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

Performance Objective 1: Implement a comprehensive list of district and community/resources available to Oak Woods students and parents.

Summative Evaluation: List will be updated and communicated at least two times a year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	6, 7, 9	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	6	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in Sheets				

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

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

Performance Objective 2: Utilize Speaker's Bureau

Summative Evaluation: Community speakers will be utilized at lest 10 times a year in Oak Woods classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	2	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				

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

State Compensatory

Budget for Oak Woods School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199 e 11 6395 00 106 0 24 000	6395 Supplies, DP Operations - Locally Defined	$11,805.00
199 e 11 6395 00 106 0 34 000	6395 Supplies, DP Operations - Locally Defined	$500.00
	6300 Subtotal:	**$12,305.00**

Title I Personnel

Name	Position	Program	FTE
Hannah Kill	Title I Aide/Dyslexia	Reading	82%
Lavonda Becker	Title I Aide	Math	100%

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Donnie Cody	Principal
Business Representative	Mike Moore	First National Bank Granbury
Classroom Teacher	Samantha Barnett	2nd grade
Classroom Teacher	Marsha Hamilton	5th grade
Classroom Teacher	Kim Rains	4th grade
Classroom Teacher	Melissa Shipp	3rd grade
Classroom Teacher	Denise Sillivent	Kindergarten
Classroom Teacher	Suzy Tabor	Special Education
Classroom Teacher	Kristen Thigpen	1st grade
District-level Professional	Sharon Williams	Curriculum Director
Non-classroom Professional	Chelsey Gibson	A.P.
Parent	Robyn Greene	Parent/PTO

Granbury Independent School District

Brawner Intermediate School

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

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

Vision

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

Core Beliefs

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

TEXAS EDUCATION AGENCY
2014 Accountability Summary
JOHN AND LYNN BRAWNER INT (111901108) - GRANBURY ISD

Accountability Rating

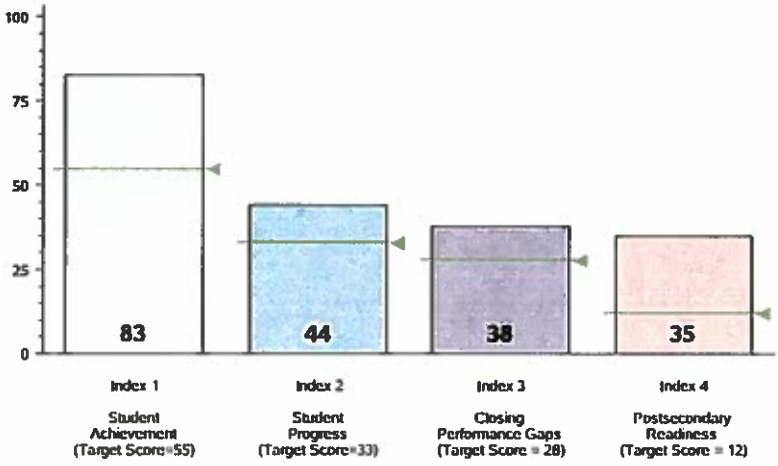
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	862	1,040	83
2 - Student Progress	872	2,000	44
3 - Closing Performance Gaps	611	1,600	38
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

Campus Demographics

Campus Type	Elementary
Campus Size	415 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	59.3%
Percent English Language Learners	20.0%
Mobility Rate	15.0%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	19 out of 21 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	**31 out of 33 = 94%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Brawner Intermediate School

Comprehensive Needs Assessment
2014-2015

Principal: Stacie Brown

Granbury ISD Vision Statement: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.
Granbury ISD Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.
Brawner Motto - The motto of Brawner Intermediate School is:
Learning For All...Whatever It Takes!

School Profile

Brawner Intermediate averaged approximately 410-430 students during the 2013-2014 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 15, 2014) it is anticipated that the number will remain close to 415 at the start of school in August (current prediction is exactly 415). The breakdown per grade level is 8 sections of 3rd grade (2 are bilingual), 8 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).
Brawner Intermediate houses the bilingual program for the district and during the 2013-2014 school year there were 68 bilingual students and 15 ESL students. At the start of school in 2013, 276 students qualified for free or reduced price meals which resulted in 63.4% free and reduced percentage. While this percentage fluctuated slightly throughout the year, the year ended with 262 students receiving free/reduced meals. This was approximately 60%. The enrollment by ethnic background was 263- White, 139-Hispanic, 2-American Indian, 6-African American, and 5-Asian.
Thirty nine students withdrew during the 2013-2014 school year. Forty students entered during the 2013-2014 school year. This year the campus has about an 18% mobility rate.

Student Needs

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

3rd Reading: 84%
3rd Math: 86%
4th Reading: 80%
4th Math: 79%
4th Writing: 71%
5th Reading: 95% (including 2nd admin)
5th Math: 89% (including 2nd admin.)
5th Science: 80%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2015), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus.

Brawner Intermediate's scores were at or above district averages. Subpopulation score averages revealed separate initial target areas. In general the performance gap between Hispanic and white students continues to be a target area. Although the gap s bigger in the area of reading, there is also a gap in the math scores. The 3rd grade score gap was the smallest (5 points in math and 7 in reading), the gap tended to widen in 4th and then shrink in 5th. The biggest gap occurred between Hispanic and white in the 4th grade writing. This held true when comparing economically disadvantaged students to non-economically disadvantaged students. Our bilingual population, overall Hispanic population and economically disadvantaged students continue to be target populations for the campus. The expected outcome is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set

by the campus. A complete review of target areas needed for individual students will be set through campus meetings in August 2014.

Quantitative data from a variety of sources (common assessments, classroom based assessments, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the specialist(s), and principal each six weeks. Response to Intervention (RTI) , teacher information, and information on the data sheets will be used to identify student needs in a timely manner. In addition, student data folders will be implemented and students will be trained to track their individual data from a variety of sources. Students will work with their teachers to set goals and monitor progress. Staff will be trained on revised implementation of student data folders in August of 2014.

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

At this time it is unknown if the school made AYP for the 13-14 school year, however due to increased scores in reading and math, initial reports indicate the campus will make AYP this year.

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with

the instructional specialist and principal on campus. Campus "CARA" meetings (Collect, Analyze, Reflect, Act) are held after each district common assessment and benchmark in order to make action plans to address the areas of weakness revealed through the assessments reviewed. District Curriculum Coordinators continue to support the need for additional strategies and direct CARA meetings as well.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are tracked by the classroom teachers for all students and identified low performing students are referred for interventions through the appropriate program. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Pearson Reading, Spelling, Social Studies and Harcourt Science & Math and Foss/GEMS Kits for Science are also used by the campus to reinforce hands on learning in science.

All students receive instruction in the computer lab each week. Each classroom has at least 3-4 student N-station computers with 2 full labs scheduled weekly for classes. DLP projectors and smart boards will be mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for check out (from the campus librarian) are 31 mini-iPads and 20 iPod touches. The Campus Leadership Team has implemented technology proficiencies which allow teachers to become proficient in target areas, thereby earning the equipment through an approved demonstration process. All teachers demonstrated proficiency in document cameras, smartboards and LCD projectors last year. The campus technology committee will implement additional proficiencies for the materials approved through the bond.

Professional Development

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

Teachers and paraprofessionals attend a district wide Summer Conference. Participation in Summer Conference is included in the staff contract days.

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

Campus professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, bilingual, special education and economically disadvantaged students in various content areas. Target areas will be refined based upon up to date data and trainings attended by the staff will result in presentations to highlight the sessions they attended. Several of the summer technology sessions offered will be brought back to campus and presented through "Appy Hours" where teachers learn how to integrate technology into the classrooms for student use by other teachers that are implementing. This year, Brawner Intermediate staff will participate in an in depth book study *The Classroom Management Book* by Harry and Rosemary Wong. Analysis of the book will begin during the fall of 2014. Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University and will be implementing a *Wordly Wise* vocabulary program that will require some on campus training as well.

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

Common planning time across grade levels is also scheduled on days the students are not in attendance. Teacher teams meet with campus intervention specialists and principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2-3 times each year. These conferences are held to determine strengths/weaknesses and to help drive staff needs for professional development.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line.

A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students. The mentors will meet with their assigned student once each week.

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

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Assist with the school family celebrations (Family Reading Night, Family Math Night, Family Science Night)
Parent teacher conferences

The PTO and Campus leadership Team all give parents and community members an opportunity to be involved in decision making through multiple meeting opportunities throughout the year.

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

Each year students are given the opportunity to participate in enrichment. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 4 sessions of enrichment, each lasting 7 weeks. Some examples of Enrichment Clubs are: Digital Dudes and Divas, Community Helpers, Emerging Engineers, etc.) This year all 3rd grade students will be participating in *First Move Chess* clubs during enrichment which was provided through a grant by the Granbury Education Foundation.

