

**Granbury Middle School
Campus Plan at a Glance
2019-2020
"Better Every Day"**

GISD 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.

GMS Vision

Granbury Middle School will advance students academically, close the achievement gap, and prepare them for post-secondary education and careers.

1. We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Academic Performance

- Campus IS team will participate and assist content teams in weekly planning, lesson preparation, data disaggregation (MAP and CFAs).
- All instructional staff will participate in PLC meetings.
- Complete teacher and student data sheets as directed.
- Provided supplemental instructions to support student success. Dyslexia, LLI, Tutors.
- Campus-wide reading initiative, PD emphasis WICOR, note-making and annotating for active reading focus school-wide.
- Small group instructional time shared with instructional support personnel. Intentional groupings based on data/needs.
- Effective use of academic time and instructional help
- Increase usage of outdoor learning center
- Tutoring center

Supplemental Materials

IXL Math, MTA course for dyslexia students, LLI course for struggling readers, Think up resources for math/science classrooms, Newsela, Ellevation for differentiation for ELs, MAP diagnostic testing, new Nspire calculators

GT/College Ready

Student Products, Group Projects, Robotics, Field Trips, Community Service Projects.

College Readiness

- AVID program, school wide instructional strategies, school wide binders.
- GT programs/clubs include: Slackers Club, Robotics Club, Field Trips, Community Service, ASL Club, Accelerated instruction, Alg 1, GTT
- UIL academic teams
- Science Fair/History Fair
- Industry/community guest speakers

STAAR Goal: Approaches

Reading	Math
6: 60% (+10) ELL 50% (+9)	75% (+9) ELL 75% (+7)
7: 68% (+10) ELL 60% (+10)	60% (+15) ELL 40% (+20)
8: 80% (+13) ELL 43% (+13)	88% (+3) ELL 75% (+5)
Writing 7: 85% (+15) ELL 50% (+10)	Alg 8: 100 (+1), ELL 100
Science 8: 85% (+7) ELL 20% (+10)	
Social Studies 8: 70% (+9) ELL 45% (+12)	

Master/College Readiness

Reading	Math
6: 15% (+9)	15% (+9)
7: 25% (+8)	10% (+9)
8: 15% (+9)	20% (+10)
Writing 7: 20% (+9)	Alg 8: 60% (+9)
Science 8: 30% (+6)	SS 8: 15% (+6)

Coordinated Health

- Collaborative strategies incorporated into the classroom such as jigsaws, socratic seminars, 4 corners to increase social skills and communication through learning
- Fitness Assessment/Fitnessgram
- CAC visits through counseling dept
- Field Days
- Parent Involvement Meetings/ Parent café
- Life skills department addition to GMS campus team

2. We will support student success by providing and retaining the appropriate quantity of qualified staff.

- Addition of Instructional Coach
- Addition of additional instructional staff (LLI, MTA, Instructional aide, ELAR Teacher)
- Effective Schools Framework PD, Region 11 PD, etc for those staff members interested
- GTEI
- GISD Summer Conference
- Monitor campus climate. (Social Committee, Staff Luncheons, Good News Celebrations, PTO, Social media sites)

3. **We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.**

Training

- Jump Start with Technology dept.
- Technology mini-pds with Mrs. Jonas
- GISD Summer Technology/Curriculum Conference
- Campus Staff Development/Training

Students

- 21st Century Skills in the Classroom
- Community/Industry Speakers
- Field Trips or VR experiences
- Service Projects
- PBL Projects

4. **We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team building skills.**

- Principal's Leadership Lunch Bunch
- Good Behavior Referrals
- Digital Safety and Responsibility
- Service Projects
- Extra-curricular participation: Athletics, Band, Choir, Theatre, UIL Academics.

5. **We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

- Effective use of classroom technology.
 - LCD Projectors, Teacher Microphones, Smartboard, Ladybugs, Individual Devices
 - Software: Newsela, IXL,
 - Student Podcasts, flipgrids, google classroom, skye/google hangout sessions,

6. **We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.**

- Collect required data.
- Participate with demographer on redistricting plans.

