

Granbury Independent School District
Granbury Middle School
2018-2019 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

The data shown above was compiled from TAPR reports from the TEA website. Demographic data shown includes four consecutive years for the purpose

of analyzing trends. As indicated, enrollment in Granbury Middle School has increased from 696 to 711 between the 2013-14 academic year and the 2014-15 academic year. This indicates a 2.2% increase in enrollment. Additionally, enrollment in Granbury Middle School increased from 711 to 730 from the 2014-15 academic year to the 2015-16 academic year. This indicates an increase of 2.7%. From 2015-16 to 2016-17 enrollment has increased from 730 to 758, an increase of 3.8%. Overall, enrollment has increased 8.9% over the past four years. It should also be noted that the breakdown of the population of Granbury Middle School by ethnic distribution or other factors does not show significant statistical fluctuation over the past four years, with one exception. The ELL population has increased from 4.9% to 10.6% which indicates the need for additional support for these students. White students represent the majority of the student population and the majority of the rest of the population of Granbury Middle School consists of Hispanic students. Approximately 60% of Granbury Middle School consists of students from a Economically Disadvantaged background.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Academic Achievement

Student Academic Achievement Summary

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

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

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

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

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

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

Student Academic Achievement Strengths

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

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

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

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

It should be noted that Granbury Middle School diligently and intentionally recruits quality staff members. Nevertheless, we have struggled with staff retention over the past few years. After the 2014/15 school year, Granbury Middle school had a significant turnover rate. Approximately 35% of the staff left the school for a variety of reasons. Additionally, after the 2015/16 academic school year, approximately 23% of the staff were replaced. After 2016/17 school year, Granbury Middle School had to replace 20% of its staff.

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Granbury Middle School has a large population of students that struggle to appropriately exhibit social norms which results in negative behaviors toward staff and other students. **Root Cause:** Granbury Middle School has a large number of students from a low socio-economic background.

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

Problem Statement 3: Granbury Middle School has struggled to implement PBL to fidelity. **Root Cause:** Granbury Middle School has struggled to prioritize the numerous district curriculum initiatives available to our campus.

Problem Statement 4: Granbury Middle School has struggled to maintain an intentional and unified plan for seamless integration of technology into the

academic process. **Root Cause:** Granbury Middle School is in need of more training for the enhancement of technological integration at the campus level.

Perceptions

Perceptions Summary

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

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

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

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

Granbury Middle School hosts a variety of events that allow parents and community members to participate in the education of our students throughout the school year. These events include, but are not limited to, Open House, Veterans Night, Hispanic Heritage Night, Band and Choir Concerts, a musical production, Theater One-Act Plays, Talent show, district Health Fair, and Academic Awards Night. It should also be noted that parents are invited and encouraged to participate in our Parent/Teacher Organization. Additionally, parents and community members are invited to be a part of the decision-making process for our entire campus through involvement in the Site-Based Decision Making Committee. Parents are also kept informed about school happenings through social media outlets, campus-wide emails and phone calls, as well as regular parent contacts throughout the year.

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

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

Comprehensive Needs Assessment Data Documentation

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

Goals







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

Performance Objective 1: GMS will continue to host a variety of events that allow parents and community to participate throughout the school year. These events include, but are not limited to, Open House, Family Picnic Night w/Feeder Schools, A Day of Service, Veterans Night, Hispanic Heritage Night, Band and Choir Concerts, a musical production, Theater One-Act Plays, Talent show, Powder Puff Football Game, AVID Celebration, Academic Awards Celebration, Reader's theater, and events for incoming sixth graders such as "Transition Day" and Pirate Camp.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Create a Calendar of Events listing who or what Campus Department is responsible for each event.	Department Heads, Counselors, and Administration	Informed stakeholders and increased parent involvement.				
2) Maintain a Google Site for parents to keep them informed all relevant campus information.	ISS aide and assistant principals	Informed stakeholders and increased parent involvement.				

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

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

Performance Objective 2: Teachers will access resources such as the GISD Speakers Bureau and other venues, to bring in community members to speak to students and incorporate them in their instruction to make real world and community connections.

Evaluation Data Source(s) 2: Create partnership with community to bring real world perspective to learning.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will utilize the GISD database/website to access the Speakers Bureau. This is a resource of community members who have volunteered and are willing to speak to our students. Teachers will also be able to reach out to community members through other venues.	Teachers, Department Heads, Assistant Principals, and Principal	Increased network of support for our teachers and students.				

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

Performance Objective 3: Students from each grade level will be able to participate in various student organizations to develop leadership skills including, but not limited to, Student Council, National Junior Honor Society, and the Principal's Student Advisory Committee (Student Ambassadors).