Another opportunity provided is through auditioning for the campus Musical. The musical is a spring event in which Student Council provides snacks and a

show. Students present the musical during the school day as a dress rehearsal so the students who were unable to attend get to see the show as well.

Additional opportunities include:
Student Council (class reps and board) -Class reps are elected by class vote (1 boy and 1 girl per class) and the board is elected through a school wide election. Monthly meetings are held and students meet with community organizations in order to understand the needs of the community. Then STUCO members select several organizations to support with donations throughout the year. STUCO is also responsible for the design & layout of the campus yearbook.
Miler's Club-All students are given the opportunity to run miles on the track. Students receive medals and T-shirts for reaching their goals of 50 and 100 miles each year. Grade level totals are charted weekly during morning meeting and the status of travels across the United States (capitals) and around the globe. Lake Granbury Medical Center provides funding to support this campus effort.
Jump Rope Club-4th and 5th grade students are invited to join the campus jump rope club. This club meets 2 times weekly at 7:15 beginning in the 2nd grading period and involves members of the community and Brawner staff. Local gym owner, Dan Trumble, provides support for the team throughout the year.

School and District Organization
Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is reviewed and allocation requests are discussed with the Campus Leadership Team. The campus Professional Development Plan is also reviewed and approved by the CLT.

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

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making

adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal, assistant principal, and specialist conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction. The results of this information also provide direction for additional professional development. The campus walkthrough document will be reviewed at the beginning of the year in order to combine the technology walkthrough document and the classroom snapshot document. The new document will then be used as the snapshot document and all staff will be trained on the document in the Fall of 2014.

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

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

The campus accountability rating for the 2012-2013 school year was Recognized, but with the new state accountability system connected to the implementation of the new state test (STAAR), the anticipated campus rating for 13-14 will be "Met Standard". The rating will be formalized in August of 2014 and discussion surrounding the rating and updated data provided will be discussed at the staff meetings.

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

Employee, student, and parent surveys are sources of qualitative data. The results of the employee survey identified areas in need of improvement.

The purpose of the employee survey was to determine employee attitudes and perceptions. The student survey was specific to activities and preferences of previously implemented student activities. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Intermediate.

School Support Team Involvement

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

Campus Improvement Plan

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

Resource Allocation

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

Evaluation of Plans and Strategies

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

A parent survey will be conducted in the fall of 2014 to assess target areas with our parents. The STUCO board will design a survey for students in order to gather data regarding areas to target that are specific to students. 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge	2, 6	Rachel's Challenge Committee (Principal, Counselor, Grade Level Leaders, Student Council Board)	Campus Wide Kick Off, Campus Linking Ceremonies (each grading period), Holiday "Dont Break the Chain Reaction" campaign for parents/students over holidays.				
	Funding Sources: Local (199) - $250.00						
2) Family Nights -Reading Night- -Math Night- -Science Night- -Campus Culture Night	2, 6	Teachers, Specialists	Parent Communication Flyers/Sign In Sheets/School Calendar				
	Funding Sources: Local (199) - $500.00, Title I (211) - $250.00, ESL/Bilingual (25) - $200.00						
3) Parent/Teacher Conferences	6	Teachers	Conference/Contact Logs				
4) Parent Orientation (Title 1 Campus Overview and Parent Notification)	6, 10	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes	✓			
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback				
6) Provide training for staff on bullying awareness, prevention and procedures, and child abuse awareness & prevention including Jenna's Law.	1, 2, 4, 9, 10	Principal, AP, Counselor Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts.	✓			
7) Create school unity through daily morning meeting highlighting student effort, reinforcement campus motto, pledges, etc.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				

8) Highlight "Brawner Student's of the Week" in classroom and grade level winners.	1, 2	Principal, AP, Counselor, Teachers	Student nominations, classroom pictures of student of the week and grade level pictures of "Brawner Student of the Week" on website/facebook page.				
	Funding Sources: Local (199) - $500.00						

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

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

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteers will log 150 hours of assistance for the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through parent/teacher organization and Helping Hands Club.	6, 10	Principal, PTO Teacher Rep	Volunteers hour logs-Raptor,agendas, Spreadsheet of volunteers with times/days and activity specifications.				
2) Partner with community organizations & businesses for student recognition. (awards, coupons, certificates)	2, 10	Principal, Teachers, office staff	-Kiwanis-Terrific kids/Super citizens rosters -6 Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF -Chick-Fil-A Parent Nights -Speaker's Bureau -Helping Hands Club -Fuzzy's Taco Night				
	Funding Sources: Local (199) - $500.00						
3) Partner with local organizations for support and reinforcement of positive school and community relationship building. (Mentoring, backpack buddies, etc.)	10	Nurse, Counselor, Principal, AP, Teachers	Volunteer sign in sheets, mentoring sign in sheets, agendas.				
	Funding Sources: Local (199) - $150.00						

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

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

Performance Objective 1: Foster Implementation of Project Based Learning

Summative Evaluation: 90-100% of eligible staff trained and implementing Project Based Learning by Summer 2015.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Cohort 3, GISD CBP Staff	Eduphoria Teacher Training Certificates/Sign In Sheets				
2) Attend 2 day PBL Lead update training from the Buck Institute	2, 4	Principal, AP, Campus Instructional Specialist, GISD CBP Staff	PBL Lead Training Certificate	✓			
3) Cohort 2 Trained PBL staff members will implement 1 project per semester, Chorot 1 will implement 3 projects in a year.	2, 3, 4	Principal, Cohort 2 Teachers, Cohort 1 Teachers.	Documentation of presentations, Project Overviews,				

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data	1, 2, 3, 8, 9	Principal, Teachers, Specialists	CARA process meeting notes, action plan, calendar schedule.				
System Safeguard Strategies 2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Campus Special Programs Coordinator(s), Principal, Teachers, Specialists, Campus certified tutors	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores				
	Funding Sources: State Comp Ed (24) - $4000.00, ESL/Bilingual (25) - $250.00, Title I (211) - $8000.00						
System Safeguard Strategies 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR				
	Funding Sources: ESL/Bilingual (25) - $7500.00, State Comp Ed (24) - $3000.00						
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
	Funding Sources: Gifted (21) - $1000.00						
5) Provide additional opportunity for staff development in science (Attend CAST-conference for the Advancement of Science & Technology workshop)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers	Workshop participation certificates, staff meeting agenda for follow up training of all science teachers, walkthrough documentation on use of implemented strategies.				
	Funding Sources: Local (199) - $375.00						

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

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

Performance Objective 3: Improve college readiness performance

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century Skills in all classrooms. (Creativity, Collaboration, Communication, Critical Thinking)	1, 2, 3, 9	Principal, AP, Teachers	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage in Level 3				
2) Provide Friday GT enrichment for all grade level GT students	1, 10	Principals, Teachers, Instructional Specialists	Lesson plans, walkthroughs, alternate schedules.				
	Funding Sources: Local (199) - $300.00						
3) Implement critical thinking activities during morning meeting (before school)	2, 9	Principals, teachers, instructional specialist	Student work, activity notebook, STAAR data showing increased level 3 percentage				
	Funding Sources: Local (199) - $250.00						

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers	Tutor Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: ESL/Bilingual (25) - $3000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Funding Sources: Local (199) - $1000.00						
3) Provide opportunity for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Host campus career fair for all grade levels.	2	Counselor, Principals, Teachers	Speaker sign in sheets, Career Fair schedules/rotations				
	Funding Sources: Local (199) - $150.00						

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment (Fitness Gram)	2, 10	P.E. Teacher	Lesson Plans/Fitness Gram Reports				
2) Implement and support campus wide fitness initiatives. (Miler's Club, Jump Rope Club, Scarecrow Scamper, Jump Rope for Heart, etc.)	2, 10	P.E. Teacher, Classroom Teachers	Documented student fitness charts/graphs, Number of students earning medals for 50 Miles, T-shirts for students earning 100 Miles, Jump Rope Club school wide performance, Parent participation Logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members, etc.)				
	Funding Sources: Local (199) - $500.00						
3) Community Health Fair	2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout/resource sponsors sign in.				
	Funding Sources: Local (199) - $250.00						

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

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

Performance Objective 1: Provide technology professional development to support instruction

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Tip Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Technology Department Staff, Campus Technology Committee	School Calendar, Sign In Sheets, documented classroom technology activities				
2) Teachers will attend GISD Technology Department summer and after school technology sessions.	1, 2, 3, 4	Principal, Technology Department	Sign In Sheets, STAR Chart and PDAS				
3) Teachers will complete campus level proficiencies on current devices and software. Proficiencies are developed by the campus technology committee	1, 2, 3, 4	Principal, Technology Committee, Teachers	Completed proficiencies and PDAS				
	Funding Sources: Local (199) - $6000.00						
Critical Success Factors CSF 7	1, 4	Principal, Technology Committee	Conference Training Schedule and follow up training documentation				
4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.	Funding Sources: Local (199) - $1000.00, Title I (211)						