7. **We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**

- Attend financial trainings.
- Use campus resources to accomplish academic goals.
- Comply with district, state and federal guidelines.
- Participate and partner with GEF.

"The GMS Way"

- High Expectations (Behaviorally and Academically)
- Maximize the minutes, we need every single minute to count
- Plan for success and then stick to the Plan- K.I.S.S.
- Routines and Procedures (both campus wide and your own classroom environment)
- Positive Parent Contacts (Written notes, Phone calls, Emails)
- You don't have to like everyone, but you still have to be positive, productive and respectful.

Granbury Independent School District
Granbury Middle School
2019-2020 Campus Improvement Plan



Mission Statement

The mission of Granbury Middle school is to advance students academically, close the achievement gap, and prepare them for post-secondary education and careers.

AVID Mission Statement

AVID's Mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Comprehensive Needs Assessment

Needs Assessment Overview

Granbury Middle School will continue to work on these major areas:

- Improve Reading and Math scores for all three grade levels by:
 - Ensuring Teachers follow and implement the District Scope & Sequence with fidelity
 - Meet weekly as a Professional Learning Community (PLC) with each core content grade level group
 - Assess student learning weekly using Common Formative Assessments (CFAs)
 - Use Data from the CFAs to guide classroom instruction
 - Conduct classroom walk-throughs to check for quality instruction, student engagement, and rigor of the lessons.
- Provide interventions to stop the regression of 6th grade scores in Reading and Math
 - Provide Reading Intervention classes to students who fail STAAR reading
 - Utilize a variety of Instructional strategies to check for understanding and mastery
 - Assess student learning on a weekly basis through PLC meetings.
- Continue to implement and support the AVID program across the entire campus
 - Meet monthly with the AVID Site Team
 - Include AVID goals in the Campus Improvement Plan
 - Hold staff accountable for implementation of the AVID strategies
- Continue to maintain and improve on the current discipline program to promote a safe learning environment
- Continue to build a campus culture focused on supporting the social-emotional needs of the campus staff and the student body.

Granbury Middle School is a very diverse campus that works hard to meet the needs of all its students.

Our goal is to help our students become successful members of the community and to have a smooth transition to the high school and beyond.

Demographics

Demographics Summary

The data shown was compiled from TAPR reports from the TEA website and 2018-19 data from our most recent internal reports. Demographic data shown includes four consecutive years for the purpose of analyzing trends. As indicated, enrollment in Granbury Middle School continues to increase. 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, except for the population of ELL students. The ELL population has increased from 4.9% of the school's total population to roughly 11% of the school's total population, which indicates the need for additional support for these students. It should also be noted that the percentage of students considered "At-Risk" has shown a gradual increase in the past four years. 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. Over 60% of Granbury Middle School consists of students from a Economically Disadvantaged background. Granbury Middle School's population of "Students with Disabilities" was 10.2% of the total population, which indicates a downward trend over the span of the past four years. However, this percentage is still higher than the state average and the 2019-20 school year we are adding life skills sped department to our campus.

Granbury Middle School Demographic Comparison										
	2018-19		2017-18		2016-17		2015-16		2014-15	
Grade	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
6th	243	31.4%	273	35.5%	252	33.2%	239	32.7%	248	34.9%
7th	276	35.6%	253	32.9%	243	32.1%	254	34.8%	232	32.6%
8th	256	33.0%	244	31.7%	263	34.7%	237	32.5%	231	32.5%
Total	775		770		758		730		711	
Ethnic Distribution										
African American	10	1.3%	7	0.9%	6	0.8%	3	0.4%	4	0.6%
Hispanic	236	30.5%	248	32.2%	249	32.8%	231	31.6%	207	29.1%
White	501	64.7%	492	63.9%	478	63.1%	469	64.2%	478	67.2%
American Indian	8	1.0%	6	0.8%	5	0.7%	7	1.0%	6	0.8%
Asian	4	0.5%	3	0.4%	4	0.5%	3	0.4%	2	0.3%
Pacific Islander	0		1	0.1%	1	0.1%	0	0.0%	0	0.0%
Two Races	16	2.1%	13	1.7%	15	2.0%	17	2.3%	14	2.0%
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Other										
Economically Disadvantaged	484	62.5%	453	58.8%	448	59.1%	428	58.6%	422	59.4%