Evaluation Data Source(s) 3: Student organizations will meet on a regular basis. Copies of sign-in sheets, agendas, and minutes will be given to the campus secretary at the end of each meeting.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will be nominated by teachers, their peers, and or nominate themselves. The Student Advisory Committee will meet at least once per six weeks to discuss campus concerns and generate strategies/solutions for improving the campus.	Principal	Increased network of support for students and giving students a voice on campus issues.				
2) Student Council will meet regularly throughout the school year.	Teacher sponsors.	Increased network of support between students and teachers. Provides leadership and service opportunities for students on campus and in the community.				
3) National Junior Honor Society will hold regular meetings throughout the school year and induct new members in the Spring.	Teacher Sponsors	Increased network of support between teachers and students. Will provide leadership and service opportunities for students on campus and in the community.				

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

Performance Objective 4: Students of the month will be selected by the teachers and staff on campus. The Teacher of the Month will be selected by the administration.

Evaluation Data Source(s) 4: Create an opportunity for Students and Teachers to represent GMS.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students from each grade level will be nominated by teachers and staff members once per month. They will be nominated based on leadership qualities and academic excellence. Teacher of the month will be selected by the administration staff each month.	Principal and Secretary	Increased network of support that values students. Increased network of support that values teachers.				

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

Performance Objective 5: GMS will continue a mentoring program for students who are in need of positive adult role models. Students are assigned a mentor from the campus staff or from our community partners.

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

Summative Evaluation 5:

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

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

Performance Objective 6: GMS will create a positive culture for learning by motivating students and providing incentives for attendance, academic progress, good behavior, and participation in campus activities that help promote a positive school climate.

Evaluation Data Source(s) 6: A variety of campus staff and organizations will provide the incentives including, but not limited to, PTO, Assistant Principals, Counselors, Teachers, and other organizations. These incentives will be awarded at different times throughout the school year, such as the End of Six Weeks, the End of the Semester, at the end-of-the-year Academic Awards Celebration, and other times. Incentives may include food items or other privileges.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) To provide incentives to increase attendance rate, improve academic performance, promote good behavior and to motivate students to participate in campus activities that promote a culture/climate.	Administrators, teachers, counselors, campus staff, PTO, support staff	Increased network of support for students.				


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

Performance Objective 1: GMS will continue to focus on improving individual student Reading scores in order to increase academic performance across all content areas in all grade levels.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) GMS will utilize a daily schedule that supports a 90 minute ELA block in all grade levels.</p>	Administration, Instructional Specialist, and ELA department.	Student academic growth in reading.				
<p>2) Social Studies teachers will partner with ELA teachers to utilize reading and writing strategies to teach Social Studies content.</p>	Administration, Instructional Specialist, District Curriculum staff, Social Studies teachers, ELA teachers.	Student academic growth in reading.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue


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

Performance Objective 2: The GMS Principal, Assistant Principals, and Instructional Specialist will work with Curriculum to professional development opportunities for all teachers, especially those in the core content areas, on classroom strategies and technology applications that develop high levels of rigor and student engagement so students can attain a higher level of understanding and critical thinking.

Evaluation Data Source(s) 2: GMS Administration will conduct walk-throughs and classroom observations to monitor implementation of strategies. Classroom, campus, district, and state assessment data will be used to determine effectiveness.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Research and obtain innovative resources that compliment the 21st century competencies for all content areas.</p>	Campus principal, Assistant Principals, IS, Curriculum Dept	Successful implementation of a rigorous and engaging curriculum.				
<p>2) Implement a PLC 3 week formative assessment and power standard model</p>	Campus leadership District Curriculum Coordinators	Gaining student growth according to STAAR				



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


Performance Objective 3: Teachers will participate in Project Based Learning and encourage peers, community members, and parents to be involved from the beginning to the final process of student public presentations.

Evaluation Data Source(s) 3: Evidence of Project Based Learning and Community Involvement. Teachers and staff will be able to post dates on campus event calendar, school marquee, and websites. They will also be able to send out notices via school social media such as twitter, Facebook, and Remind 101. Campus staff will be able to post photos and updates on the GMS and GISD website.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Curriculum Department will offer training in PBL at various times throughout the year.	Administration and district curriculum personnel	Teachers will implement effective Project Based Learning in their classrooms for the purpose of implementing a rigorous and engaging curriculum.				
2) Collect good quality examples of PBL projects throughout the school year and have presentations for the public.	Administration, teachers, PBL Lead Team, and Instructional Specialist.	Increased community involvement in the academic endeavors of GMS. Will also provide opportunities for students to connect learning to real world problem solving.				
3) Each trained teacher will implement 2 projects each school year	Campus leadership	Increase student real world learning				



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

Performance Objective 4: GMS will utilize assessment instruments and the Career Cruiser program for all grade levels to assist in preparing students for post-secondary education and career opportunities.