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

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

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Objective 1: Implement flexible scheduling

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, AP, Instructional Intrerventionist, Teachers	Monday-Thursday Master Schedule, Friday Master Schedule, Enrichment Schedule/spreadsheet,				
	Funding Sources: Local (199) - $500.00, Gifted (21) - $500.00, Title I (211), State Comp Ed (24)						
2) Implement team preparation/planning and campus professional development during early release days (at the end of each grading period).	1, 2, 4, 8	Principal, AP, CLT, teachers and staff.	Sign in sheets, Agendas, District calendar				
	Funding Sources: Local (199) - $250.00						

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

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CLT members	Minutes, Sign in Sheets, Agendas				
2) CLT sub committee-Instructional Admin Team regarding classroom data (student/teacher), teacher needs, etc. Responsible for reporting data to CLT monthly.	2, 8	Principal, AP, Instructional Specialist	Meeting agendas, minutes, etc.				
3) Restructure/redefine Instructional Specialist position to maximize evaluation of student and teacher needs based upon current data.	2, 4, 8, 9	Principal, AP	Walkthroughs, implementation MVP (RTI) student time-data associated, common assessments, meeting agendas from Instructional Admin Team, etc.				
	Funding Sources: Title I (211)						

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

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

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

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

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

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

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

Performance Objective 2: Utilize the Speaker's Bureau

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

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

 = Accomplished  = 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	$4,000.00
	6100 Subtotal:	**$4,000.00**
6300 Supplies and Services		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	$9,995.00
	6300 Subtotal:	**$9,995.00**

Title I Personnel

Name	Position	Program	FTE
Jayme Duckett	Instructional Specialist	Title 1	100%

Granbury Independent School District

Stars Accelerated High School

2014-2015 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Mission Statement

The Mission of STARS Accelerated High School is to provide students in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills.

Vision

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

Value Statement

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

TEXAS EDUCATION AGENCY
2014 Accountability Summary
STARS ACCELERATED H S (111901002) - GRANBURY ISD

Accountability Rating

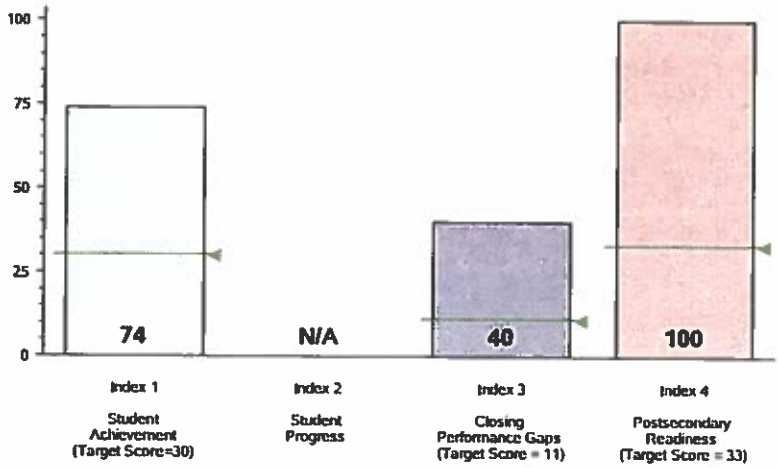
Met Alternative Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NOT ELIGIBLE
Academic Achievement in Mathematics NOT ELIGIBLE
Academic Achievement in Science NOT ELIGIBLE
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps NOT ELIGIBLE
Postsecondary Readiness NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	20	27	74
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	80	200	40
4 - Postsecondary Readiness			
STAAR Score	10.0		
Graduation Rate Score	72.2		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		100*

* Includes bonus points that may have been added to the Index 4 Score.

Campus Demographics

Campus Type	High School
Campus Size	51 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	47.1%
Percent English Language Learners	3.9%
Mobility Rate	76.3%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	4 out of 4 = 100%
Participation Rates	3 out of 3 = 100%
Graduation Rates	2 out of 2 = 100%
Total	**9 out of 9 = 100%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 students enrolled. Of that:

- 13.2 % Hispanic,
- 84.2 % White/ Non Hispanic,
- 0 % African American,
- 0% American Indian
- 2.9% are Two or More Races

Socio Ecomomically -

- 52.6% of its students reported to be Ecomomically Disadvantaged,
- 2.6% are English Language Learners
- 92.31 % are considered At-Risk
- Mobility rating of 78%.
- 18.4% of STARS students recieve Special Education services.
- 23% of its students are considered Homeless.
- 15.4% of the students have had Career and Technology Courses

STARS student Population at the end of the 2014 school year consist of

- 18 % classifed as 12th graders,
- 28% 11th graders,
- 42% 10th graders
- 12% 9th graders..

Demographics Strengths

STARS Accelerated High School's main focus on assisting At-Risk students to graduate and become successful members of our community.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- students attend four hours a day

Demographics Needs

STARS needs are to reduce the number of drop out in the district and to improve the attendance rate to above 90%

Student Achievement

Student Achievement Summary

Last year STARS graduated 29 students. As an accelerated program, students are able to advance at an individual rate allowing them to complete a course within 6-9 weeks instead of a semester at a time. The campus also met the System Safegauards of student participation in Reading and Math with 95% and met the state safeguards Reading, Math, Science and Social Studies. STARS Accelerated High School met Alternative Standards on Student achievemnet , Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

The students get a chance to advance at their own rate and earn multiple credits throughout the year. Once a student is finished with a class, he or she is moved into another class immediatly. When a student completes their last class and has passed the required state tests they are officially a graduate with a graduation cermony at the end of both the Fall and Spring Semester.

Student Achievement Needs

Because we are accelerated, students who are Special Ed have learning gaps which makes it difficult to get them to the level they need to be. System safeguards have defined the campus of having a need in Federal Performance in both Reading and Mathematics. STARS will continue to address address the needs of each student in an attempt to close these gaps.

School Culture and Climate

School Culture and Climate Summary

STARS culture and climate is laid back, self-paced, more individualized, and with high expectations. It is free of excessive drama that may occur in a traditional high school. It allows for more one on one time. The school climate and culture allows us to meet the needs of all student groups.

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. In an attempt to meet needs students attend school four hours, attending either the morning or afternoon session.

School Culture and Climate Needs

Because of the many adversities our students deal with it affects their attendance rates and attitudes about achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Our staff retention rates are 100% except when a teacher retires.

We have eight staff members which includes four teachers, one secretary, and principal. In addition, we have one counselor and one Special Education teacher who serves both STARS and the Discipline Alternative Program.

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains 100%.

Staff Quality, Recruitment, and Retention Needs

We need more help with our special education and 504 students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Comptons, and Study Island are used to deliver instruction as well as the use of textbooks.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop IEPs based on student needs. There is little or no stand up lecture.

Curriculum, Instruction, and Assessment Needs

At times, students need a formal lesson to grasp some concepts. Students are in classes by subject area. They may not be on the same page, therefore, the teacher can not always assist high needs students. STARS teachers will continue to seek out instructional strategies for Alternative School settings.

Family and Community Involvement

Family and Community Involvement Summary

STARS Accelerated High School. Because students come and go throughout the school year, we meet with the parents for about an hour and half before enrollement . At time, we communicate to the parents the culture of our school, our expectations, and our use of progress reports. The students are given a copy of the reports, as well as a copy mailed home. We use the school messenger to communicate to parents important dates such as holidays and testing dates.

Family and Community Involvement Strengths

We make calls when students are absent or late, we mail 3 weeek progress reports and we communicate through school messenger.

Family and Community Involvement Needs

Many of our students live independently and work to sustain a livelihood. Hence there are no extra curricular activities.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, using "Capturing Kid's Hearts" training, the campus facuility guide students through the use of a "Social Contract" which will be used and revisited throughout the year.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual educational plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

School Context and Organization Needs

Our vision is to continue helping At-Risk students to become successful in their education. We are working to create more courses to fill both academic and Career & Technology courses

Technology

Technology Summary

Each classroom has 8-10 computers per classroom. We have computers for each student to work on Odysseyware. All staff have their own computer

The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

STARS strengths include

- Access to wireless internet throughout each classroom.
- High student to computer ratio

Technology Needs

Students are not able to complete their work when the internet goes down, or when the system reaches its maxium capacity of lincenses.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus leadership data
- Teacher STaR Chart Technology Data
- PDAS data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: The Staff at STARS Accelerated High School will create a positive school climate

Summative Evaluation: Increase the attendance rate to 90% or better, to reduce the dropout rate

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students and parents will attend an interview before the student is enrolled	Principal	student enrollment				
2) Students will be involved in creating a Student Contract	Teachers & Staff	Student Contract posted in buildine				
3) Improve students attendance through a positive reward system. a. Casual Friday b. Homework passes c. Perfect attendance for month	Principal, attendance clerk	Improvement in student attendance				
4) Parent involvement in student attendance through a. 3 week progress report b. parent phone calls c. parent conference	Principal, teachers counselors	Increase in attendance and completion rate.				