Granbury Middle School Demographic Comparison

Non-Economically Disadvantaged	291	37.5	317	41.2%	310	40.9%	302	44.4%	289	40.6%
ELL	86	11.1%	87	11.3%	80	10.6%	54	7.4%	35	4.9%
Student Discipline Placements			36	4.3%	14	1.8%	31	4.2%	26	3.7%
At-Risk	432	55.7%	435	56.5%	417	55.0%	234	32.1%	372	52.3%
Mobility			131	15.7%	127	16.8%	128	17.5%	153	21.5%
Students with Disabilities	79	10.2%	91	11.8%	105	13.9%	103	14.1%	103	14.5%

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 population of students with learning and socio-emotional gaps. **Root Cause:** Granbury Middle School has a large population of students 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 a growing population of English Language Learners. Our school has not provided additional staff nor professional development/coaching to meet this increased need and support these students.

Problem Statement 3: Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to E:L/LEP population, for student academics and events. **Root Cause:** Various obstacles related to our specific demographic population, such as access to transportation or language barriers, have prevented parents from participating in the opportunities Granbury Middle School has provided for parents.

Problem Statement 4: Granbury Middle School has a large number of students with material needs. **Root Cause:** Granbury Middle School has a large number of students from a low socio-economic background.

Problem Statement 5: Reading scores have indicated a decline in overall performance compared to historical data. **Root Cause:** This is a district-wide

decline in reading scores indicating a lack of balanced literacy programs and common research-based best practices coupled with systematic checks and balances.

Student Academic Achievement

Student Academic Achievement Summary

*Only 9 Students took the STAAR Reading Exam in 7th Grade during the 2017-18 academic year due to being a Pilot year.

Other pertinent statistical data, besides what is displayed above, includes Granbury Middle School's Academic Growth Score by grade and subject. This Academic Growth Score falls under the School Progress Domain, a component of the Academic Performance Report as measured by the state of Texas. In 2018, Granbury Middle School indicated a growth score of 35 in 6th Grade ELA/Reading, which is slightly behind the State and District scores which are 47 and 41 respectively. Likewise, 7th Grade Reading indicated a growth score of 57, which is also slightly behind the State and District scores of 76 and 62 respectively. The progress measure in 8th Grade reading showed less variation with a growth score at 74 which is the same for the district, but slightly behind the State score of 79. 8th Grade math showed a progress measure of 72, which was higher than the district score of 69, but lower than the State score of 81.

Upon analysis of historical STAAR reporting data from 2017, it is apparent that all subjects have maintained a fairly consistent historical trend in terms of the overall passing rate on the exam, with the exception of 8th Grade Science, 8th Grade Reading, and 7th Grade Math. 7th Grade math showed a significant decrease overall for 2019 with only 45% of students passing the STAAR exam compared to 53% the previous year. Likewise, 8th Grade reading showed a significant decrease in 2019 when compared to 2018 and 2017. 8th Grade Science, however, showed a 22% increase over the previous year and outperformed both the district and the state. Overall, sixth grade students continue to struggle to maintain the progress made in 5th grade in reading and math and show a decline in progress during sixth grade.