Evaluation Data Source(s) 4: Counselors will use information gleaned from surveys and the Career Cruiser program to academically advise students.

Summative Evaluation 4:

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

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

Performance Objective 5: Campus Staff will seek outside professional development opportunities to address areas of need in various contents and for different grade levels.

Evaluation Data Source(s) 5: Campus and District Assessments will identify the needs and travel authorizations and purchase orders will document the outside professional development, programs, and supplies needed.

Summative Evaluation 5:







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

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

Performance Objective 6: GMS will utilize a variety of instructional resources including, but not limited to, textbooks, workbooks, online textbooks, online programs, dictionaries, calculators, technology equipment and technical applications to provide service and assistance to our special populations, such as: ELL, Hispanic, SPED students, Low SES, GT, and 504 students.

Evaluation Data Source(s) 6: Demographic data, surveys, assessment data, and other information will be utilized to purchase instructional resources.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Use of a variety of resources.</p>	Department heads, curriculum staff, Instructional Specialist, administration, librarian.	These resources will aid in the implementation of a rigorous and engaging curriculum.				
<p>2) SSI Intervention will be implemented after 8th reading and math STAAR</p>	Principal and teachers	Students will be better enabled and empowered to reach their individual goals.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 7: GMS will implement a PLC process for core content areas.

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

Summative Evaluation 7:

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

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

Performance Objective 8: GMS will make a concerted effort to implement WICOR strategies into all instructional content.

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

Summative Evaluation 8:

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

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

Performance Objective 1: GMS Technology Committee will meet regularly throughout the school year and work closely with the librarian, campus administration, and campus secretary to discuss and evaluate current campus needs and its alignment with Technology Goals and provide technology training resources to GMS staff on a regular basis.

Evaluation Data Source(s) 1: Campus Technology Goal Inventory, Evaluation of Campus Alignment, and Training

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Committee Chair will work with the Technology Committee to create an agenda for each meeting based on campus needs.	GMS Technology committee chairperson and Principal.	Optimization of technology infrastructure on campus.				
2) The Librarian will take inventory of current technology in each classroom by October 1st.	GMS Librarian and Campus Secretary	Optimization of technology infrastructure on campus.				

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

Performance Objective 2: GMS Principal and Counselors will work with the CTE (Career and Technology Education) Director and the Technology Director to provide classes that encourage students to follow those pathways in high school and beyond.

Evaluation Data Source(s) 2: CTE and Technology Classes

Summative Evaluation 2:

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

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

Performance Objective 3: GMS will provide updated technological resources to help special populations of GMS students such as ESL students, GT students, SPED students, Hispanic students, and Economically Disadvantaged students, as well as the school's general population of students.

Evaluation Data Source(s) 3: Purchase new technological resources.

Summative Evaluation 3:

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

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

Performance Objective 4: GMS Administration will continue to work with the campus staff, Technology Committee, Campus Advisory Committee, and Technology Director to provide state-of-the-art technology equipment for current and future needs and to maintain such equipment. GMS will continue to maintain and utilize technology equipment purchased between 2014 and 2017.

Evaluation Data Source(s) 4: The campus librarian and the campus administrators will manage the inventory, oversee the work orders, and communicate with the District Technology Department to maintain the equipment in optimal working condition, as well as solicit input from student and teacher groups for future technology needs.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GMS will maintain equipment in optimal working condition and procure new technology.	Principal, secretary, instructional team, teachers, librarian, and district technology staff	Optimization of technological infrastructure.				

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

Performance Objective 1: GMS administration will continue to work with district personnel to maintain a safe and secure campus including entrance areas for visitors and parents, as well as maintain the security of the teacher lounge that connects to a secured front office entrance.

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

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Continue to adhere to district safety policies.	Principal, Architects, Superintendent, front office staff, technology staff	Safety and security.				

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

Performance Objective 2: GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular basis throughout the school year.

Evaluation Data Source(s) 2: Campus Safety Plan

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Safety drills, staff training, procedures training (including fire drills, lock down drills, tornado drills, and active shooter training)	Principal, Assistant Principals, and Staff, District facilities and safety staff	Safety and security.				
						

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

Performance Objective 3: GMS will provide various Parent/Community trainings throughout the school year pertaining to safety, technology, and other issues as they arise.

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

Summative Evaluation 3:

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

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

Performance Objective 4: GMS will continue to research and integrate new state of the art technologies, such as tv screens, sound systems, and other equipment and programs to promote more effective communication for students, parents, and staff.