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

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

Performance Objective 1: Develop and implement an effective plan to improve academic performance of all students

Summative Evaluation: All students will maintain 80% or better in all subject areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor all computer based courses for alignment to the TEKS	Campus principals, teachers	Audit of course against the TEKS, benchmark tests				
2) Design courses that use high level thinking skills	Campus Principal, teachers	Audit of courses against Bloom's and 21st century skills				
3) Use computer software program to enhance individualized needs	campus principal, teachers	Odysseyware, lesson plans				
	Funding Sources: State Comp Ed (24) - $10000.00					
4) Provide individualized instruction to meet student needs	campus principal, teachers	lesson plans, personal graduation plans				

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

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

Performance Objective 2: Implement Project Based Learning

Summative Evaluation: 2 teachers will be trained and implementing for 2014-15

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers will attend the three day training during the summer	Campus principal, teachers	sign in sheets, lesson plans				

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

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

Performance Objective 3: Students will participate in all state assessments that are applicable to their graduation plan

Summative Evaluation: 100% of students will participate in STAAR and other state assessments as applicable

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Continual update of student s contacts information- AGR Card (currentcell phone number, addresses, and emergency contact information)	Principal, counselor	improved attendance, Phone log,				
System Safeguard Strategies 2) Test date reminders a. Verbal reminders by staff of testing dates, subject being tested and the importance of doing well on test b. Visual reminders of subject testing dates and subjects being tested	Principal, Counselor & teachers	Testing date signs posted through out the school				
System Safeguard Strategies 3) Identify students with transportation needs and arrange district transportation for students who need transportation.	Principal and secretary	Transportation log				
System Safeguard Strategies 4) Send home written notice with the students detailing testing including subjest being tested , date and time of test.	Counselor	copy of note				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided opportunity to utilize technology in the classroom

Summative Evaluation: Technology will be used in the classroom 75% of the time

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will utilize computer based courses	campus principal, teachers	Completion of courses, lesson plans				
	Funding Sources: State Comp Ed (24) - $10000.00					
2) Students usage of technology in classroom	Teachers	Increased number of courses offered, credits awarded				

= Accomplished = 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 Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs. The administration and teachers will develop and implement an effective facilities improvement plan to address instructional needs

Summative Evaluation: Compare maintenance requests to facilities plan

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Request for maintenance services will address facilities maintenance and repairs	Principal and Secretary	Completed Work orders				
2) The Budget planning process will be used to address facility improvement.	Principal and staff	Budget Process				
3) Review Facilities Improvement Plan	Principal and staff	Request for Facilities / Maintenance				

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

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

Performance Objective 1: STARS Accelerated High School will allow individualized opportunities for students to enroll in CTE courses to meet the new graduations requirements and recieve endorsements in the various stem programs as well as participate in and Other Language courses.

Summative Evaluation: Students enrollment in GHS or Crossland CTE course or Other language courses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will be allowed to remain in CTE courses or enroll in CTE course at the beginning of semester	Counselor, principal	Students enrolled and credits earned				
2) Students who are on the Recommended High School Diploma will be allowed to go the GHS or Crossland to continue with Others Languages required for Diploma Plan.	Counselor, Principal	Courses completed, Student enrollment				

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

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

Performance Objective 2: STARS Accelerated High School teachers will be give opportunities to participate and collaboration in professional development.

Summative Evaluation: Teacher certificates of courses completed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide effective instructional leadership.	Principal	State testing, Faculty Survey.				
	Funding Sources: Local (199)					
2) Teacher Inservice and Summer Conference	Superintendent and Curriculum Department	Signed In form, Certificates				
3) Teachers will be competent in technology and in the integation of technology into their curriculum	Principal & Staff	STARR Chart				

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

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

Performance Objective 1: The fiscal plan for STARS will focus on instruction and viable fund balances will be maintained. The STARS budget will provide adequate resources to meet all instructional needs of the students

Summative Evaluation: Skyward Reports & Budget

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develope Budget for school year	Principal & Site Based Team.	Completed Budget				
2) Maintain appropriate and effective expenditures	Principal & Secretary	Budget Allociation				
3) Involve STARS staff in Budget Decisions	Principal & Staff	Skyward Budget report				
4) Monitor all expenditures	Principal & Secretary	Balanced Budget				
5) The majority of the budget will be focused on instructional programs	Principal & Staff	Budget Expenditures				

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

State Compensatory

Budget for Stars Accelerated High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6115 00 002 0 26 000	6115 Career Ladder - Locally Defined	$1,536.00
199 e 11 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$279,616.00
199 e 23 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$40,048.00
199 e 23 6125 00 002 0 26 000	6125 Salary Support - Locally Defined	$15,040.00
199 e 23 6135 00 002 0 26 000	6133 Cell Phone Allowance - Locally Defined	$210.00
199 e 23 6141 00 002 0 26 000	6139 Employee Allowances	$802.00
199 e 11 6141 00 002 0 26 000	6141 Social Security/Medicare	$4,014.00
199 e 11 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$21,501.00
199 e 23 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$2,130.00
199 e 11 6143 00 002 0 26 000	6143 Workers' Compensation	$3,101.00
199 e 23 6143 00 002 0 26 000	6143 Workers' Compensation	$619.00
199 e 23 6144 00 002 0 26 000	6143 Workers' Compensation	$3,362.00
199 e 11 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$17,695.00
199 e 11 6145 00 002 0 26 000	6145 Unemployment Compensation	$598.00
199 e 23 6145 00 002 0 26 000	6145 Unemployment Compensation	$110.00
199 e 23 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$1,858.00
199 e 11 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$8,781.00
	6100 Subtotal:	**$401,021.00**
6200 Professional and Contracted Services		
199 e 13 6239 00 002 0 26 000	6239 ESC Services	$100.00
	6200 Subtotal:	**$100.00**

6300 Supplies and Services		
199 e 11 6325 00 002 0 26 370	6325 Library Books - Locally Defined	$150.00
199 e 23 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 31 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$100.00
199 e 11 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$2,000.00
199 e 11 6395 00 002 0 26 180	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 11 6395 00 002 0 26 370	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 11 6395 00 002 0 26 390	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 11 6395 00 002 0 26 450	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 11 6396 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$500.00
199 e 31 6397 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$100.00
199 e 11 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$200.00
199 e 11 6397 00 002 0 26 990	6397 Other Equipment - Locally Defined	$1,175.00
199 e 11 6397 SI 002 0 26 000	6397 Other Equipment - Locally Defined	$3,000.00
199 e 11 6399 00 002 0 26 000	6397 Other Equipment - Locally Defined	$200.00
	6300 Subtotal:	**$9,925.00**
6400 Other Operating Costs		
199 e 13 6411 00 002 0 26 000	6411 Employee Travel	$600.00
199 e 23 6411 00 002 0 26 000	6411 Employee Travel	$500.00
199 e 23 6411 75 002 0 26 000	6411 Employee Travel	$100.00
199 e 31 6495 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 11 6495 00 002 0 26 000	6495 Membership Fees	$200.00
199 e 11 6497 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 23 6495 75 002 0 26 000	6495 Membership Fees	$80.00
199 e 11 6498 00 002 0 26 000	6498 Athletic/PE Supplies - Locally Defined	$3,000.00
199 e 11 6499 00 002 0 26 000	6499 Miscellaneous Operating Costs	$300.00

199 e 11 6499 CF 002 0 26 000	6499 Miscellaneous Operating Costs	$500.00
	6400 Subtotal:	**$5,380.00**
6600 Capital Outlay Accounts		
199 e 11 6644 00 002 0 26 000	6649 Capital Assets - Locally Defined	$500.00
199 e 23 6649 75 002 0 26 000	6649 Capital Assets - Locally Defined	$200.00
	6600 Subtotal:	**$700.00**

Personnel for Stars Accelerated High School:

Name	Position	Program	FTE
Anthony Overstreet	Teacher	State Comp Ed	100%
Brandon Helton	Teacher	State Comp Ed	100%
Candy Tatum	Secretary	State Comp Ed	50%
Edwin Young	Principal	State Comp Ed	50%
Greg Brown	Teacher	State Comp Ed	100%
Rhonda Naylor	Teacher	State Comp Ed	100%
Terry Keith	Teacher	State Comp Ed	100%

2014-2015 Campus Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Gregory Brown	Science
Classroom Teacher	Ray Butler	DAEP Math
Classroom Teacher	Jan Dewald	Sp. Ed
Classroom Teacher	Brandon Helton	English
Classroom Teacher	Terry Keith	Math
Classroom Teacher	Rhonda Naylor	Social Studies
Classroom Teacher	Anthony Overstreet	DAEP Social Studies
Classroom Teacher	Tom Peterson	DAEP English
Community Representative	Aileen Reed	Chairperson
District-level Professional	Judy Gentry	CLT Director
Non-classroom Professional	Misty Walters	Counselor
Parent	Angela Hardt Bason	
Principal	Edwin Young	

Granbury Independent School District

District Improvement Plan

2014-2015



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.