Student achievement data broken down by sub populations also shows both increases and decreases in various areas. Specifically, White students demonstrated decreases in 6th Grade Math, 7th Grade Reading, 7th Grade Math, and 8th Grade Reading. However, White students also showed significant increases in 8th Grade Science, 8th Grade Social Studies, and 8th Grade Math. Hispanic Students showed overall decreases in 6th Grade Reading, 7th Grade Math, and 8th Grade reading, however, these students showed increases in 8th Grade Math and 8th Grade Science. The population of SPED students continues to struggle, although significant progress was demonstrated in 8th Grade Science and 8th Grade Math. Economically Disadvantaged students do not show statistical fluctuation, however, as with other groups, progress is indicated in 8th Grade Science and 8th Grade Math. ELL Students indicated fairly consistent STAAR scores, with the exception of 8th Grade Science and 7th Grade Math, which both show a significant decline.

Overall, in terms of overall passing percentage, 8th grade subjects indicated the most significant growth when compared to previous years. However, when comparing cohorts, the data looks more promising. For instance, when comparing 7th Grade Reading to last year's 6th Grade reading, we see significant increases. Likewise, 7th Grade Math scores last year compared to 8th Grade Math this year (same group) show significant increases in passing percentage.

Student Achievement Summary				
	2016-17	2017-18	2018-19	Subpopulation 2016-17 / 2017-18 / 2018-19

Student Achievement Summary																							
STAAR Test	State	District	GMS	State	District	GMS	GMS	% Change	Hispanic			White			SPED			Econ. Dis.			ELL		
									2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Gr. 6 Reading	69%	74%	69%	69%	62%	47%	50%	+3%	58%	63%	45%	74%	53%	52%	24%	50%	11%	58%	41%	46%	56%	52%	41%
Gr. 6 Math	76%	78%	72%	77%	76%	72%	66%	-6%	62%	63%	66%	79%	74%	67%	32%	50%	17%	65%	65%	60%	70%	52%	68%
Gr. 7 Reading	73%	72%	62%	74%	65%	60%	58%	-2%	59%	53%	56%	64%	64%	58%	13%	43%	24%	50%	52%	50%	46%	45%	50%
Gr. 7 Math	70%	72%	60%	72%	67%	53%	45%	-8%	64%	48%	40%	58%	56%	48%	-	-	21%	48%	47%	41%	50%	60%	20%
Gr. 7 Writing*	70%	70%	59%	69%	69%	22%	60%	-	57%	33%	56%	59%	-	56%	-	-	18%	45%	25%	55%	43%	-	40%
Gr. 8 Reading	86%	77%	70%	86%	79%	69%	67%	-2%	68%	52%	41%	70%	71%	62%	23%	12%	24%	67%	62%	45%	53%	36%	30%
Gr. 8 Math	85%	80%	77%	86%	82%	79%	85%	+6%	69%	75%	79%	72%	80%	88%	31%	17%	43%	68%	68%	82%	69%	78%	70%
Gr. 8 Science	76%	76%	67%	76%	76%	64%	78%	+14%	59%	59%	68%	70%	67%	84%	23%	7%	35%	60%	56%	70%	41%	39%	10%
Gr. 8 Soc. Stud.	63%	55%	50%	65%	62%	58%	61%	+3%	37%	53%	50%	56%	61%	67%	-	-	27%	37%	49%	52%	-	45%	33%
Gr. 8 English 1	64%	71%	90%	65%	64%	91%	89%	-2%	91%	85%	88%	89%	94%	91%	-	-	-	90%	83%	87%	-	60%	-
Gr. 8 Algebra 1	83%	88%	100%	83%	78%	95%	99%	+4%	100%	100%	96%	97%	92%	100%	-	-	-	-	94%	97%	-	100%	86%

Student Academic Achievement Strengths

8th Grade Math and 8th Grade Science and 8th Grade Social Studies demonstrated the greatest increases in passing percentages over the previous three years. Likewise, when compared 7th Grade Reading to last year's 6th Grade as well as Grade 8 Reading to last year's 7th grade reading scores, we observe growth for that cohort. Growth is also displayed in 8th Grade Math Scores when compared to last year's 7th graders.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 2: Granbury Middle School has a large number of students with material needs. **Root Cause:** Granbury Middle School has a large

number of students from a low socio-economic background.