Evaluation Data Source(s) 4: TV monitors would be used to display daily announcements for students, provide a schedule of events, and important campus information.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Integrate technology and state of the art equipment to better communicate announcements and campus events for students and staff.	Principal, Assistant Principal and Librarian.	Maintaining state-of-the art facilities.				

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

Performance Objective 5: GMS will look for and provide innovative classroom furniture for core content classrooms.

Evaluation Data Source(s) 5: Teachers and Principal

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) To purchase new and innovative classroom furniture for core content classrooms.	Principal and Secretary	Provide optimal classroom seating.				

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

Performance Objective 1: The GMS principal will get input from Department Heads, Counselors, and other staff and will continue to collaborate with other middle school principals to research and investigate school day schedules that provide optimal learning time for students and instructional time for teachers.

Evaluation Data Source(s) 1: School Day Schedules and Master Schedule.

Summative Evaluation 1:

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

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

Performance Objective 2: GMS will utilize an "Explore" class to provide academic opportunities for all students based on their individual needs. Opportunities for tutoring, organizational skills training, counselor guidance, GT/enrichment, and/or remediation will be provided during "Explore" time.

Evaluation Data Source(s) 2: Monitor data from grades, campus and district assessments, and STAAR tests.

Summative Evaluation 2:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Support rigorous academic curriculum through "Explore" class time.	Instructional Team, Administration, Teacher providing interventions/enrichment, counseling	Remediation and enrichment will result in academic growth.				

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

Performance Objective 3: GMS will utilize a nine-period schedule in order to provide extra time and increased rigor for ELA classes.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy 1) ELA will be double-blocked in the master schedule.</p>	<p>Campus administration, counselors, PEIMS personnel, Instructional Specialist, and ELA teachers.</p>	<p>The schedule will support a rigorous academic curriculum.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: GMS core content teachers will meet regularly with the assistant principals and the Instructional Specialist to review data pertaining to district common assessments to discuss how this information will drive instruction, improve learning, and promote academic growth for students.

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

Summative Evaluation 1:

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

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

Performance Objective 2: GMS will continue to provide learning opportunities for students through field trips and innovative technological devices.

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Utilize monetary resources to provide students with real-world learning opportunities.	Administration, Department Heads, school secretary, Instructional Team	Equitable learning experiences for students.				

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

Performance Objective 3: GMS will provide a variety of opportunities for parents and community to support students in their learning during school hours as well as after school events.

Evaluation Data Source(s) 3: GMS will provide parents the opportunity to participate in various programs and events during and after school.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GMS will host the following events: Teen Read Week, Veteran's Day Program, Book Fair Week, Band and Choir Concerts, One-Act Play Productions, Project Based Learning Presentations, Various Athletic Games and Events, Pirate Camp, Open House, Grade-Level Parent Nights, GMS Musical, Academic Awards Night, and other related school activities.	Administrators, teachers, and staff.	Equitable learning experiences and resources for all students and families.				

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

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

Evaluation Data Source(s) 4: Tutoring Logs

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Provide tutoring for students after school hours from 4:15-6:15. Offer activity bus.	Administrators, teachers	Student learning supported through tutoring.				

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

Performance Objective 5: GMS Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical and emotional needs of students.

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

Summative Evaluation 5:

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

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

Performance Objective 6: GMS will intentionally and continually assess the needs of GMS students to ensure equitable access to the curriculum, academic success, and optimal health and well-being. Parent surveys, staff surveys, parent phone calls, fitness grams, physical screenings, and other forms of data collection will be utilized on a regular basis.

Evaluation Data Source(s) 6: GMS will utilize assessment instruments to assess student needs and respond to those needs accordingly.

Summative Evaluation 6:

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

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

Performance Objective 7: GMS will begin the implementation of the AVID program, which provides additional assistance to students who would potentially be first-generation college graduates.

Evaluation Data Source(s) 7: GMS will begin procedures for full implementation of the program.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Hold regular AVID meetings among AVID team members throughout the school year.	AVID coordinator, campus administration, AVID Site team, and Principal.	Continuously evaluate the implementation of the AVID Program				
2) Provide an AVID elective to those students enrolled in the AVID program.	AVID Coordinator, IS, and Principal.	Support student learning and close the achievement gap by providing strategies that support college readiness and success in a global society.				
3) Obtain supplies and materials to support the AVID implementation	Principal, AVID Campus Coordinator	Implementation of AVID				
4) Train teachers on WICOR strategies and other AVID essentials.	Administration, district curriculum staff, AVID coordinator.	Effective implementation of AVID.				

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

Performance Objective 8: GMS will effectively utilize a full-time social worker to address many of the socio-emotional needs of students.

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

Summative Evaluation 8:

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

State Compensatory

Budget for Granbury Middle School:

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

Personnel for Granbury Middle School:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

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