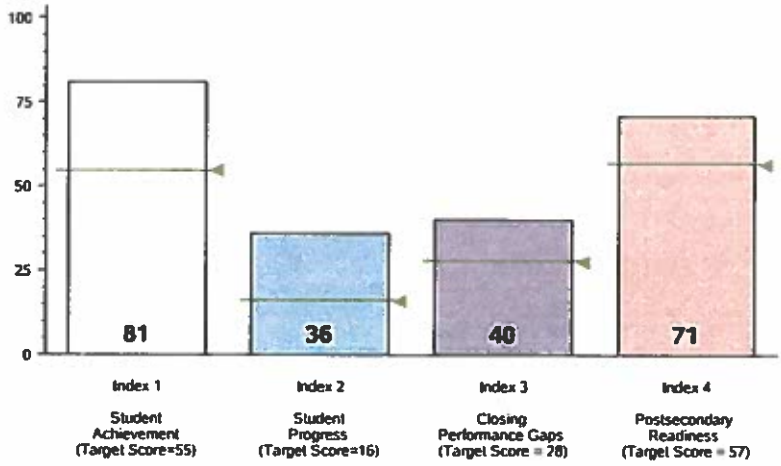
TEXAS EDUCATION AGENCY
2014 Accountability Summary
GRANBURY ISD (111901)

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
5 out of 17 = 29%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	8,369	10,295	81
2 - Student Progress	868	2,400	36
3 - Closing Performance Gaps	949	2,400	40
4 - Postsecondary Readiness			
STAAR Score	10.2		
Graduation Rate Score	23.9		
Graduation Plan Score	20.2		
Postsecondary Indicator Score	16.4		71

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	34 out of 37 = 92%
Participation Rates	19 out of 19 = 100%
Graduation Rates	5 out of 5 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	**58 out of 62 = 94%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Granbury ISD Comprehensive Needs Assessment

2014-2015

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

Beliefs:

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

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.

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

Objectives:

- Beginning in 2013-2014, every student will participate in a community service project of their choosing each year.
- By 2016, Granbury ISD will have the technology infrastructure required to provide 100% of our learners access to the technology tools necessary to compete in an ever-changing world.
- All students will plan, monitor, and assess their own individualized academic goals.
- In order to enhance academic rigor, project-based learning will be implemented on all campuses (K-12) to enhance critical thinking, problem-solving, and communication in an optimal environment.

District Profile: For the 2014-15 school year, Granbury ISD has a total of 6861 students which is a growth of 191 students. The ethnic make-up of those students was:

- White 74%
- Hispanic/Latino 22%
- Multi-Racial 1.6%
- Black/African-American <1%
- Asian <1%
- American Indian/Alaskan Native <1%
- Native Hawaiian <1%

These percentages mirror those in 2013-14. For the 2014-15 school year, the district's free/reduced percentage is 47.9% which a couple points lower than reflected in 2013-2014. The following data shows the order of campuses in priority ranking in regards to poverty levels:

- Baccus Elementary 71.5%
- Roberson Elementary 64.7%
- Granbury Middle 59.4%
- Brawner Intermediate 59.3%
- Mambrino School 53.4%
- Crossland 42.8%
- Oakwoods Elementary 40.4%
- Acton Elementary 38.4%
- Granbury High School 37.0%
- Acton Middle 35.4%

Some major data points reviewed were TAIS, TAPR, PBM, PEIMS, TELL, Common Assessments, Surveys, DAC committee imput.

District Needs: GISD is continuing the strategic plan goals outlined during the process in 2012-13. A District Advisory Council meeting was held on May 1, 2014. According to the data and documents reviewed, GISD has determined six major areas of concern to be addressed for the 2014-15 school year. These items are:

- Student Progress in Reading (federal performance) – Hispanic, ECD, Sped, ELL
- Student Progress in Math (federal performance) – Hispanic, ECD, Sped
- Writing performance for all student (state safeguard) ELL student
- Access to general curriculum for all student populations
- Increase Level III percentages (college ready indicator)

- Increase attendance

Granbury ISD has earned the accountability rating of Met Standard from the Texas Education Agency for the 3rd year in a row. STAAR EOC ELA continues to be an area of great concern. More students have one of the ELA EOC's still left to pass as compared to all other contents. Another concern is the implementation of new Math TEKS that will be tested this year in 3-8. GISD will continue to work at the achievement gap between student populations with a special emphasis on LEP, Special education, and ECD sub populations. Granbury ISD will use its state, local, and federal funds to address the needs of these students. All campuses will receive Title I funds for the 2014-15 year with GHS and AMS being Targeted Assisted campuses. All campuses will employee extra personnel using Title I funding to address the academic achievement needs of the students. The campuses will also utilize both federal and other funding sources for accelerated instruction for students that have not met the Level II score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate. Title II will continue to support the implementation of PBL. The district team also cited a need for immediate professional development for teachers in need so online professional development systems will be researched and implemented to meet that ongoing need. Title II will support teacher training as teachers move into new roles. The data continues to point to a need in reading for second language learners. The district professional development team recommended vocabulary training GISD will look into a software program that addresses the growing need of reading for these learners.

Another area of concern regarding the English language learners and economically disadvantaged students of GISD is the under representation of these two subpopulations graduating on a plan above the minimum or foundation. Granbury ISD will take steps to ensure that there are no barriers for students to participate in the dual credit or advanced placement tracks and ensure that all students are advised into endorsement areas.

Since the state of Texas is transitioning to new graduation plans, counselors and teachers will be trained on how to advise students regarding post-secondary goals and endorsement pathways. The Bridge Assessment will be given in 7th grade and CTE will partner with general ed to ensure that students are on the correct pathway that compliments their goals. All GISD 5th grade students will visit the high school specifically to observe the CTE programs again this year to help communicate the new graduation plans.

GISD has maintained a steady system of common assessment which enables teachers, campuses, and the district to monitor student growth and learning. The data is indicating that GISD needs to continue emphasizing the need for all students to have access to the general curriculum so the district will continue to provide some ongoing professional development for Tier 1 academic intervention. Teachers need to recognize the need and implement differentiated strategies to meet the needs of all learners within the classroom so that all students have access to the general curriculum. GISD will partner with several professional development providers while implementing a best practice model of professional development in the areas of Reading, Writing, and Math. GISD will continue the training and implementation Project Based Learning this next summer for all instructional staff in an effort to better meet 21st century skills. The strategic planning states that all instructional staff will be trained and implementing by Fall 2015.

The district will continue its push for attendance and encouraging students and staff members to be in class and at work. CTE courses provide the high interest and cater to individual student goals. CTE will provide more recruiting events and increase the number of certifications available to students. Campuses will also provide incentives for students and staff members for attendance and our partnership with the constables office will continue for truancy support.

The district and community will continue the partnerships established during the strategic planning process. GISD will continue to work on the plans outlined in the bond including the completion of the safety entrances and beginning work to the high school renovation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Provide a community outreach avenue

Summative Evaluation: At least 6 outreach activities

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement a mobile unit to provide community outreach	Director of Technology, Director of Transportation, Director of Curriculum, Supertintendent	Logs of community visit on the vehicle				
2) Current resources will be identified	Director of Curriculum, Counselors	Common digital access point				

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

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

Performance Objective 2: Annual review of district initiatives

Summative Evaluation: Program evaluation documentaiton

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor current district-wide initiatives	Admin Team	Agendas, Minutes, Recommendations				
2) Identify the current district initiatives	Admin Team	List of current initiatives				

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

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

Performance Objective 3: Provide district-wide professional development through-out school year to foster relationships

Summative Evaluation: All staff will attend at least 6 meetings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide networking opportunities for all staff (administrators, teachers, counselors, food services, nurses, etc) across the district	Superintendent, Asst Superintendent, Director of Curriculum and Instruction, Principals	Calendar of invites, schedule of meetings				

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

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

Performance Objective 4: Utilize a phone translation program

Summative Evaluation: Purchase of a translating system

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Language Line will be implemented 2014-15	Director of Curriculum and Instruction, Director of Technology, Principals	Phone logs				

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

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

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: All educators will be trained and implementing by Fall 2015

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide a PBL Lead Training	Director of Curriculum and Instruction, Superintendent, Asst Superintendent, Principals, CBP's	Sign In Sheets, Campus Implementation Plan	✓			
	Funding Sources: Title II (255)					
2) Schedule Multiple sessions throughout the school calendar for teacher collaboration, planning, and implementation of curriculum	Director of Curriculum, Principals, Instructional Specialist	Sign In sheets, Agendas				
3) All teachers will implement 21st century skills within the classroom using the PBL model	Director of Curriculum, Principals	Lesson Plans, Walk Thrus				