Problem Statement 3: Granbury Middle School has struggled to provide customized instruction to individual students. **Root Cause:** Approximately 70% of Granbury Middle School's student population is labeled 504, SPED, LEP, GT, At-Risk, or RtI. Each of these sub-populations require a different level of individualized instruction. We are in need of additional staff and a professional development focus in differentiation strategies in order to meet the needs of ALL students.

Problem Statement 4: Granbury Middle School has a large population of students with learning and socio-emotional gaps. **Root Cause:** Granbury Middle School has a large population of students from a low socio-economic background.

Problem Statement 5: Granbury Middle School has struggled to support English Language Learners. **Root Cause:** Granbury Middle School has a growing population of English Language Learners. Our school has not provided additional staff nor professional development/coaching to meet this increased need and support these students.

Problem Statement 6: Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to E:L/LEP population, for student academics and events. **Root Cause:** Various obstacles related to our specific demographic population, such as access to transportation or language barriers, have prevented parents from participating in the opportunities Granbury Middle School has provided for parents.

Problem Statement 7: Reading scores have indicated a decline in overall performance compared to historical data. **Root Cause:** This is a district-wide decline in reading scores indicating a lack of balanced literacy programs and common research-based best practices coupled with systematic checks and balances.

School Processes & Programs

School Processes & Programs Summary

Granbury Middle School is dedicated to working collaboratively with our feeder schools, the other middle school in the district, the curriculum department, and district-level administrators. 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 two Instructional Specialists who work alongside our teaching staff to assist in intentional lesson planning, data collection, and act as a liaison between teachers and the curriculum department. Our school's RtI Administrator primarily works with our Instructional Coaches and teachers to identify our "At-Risk" students and students who might require extra time and attention in the process of instruction and learning. This team of administrator, instructional specialists, and teachers all plan together with the goal of directly targeting instruction to individual need.

Common formative assessments as well as District benchmarks coupled with intentional data analysis occurs 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, Imagine Math, Lexia (for reading), three-week checkpoints, grades, 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 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 eight positions include a principal, two assistant principals, two counselors, two instructional specialists, 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 three 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 there is a weekly administrative email, a PLC and a Planning period for each department weekly, and a department head meeting once a month.

Granbury Middle School is comprised of approximately 70 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, after the 2017-18 school year, this trend appeared to move downward, as only 13% of the staff was replaced. Based on preliminary numbers, it appeared that Granbury Middle School was going to have an even smaller turnover rate at the end of the 2018-19 academic year, however, it ended up after summer hires hitting 22%. 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 two Instructional specialists and a team of three interventionists (2 English, 1 Math) to assist our staff in reaching individual students. 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: Reading scores have indicated a decline in overall performance compared to historical data. **Root Cause:** This is a district-wide decline in reading scores indicating a lack of balanced literacy programs and common research-based best practices coupled with systematic checks and balances.

Problem Statement 2: Granbury Middle School has a large population of students with learning and socio-emotional gaps. **Root Cause:** Granbury Middle School has a large population of students from a low socio-economic background.

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Problem Statement 4: Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to E:L/LEP population, for student academics and events. **Root Cause:** Various obstacles related to our specific demographic population, such as access to transportation or language barriers, have prevented parents from participating in the opportunities Granbury Middle School has provided for parents.

Problem Statement 5: Granbury Middle School has a large number of students with material needs. **Root Cause:** Granbury Middle School has a large number of students from a low socio-economic background.

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. This program continues to grow and influence all other parts of our school climate and culture. Although AVID is a program directly aimed at students with specific challenges, the entire school benefits from the program as it seeks to support our AVID students through campus-wide standard operating procedures.

In the past, Granbury Middle school has been 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.

In 2017-18, Granbury Middle School changed their approach to discipline. We developed a new campus-wide system for managing discipline across campus. During the 2016-17 academic year, GMS had a total of 1,266 discipline referrals, 839 of which were "local" referrals and 427 included offences that were required to be reported to TEA. In the 2017-18 academic year, total discipline referrals dropped 23%. During the 2018-19 school year, they rose again slightly (6%). Although we have shown improvement overall over the last three years, improving our disciplinary structure is a continued need across campus.