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

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

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

Summative Evaluation: All student groups will grow by 2%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement District Intervention Activites	Director of Curriculum and Instruction, Asst. Superintendent	Increase in STAAR scores for students that are at-risk				
	Funding Sources: State Comp Ed (24) - $5000.00, State Comp Ed (24) - $4000.00					

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

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

Performance Objective 3: Improve college readiness performance

Summative Evaluation: SAT and ACT Scores, Number of students in AP and DC courses, Number of students scoring Level III on STAAR in Reading and Math

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) SAT/ACT Help sessions will be offered at GHS	Director of Curriculum, High School Principal	College Ready Indicator of TAIS				
2) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Student usage on software program				

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

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

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

Summative Evaluation: Drop out and graduation data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Continue with SOAR lab and adding courses to that program	Asst Superintendent, Director of Curriculum, Director of CTE, High School Principals	Number of courses completed within the program, student schedules				
	Funding Sources: State Comp Ed (24) - $50000.00					

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

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

Performance Objective 5: Improve graduation rate according to the new graduation plans

Summative Evaluation: Percentage of students earning endorsements

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Increase in graduation rates according to state and federal data				

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

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

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Ongoing professional development for Tier I intervention	Asst Superintendent, Director of Curriculum, Director of Special Education, Curriculum Coordinators	Common Assessment Data				
	Funding Sources: State Comp Ed (24) - $7000.00					
System Safeguard Strategies 2) Provide individual intervention for Tier I students	Asst Superintendent, Director of Curriculum, Director of Special Ed, campus principals, teachers	Common Assessment Data, Progress Monitoring Data,				

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

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

Performance Objective 7: Improve writing achievement for all students with a specific emphasis for ELL students

Summative Evaluation: Improve writing performance by 3%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Provide a half to full day training for all writing teachers at summer conference	Asst Superintedent, Director of Curriculum, Elementary Principals, Elementary Coordinators	Sign In sheets, Curriculum documents, lesson plans				
	Funding Sources: Title I (211)					
System Safeguard Strategies 2) Implement professional learning groups that meet at least each grading period for teachers to share and coordinators to facilitate strategies/activities	Asst Superintendent, Director of Curriculum, ELA Coordinator, Instructional Specialists, Principals, Teachers	Common Assessments Data				
	Funding Sources: State Comp Ed (24)					

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

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

Performance Objective 8: Improve reading achievement for all students with specific emphasis for Hispanic, ECD, Sped, and ELL

Summative Evaluation: Improve reading performance by 5% and growth measure for individual students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Implement professional learning groups that meet at least each grading period so that teachers can share and coordinators can provide strategies/activities	Superintendent, Asst Superintendent of Instruction, Director of Curriculum, Reading Coordinator, Instructional Specialists, Principals, Teachers	Growth in common assessments				
System Safeguard Strategies 2) Provide training at summer conference and then ongoing that support good vocabulary strategies and instruction	Superintendent, Asst Superintendent of Instruction, Director of Curriculum, Reading Coordinator, Instructional Specialists, Principals, Teacher	Lesson plans, common assessment data, iStation data				
3) Implement a Dyslexia/504 Coordinator to assist with dyslexia and other learning disabilties	Asst Superintendent, Director of Curriculum, Dyslexia/504 Coordinator	Implementation of dyslexia program and strategies for other learning disabilities				
4) Implement a research based online reading program with the intent of accelerating ELL students	Asst Superintendent, Director of Curriculum, Director of Technology, Principals	Data from program, common assessments, TELPAS				
	Funding Sources: Title III (263)					

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

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

Performance Objective 9: Improve math achievement for all students with specific emphasis on Hispanic, ECD, Sped

Summative Evaluation: Math performance improved by 5% and growth measure for individual students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Implement professional learning groups that meet at least every 3 weeks for grades 3-8	Superintendent, Asst Superintendent, Director of Curriculum, Math Coordinator, Instructional Specialists, Principals, Teachers	Growth in common assessments				

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

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

Performance Objective 10: Increase Level III percentages

Summative Evaluation: All campuses have a Q1 or Q2 for accountability

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Closely monitor common assessment and benchmark data to ensure that students are growing	Asst Superintendent, Director of Curriculum, Math, Reading, and ELA Coordinators	Q1 and Q2 levels				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Implement 1:X wireless access across the district

Summative Evaluation: Infrastructure Upgrade

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Calendar implementation guide will be created	Director of Technology	Calendar				

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Provide technology professional development to support instruction

Summative Evaluation: Catalog of offerings and sign in sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Survey for parents, students, teachers, and administrators to determine professional development needs.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Survey results to determine need.				
	Funding Sources: Local (199)					
2) Implement a professional development framework that will be implemented for all staff.	Director of Technology, Assistant Superintendent, Superintendent	Framework				
	Funding Sources: Local (199)					

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Student Lesson Documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide cyber-safety lessons for all students.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Lessons				
	Funding Sources: Local (199)					

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Expose students to a variety of digitals tools and software

Summative Evaluation: Model Technical Classrooms

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Investigate new technologies for students.	Director of Technology, Assistant Superintendent, Superintendent.	New technologies available.				
	Funding Sources: Local (199)					

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

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Implement technology plans associated with the bond

Summative Evaluation: Check List

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement model classroom standards in grades K-8, including necessary training.	Director of Technology, Instructional Technology Coordinator	Sign In sheets, Training calendars				
2) Move from 500MB of internet access to 1GB.	Director of Technology	Monitor of bandwidth				
3) Complete applications with USAC, order equipment, install, and begin service to increase WAN from 1GB to 10GB	Director of Technology	Purchase orders, application				
4) Begin prep for new tech center	Director of Technology	Plans				
5) Purchase and install all necessary components to allow every student t have wireless access in every area of school, PK-8	Director of Technology	PO's, monitor of access				

= Accomplished = 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: Implementation calendar will be created

Summative Evaluation: Projects will be completed according to calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Safety entrances to all elementary and middle schools will be completed	Superintendent School Board Assistant Superintendents Director of Facilities	Sign off by GISD				
	Funding Sources: Local (199)					
2) 9th Grade wing will begin during the 2014-2015 school year	Superintendent School Board Assistant Superintendents Director of Facilities	Ground Breaking and reports to board				
3) CTE Wing will begin in 2015	Superintendent School Board Assistant Superintendents Director of Facilities CTE Director	Ground Breaking and reports to board				

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

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

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Continue to implement the early release waiver	Superintendent, Asst Superintendents, Admin Team	Sign in sheets for days, training agendas				

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

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

Performance Objective 2: Professional development committee will drive PD within GISD

Summative Evaluation: Committee will identify district needs according to data and survey needs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct a PD survey each fall	Director of C&I, Professional Development District Committee	Survey				
2) Create professional development offerings that will increase student achievement and growth	Director of Curriculum and Instruction, Asst Superintendent, Superintendent	Catalog of offerings				
3) Implement an online PD venue that will deliver researched based PD for academics and compliance trainings	Director of Curriculum, Director of Technology, Asst Superintendent	PD records				
	Funding Sources: Title II (255)					

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

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

Performance Objective 1: Implement a comprehensive list of resources to the district

Summative Evaluation: 100% of counselors will have a list of current resources

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Invite community entities to present to counseling team	Director of C&I, Community Outreach Liaison,	Meeting agendas, minutes, and list of entities				
2) Counselor Team will meet four times a year	Director of Curriculum, Lead Counselor	Meeting agendas and minutes				
3) Counselor team will be trained in the CISM model to form a community partnership	Director of Curriculum. Lead Counselor	Training certificates, sign in sheets				

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

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

Performance Objective 2: Maintain and improve the Speaker's Bureau

Summative Evaluation: 10 more people will sign up to be on the Speaker's Bureau

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use all types of media to solicit other qualified participants	Public Information Office	Speaker's Bureau				
2) Use this resource to provide experts for the PBL implementation	Superintendent, PIO	Visitor logs				

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

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 13 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$32,014.00
199 E 21 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$17,409.00
199 E 13 6141 00 731 0 24 000	6141 Social Security/Medicare	$464.00
199 E 21 6141 00 731 0 24 000	6141 Social Security/Medicare	$252.00
199 E 13 6142 00 731 0 24 000	6142 Group Health and Life Insurance	$851.00
199 E 21 6142 00 731 0 24 000	6142 Group Health and Life Insurance	$6.00
199 E 21 6143 00 731 0 24 000	6143 Workers' Compensation	$232.00
199 E 21 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,081.00
199 E 21 6145 00 731 0 24 000	6145 Unemployment Compensation	$18.00
199 E 21 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	$373.00
199 E 13 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	$697.00
	6100 Subtotal:	**$53,397.00**
6300 Supplies and Services		
199 E 13 6395 00 731 0 24 000	6395 Supplies, DP Operations - Locally Defined	$4,033.00
	6300 Subtotal:	**$4,033.00**
6400 Other Operating Costs		
199 E 13 6411 00 731 0 24 000	6411 Employee Travel	$4,000.00
	6400 Subtotal:	**$4,000.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Heather Dollins	ELA and At Risk Coordinator	State Comp	20%

Title I Personnel

Name	Position	Program	FTE
Trisha Suitt	Federal Programs Coordinator	Title I	50%

2014-2015 District Advisory Committee

Committee Role	Name	Position
Principal	Stacie Brown	Principal
Principal	Donnie Cody	Principal
Principal	Jimmy Dawson	Principal
Principal	Dana Goode	Principal
Principal	Ron Holmgreen	Principal
Principal	Anna Roe	Principal
Principal	Jeremy Ross	Principal
Principal	Leslie Tewell	Principal
Principal	Pat Yelverton	Principal
Principal	Edwin Young	Principal
Asst Superintendent	Carol Howard	Asst Superintendent
Asst Superintendent	Dobie Williams	Asst Superintendent
Business Representative	Cody Garrison	Business
Business Representative	Steve Quinn	Business
Classroom Teacher	Sue Anderson	Teacher
Classroom Teacher	Greg Brown	Teacher
Classroom Teacher	Brenda Browning	Teacher
Classroom Teacher	Ray Butler	Teacher
Classroom Teacher	Nancy Comeau	Teacher
Classroom Teacher	Megan Cox	Teacher
Classroom Teacher	Traci Davis	Teacher
Classroom Teacher	Sheri Doucet	Teacher
Classroom Teacher	Angie Ecton	Teacher
Classroom Teacher	Kelly Eppler	Teacher
Classroom Teacher	Ashley Gill	Teacher

Classroom Teacher	Kati Grimes	Teacher
Classroom Teacher	Kim Hare	Teacher
Classroom Teacher	Raquel Helton	Teacher
Classroom Teacher	Mitzi Johnson	Teacher
Classroom Teacher	Karen Martin	Teacher
Classroom Teacher	Leska Miller	Teacher
Classroom Teacher	Landree Page	Teacher
Classroom Teacher	Matt Phillips	Teacher
Classroom Teacher	Jana Reid	Teacher
Classroom Teacher	Ryan Scott	Teacher
Classroom Teacher	Deborah Sullivan	Teacher
Classroom Teacher	Susan Sutton	Teacher
Classroom Teacher	Suzan Turner	Teacher
Community Representative	Coke Beatty	Community
Community Representative	Brianne Langdon	Community
Director	Dwight Butler	Athletics
Director	Diane Fullerton	Special Education
Director	Judy Gentry	CTE
Director	Tom Howard	HR
Director	Randy Leach	Facilities/Maintenance
Director	Terry Slemmons	Transportation
Director	Sharon Williams	Curriculum
Director	Linda Williams	Food Service
Director	Amy Wood	Technology
Non-classroom Professional	Kristie Berryman	Asst Principal
Non-classroom Professional	Amanda Burreal	Asst Principal
Non-classroom Professional	Brenda Hardin	Instructional Specialist
Non-classroom Professional	Jimmy Heffernan	Asst Principal

Non-classroom Professional	Ammie Hill	Asst Principal
Non-classroom Professional	Mary Stennett	Counselor
Non-classroom Professional	Pamela Thompson	Counselor
Non-classroom Professional	Misty Walters	Counselor
Non-classroom Professional	Betty White	Counselor
Non-classroom Professional	Karla Willmeth	Asst Principal
Parent	Malika Scott	Parent
Parent	Krista Streeter	Parent
Parent	Wndy Vaughn	Parent
Parent	Nikki Wann	Parent
Principal	Kellie Lambert	Principa
Superintendent	Dr. James Largent	Superintendent

Addendums

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support GISD anti-Bullying policies, guidelines and procedures designed to reduce bullying	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. All school staff members will be trained in the GISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
3. All GISD students will be involved in cyber-bulling lessons according to the Internet Safety curriculum	Campus Budgets	Instructional Technology Campus Principals Campus Staff	Verification in Tech Dept.
4. Gather data from bullying reports from all reporting mechanisms	Software	Campus Principals, and Campus Counselors	Data reports

Child Maltreatment, Child Abuse, & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Continue partnership with STAR Council	Star Council	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	# of visits to campuses
2. All campus staff members will be trained in the Hood County Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Hood county Child Advocacy Center	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
3. All school staff members will follow the GISD Child Abuse Reporting Protocol.	Policy	Campus Principals	Counselor Documentation

Priority for Service (PFS) Action Plan
for Migrant Students
ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with Migrant Education Program MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; **and** have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their education interrupted during the previous or current regular school year.

2013-2014 Priority for Service (PFS) Action Plan
ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

Goal(s): Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.	Objective(s): • Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migrant students who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. • Use data to plan the Priority for Services Action Plan (PFS) for 2013-2014 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.

Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly	15th day of every month for 2013-2014	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20th day of every month for 2013-2014	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2013	MEP Consultant	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			

Submit the PFS to the district SSA contact for distribution to appropriate staff	20th day of each month in 2013-2014	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20th day of each month in 2013-2014	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS students	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS students are identified and what services are available for these students	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
➢			
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant students designed to help students develop effective learning and study skills	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS students and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	
Monitor NGS course completion for PFS students with late entry and early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	Student transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service students.			
Meet (or communicate) with district staff to ensure students participate in school services offered	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant	Telephone log, mileage reimbursement, time and effort

		Consultant	reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log

Pregnancy Related Services

Strategies	Resources	Staff Responsible	Evaluation
1. Homebound services will be provided to students that are pregnant at the request of a doctor	Homebound Budget	Campus Principals, and Campus Counselors	Homebound Reports
2. Intervention services will be provided to keep the student from dropping out of school	State Comp Ed Budget	Campus Principals, and Campus Counselors	Transcripts
3. Community services will be sought for medical and nutrition programs to assist	Community List of Services	Counselors, Community Liaison personnel	Log of contacts

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD Counselors will attend the CISM training	Title II Part A	Director of C&I, Campus Counselors	Sign In sheets Agendas
2. GISD counselors will ensure that training is provided each year for the staff on their perspective campuses	Training video	Director of Curriculum, Campus Counselors	Sign in Sheets, Agendas

	Fall 2014	
Goal 1: GISD 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.		
✔	**Action:** (1) Research the cost and implementation of a mobile unit to provide community outreach. (2) Explore options for funding the unit. (3) Determine district viability of the mobile unit for the district.	**Comment: Work has begun**
✔	**Action:** (1) Create a committee of principals and directors to establish and continue district initiatives from year to year.	**Comment:** Utilize the District Administrative team to continue district initiatives.
✔	**Action:** Research all forms of effective social media, including billboards and print to showcase GISD.	**Comment:** Jeff reaches out to our community with all available methods. Website, Facebook, twitter, HCN, district wide phone calls, etc.
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.		
✔	**Action:** Schedule and conduct a PBL Exhibition of student work	**Comment:** Move to late November or early December. Too many activities in the spring
✔	**Action:** Implement activities to support as teachers are trained (coaching, cycle of inquiry, presentation training, training for business partners, webinars, videos, GISD project bank)	**Comment:**
Goal 3: We will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district.		
✔	**Action:** Work with principals to identify what a model classroom "looks like" regarding technology at different levels. Action: Implement Model Classroom standards in grades K-8, including necessary training.	**Comments Model Classrooms:** All PK-8 classrooms will have mounted projector, mounted SmartBoard, classroom audio, document camera and teacher station in place by Fall 2014. Progress can be monitored on the Technology Website.
✔	**Action:** Move from 500MB of internet access to 1GB internet access. Continuously Monitor and determine necessary bandwidth to meet instructional and functional needs of the students. *With the increase in the number of devices in PK-8, we will monitor traffic and assess bandwidth continuously.	**Comment:**
✔	**Action:** Complete necessary applications with USAC, order equipment, install, and begin service to increase wide area network (WAN) from 1GB to 10GB.	**Comment: Will move this to Fall of 14 as that is when grants are due.**
✔	**Action:** Begin preparation for new Technology Center.	
✔	**Action**: Purchase and install all necessary components to allow every student to have wireless access in every area of school, PK-8.	
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.		
✔	**Action:** Complete K-8 entry projects	
✔	**Action:** Bid GHS Project	
✖	**Action:** Begin construction on GHS additions	
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.		
✔	**Action:** Scheduling Committee formed with Principals and Teachers will continue with Common Planning periods for core subjects at the middle school level.	
✔	**Action:** Committee will review how to continue to utilize advisory's at the middle school levels.	**Comment:** This is ongoing as we monitor the climate of our staff and the

		data from student interventions and activities.
✔	**Action:** CNC will consider doing away with advisory, yet have weekly schedules for clubs and activity period.	**Comment**: CNC will work as a campus to evaluate the status of their flex scheduling.
✖	**Action:** Conduct Site Visits for selected school districts based on the committee's research.	**Comment:** The committee will be looking for schools to visit that are comparable to GISD Secondary Campuses.
✖	**Action:** Design and present scheduling committee's plan based upon research and site visits to Superintendent.	**Comment:** Secondary Principals will work together to collaborate the results to Dr. Largent.
✔	**Action:** Result Statements 2 & 4 (combined): 2. Provide opportunities for teachers to collaborate throughout the school year. (Objectives 1 and 4). 4. Construct a calendar that includes professional development days balanced throughout the school year. (Objectives 1, 3, and 4)	**Comment:**
Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.		
✔	**Action:** Counselor team will continue to collect and update organizations and resources available to our students and families to assist with needs.	**Comment:** Counselors will continue meet at least four times a year to review and update data on organizations and resources ensuring all contacts are current.
✔	**Action:** Maintain a current database of educational resources for learning experiences. (Speakers Bureau)	**Comment:**
✔	**Action:** Designated person will act as liaison between schools and organizations/resources	**Comment: Misty Walters**
✔	**Action:** Designated person will be available to all school personnel in assisting students and families with needs	**Comment:**
✔	**Plan B: Action:** Designate campus staff to maintain and update the community resources list for each campus	**Comment:**
	Spring 2015	
Goal 1: GISD 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.		
	Action: (1) Utilize the Language Line program to assist non-English speaking parents and schools with communication.	**Comment:** Survey to determine usage of the program, effectiveness of the Language Line and determine if it is financially feasible to continue.
	Action: (1) Create a committee of principals and directors to establish and continue district initiatives from year to year.	**Comment:** Utilize the District Administrative team to continue district initiatives, provide input and determine effectiveness.
	Action: Research all forms of effective social media, including billboards and print to showcase GISD.	**Comment:** Jeff reaches out to our community with all available methods. Website, Facebook, twitter, HCN, district wide phone calls, etc.
Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.		
Goal 3: We will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district.		
	Action: Implement Model Classroom standards in grades K-8, including necessary training.	
	Action: Purchase and install all necessary components to allow every student to have wireless access in every area of school, PK-8.	
	Action: Continue preparation for new Technology Center.	
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.		
	Action: Continue construction at GHS	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2014
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams, Asst. Supt. for Finance and Operations
DATE: September 30, 2014
RE: 08/31/14 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended August 31, 2014 for the general operating fund.

The statements for the period ended August 31, 2014, include only those transactions that occurred between the period of September 1, 2013, and August 31, 2014. Revenue collected to date equals 99.17% of the budgeted amount. Expenditures to date represent 97.70% of the budget.

Respectfully submitted,



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

Staff Person Responsible: Dobie Williams
Carrie Knight-Mapes

Date Submitted: September 30, 2014

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2014

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	48,983,530	49,180,397	-196,868	100.40%
5800 STATE SOURCES	10,809,503	10,101,261	708,242	93.45%
5900 FEDERAL SOURCES	475,000	488,407	-13,407	102.82%
TOTAL REVENUES	**60,268,033**	**59,770,065**	**497,968**	**99.17%**
EXPENDITURES				
6100 PAYROLL COSTS	42,684,823	44,289,979	-1,605,156	103.76%
6200 PROFESSIONAL & CONTRACTED SERVICES	13,319,094	11,418,659	1,900,435	85.73%
6300 SUPPLIES/MATERIALS	2,746,306	2,386,638	359,668	86.90%
6400 OTHER OPERATING	1,180,843	1,035,493	145,350	87.69%
6500 DEBT SERVICE	240,000	35,722	204,278	14.88%
6600 CAPITAL OUTLAY	2,501,497	2,063,326	438,171	82.48%
TOTAL EXPENDITURES	**62,672,563**	**61,229,816**	**1,442,748**	**97.70%**
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	**(2,404,531)**	**(1,459,751)**	**(944,780)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2014

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	48,303,083	48,557,009	-253,926	100.53%	N/A
INVESTMENT INCOME	65,000	24,371	40,629	37.49%	N/A
OTHER LOCAL INCOME	615,447	599,017	16,429	97.33%	N/A
5800 STATE					
STATE FUNDING	10,809,503	10,101,261	708,242	93.45%	N/A
5900 FEDERAL					
FEDERAL PROJECTS	475,000	488,407	-13,407	102.82%	N/A
TOTAL REVENUES	**60,268,033**	**59,770,065**	**497,968**	**99.17%**	**N/A**
EXPENDITURES					
11 INSTRUCTION	30,073,966	31,179,123	(1,105,158)	103.67%	N/A
12 INSTRUCTIONAL RESOURCES & MEDIA	738,587	767,119	(28,532)	103.86%	N/A
13 CURRICULUM & STAFF DEVELOPMENT	639,417	608,665	30,752	95.19%	N/A
21 INSTRUCTIONAL LEADERSHIP	531,008	520,887	10,121	98.09%	N/A
23 SCHOOL LEADERSHIP	3,406,840	3,388,750	18,090	99.47%	N/A
31 GUIDANCE/COUNSELING	2,209,936	2,236,855	(26,919)	101.22%	N/A
32 SOCIAL WORK SERVICES	58,400	58,400	0	100.00%	N/A
33 HEALTH SERVICES	393,596	415,196	(21,600)	105.49%	N/A
34 TRANSPORTATION	3,443,807	3,257,066	186,741	94.58%	N/A
35 FOOD SERVICE	0	1,271	(1,271)	#DIV/0!	N/A
36 CO-CURRICULAR/EXTRACURRICULAR	1,865,441	1,809,378	56,063	96.99%	N/A
41 GENERAL ADMINISTRATION	1,985,789	1,946,350	39,439	98.01%	N/A
51 PLANT MAINTENANCE	6,057,915	5,632,977	424,937	92.99%	N/A
52 SECURITY & MONITORING SERVICES	176,065	176,455	(390)	100.22%	N/A
53 DATA PROCESSING	1,022,846	1,018,934	3,912	99.62%	N/A
61 COMMUNITY EDUCATION	103,353	38,898	64,455	37.64%	N/A
71 DEBT SERVICE	240,000	35,722	204,278	14.88%	N/A
81 FACILITIES CONSTRUCTION & ACQUISITION	509,439	171,640	337,800	33.69%	N/A
91 CONTR INSTRUCTIONAL SERVICES	8,455,620	7,221,647	1,233,973	85.41%	N/A
93 PAYMENTS TO FISCAL AGENT					
99 OTHER INTER GOV CHARGES	760,539	744,482	16,057	97.89%	N/A
TOTAL EXPENDITURES	**62,672,563**	**61,229,816**	**1,442,748**	**97.70%**	**N/A**
	0				
OTHER SOURCES (USES)	0	0	0	0.00%	N/A
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(2,404,531)**	**(1,459,751)**	**(944,780)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2014
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: October 14, 2014
RE: Bond Expenditure Update
As of 9/30/14

SUMMARY:

Attached are bond expenditures through the period ended September 30, 2014. Expenditures are divided into two categories - "Construction" and "Other Areas". The Construction category includes expenditures related to the construction or renovation/remodeling of buildings. The Construction category also includes a breakdown of expenditures by vendor. The Other Areas category includes expenditures for non-construction related expenditures from bond funds.

Respectfully submitted,

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

Staff Person Responsible: Dobie Williams
Carrie Knight-Mapes
Karen Johnson

Date Submitted: October 14, 2014

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 09/30/14)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 5,819,639.00	$ 40,641.25	$ 3,018,594.18
Hard Cost	$ 53,944,065.00	$ 916,620.25	$ 2,657,477.75
Contingency	$ 3,946,732.00	$ -	$ 19,044.25
Total	***$ 63,710,436.00***	***$ 957,261.50***	***$ 5,695,116.18***

Construction Vendor Status

Contract / Service	Paid to Date
Alliance Geotech	$ 38,933.75
Buford-Thompson	$ 2,657,477.75
City of Granbury	$ 16,983.50
HC News	$ 196.50
Huckabee	$ 2,908,976.93
JPH Land Surveying	$ 44,900.00
Print One	$ 133.25
TASB	$ 18,632.00
The Rios Group	$ 8,800.00
Woodard Builders	$ 82.50
Total	***$ 5,695,116.18***

Summary Status - Other Areas

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.00	$ 95,489.47	$ 125,172.50
Bus Replacement	$ 1,600,000.00	$ 290,134.00	$ 468,190.00
Classroom Furniture	$ 1,000,000.00	$ 206,180.40	$ -
Furniture, Fixture, Equip	$ 4,461,564.00	$ -	$ -
Technology	$ 10,800,000.00	$ 229,821.11	$ 803,462.29
Total	***$ 18,261,564.00***	***$ 601,983.27***	***$ 1,620,095.79***