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. These changes have continued to improve the climate and community across campus throughout the 2018-19 academic year and we anticipate that these changes and our continued efforts to enhance them over the coming 2019-20 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. In 2018, we introduced the first annual Powderpuff Football game. This event has continued to become a positive community event spurring on camaraderie and cooperation among staff, students, and parents. 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 a sense of purpose 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 has a large population of students with learning and socio-emotional gaps. **Root Cause:** Granbury Middle School has a large population of students 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 a growing population of English Language Learners. Our school has not provided additional staff nor professional development/coaching to meet this increased need and support these students.

Problem Statement 3: Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to E:L/LEP population, for student academics and events. **Root Cause:** Various obstacles related to our specific demographic population, such as access to transportation or language barriers, have prevented parents from participating in the opportunities Granbury Middle School has provided for parents.

Problem Statement 4: Granbury Middle School has a large number of students with material needs. **Root Cause:** Granbury Middle School has a large number of students from a low socio-economic background.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.





Performance Objective 1: Routinely provide opportunities for students to utilize writing to process information and to clarify and organize experiences in core content areas.

Evaluation Data Source(s) 1: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Utilize the following writing processes:</p> <ol style="list-style-type: none"> Interactive Notebooks Learning Logs Quickwrites Annotation 	2.4, 2.5, 2.6	<ol style="list-style-type: none"> Administration Department Heads AVID Site Team AVID Coordinator 	Increased proficiency in reading and writing among all students.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Utilize the following writing activities:</p> <ol style="list-style-type: none"> Pre-writing Drafting Revising Polishing/Editing Publishing 	2.4, 2.5, 2.6	<ol style="list-style-type: none"> Administration Department Heads AVID Site Team AVID Coordinator 	Increased proficiency in reading and writing among all students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Use a variety of instructional resources to help every student attain his/her individual goals including but not limited to: textbooks, online textbooks, online programs, dictionaries, calculators, technology equipment and technical applications.	2.4, 2.5, 2.6	Department Heads, curriculum staff, instructional specialists, administration, librarian.	These resources will aid in the implementation of our curriculum.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: Routinely utilize Focus Note-Taking in core content classes.

Evaluation Data Source(s) 2: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Utilize Cornell Notes and other Focus Note-taking strategies.	2.4, 2.5, 2.6	1. Administration 2. Department Heads 3. AVID Site Team	Increased proficiency in writing and processing core content in all students throughout all grade levels.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 3: Routinely utilize structured discussions core content classes.

Evaluation Data Source(s) 3: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Utilize structured discussions in class to include the following: Round Table or Shoulder Partner Share Socratic Seminars Philosophical Chairs Critical Thinking Questions 30 second expert	2.4, 2.5, 2.6	1. Administration 2. Department Heads 3. AVID Site Team	Provide a structured collaborative environment around core content and provide leadership opportunities for students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 4: Routinely utilize AVID Binders and Planners in all core content areas.

Evaluation Data Source(s) 4: Lesson Plans, WICOR Documentation, Walk-throughs, Binders, Planners

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) All students will be required to keep an AVID Binder and maintain an AVID Planner.	2.4, 2.5, 2.6	1. Teachers 2. Administrators 3. Students 4. Parents 5. AVID Site Team 6. Department Heads	Assist students in preparation and organization of their schoolwork. Help students set goals and increase awareness of their school performance.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 5: Routinely utilize the AVID critical reading process in all core content area.

Evaluation Data Source(s) 5: Lesson Plans, WICOR Documentation, Walk-throughs, Binders, Planners

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) This goal will help students take an intentional approach to reading. Using strategies such as: #CUSS Chunking Annotating Close Reading	2.4, 2.5, 2.6	1. Administration 2. Department Heads 3. AVID Site Team 4. Students	Improved reading proficiency across campus.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 6: Ensure students have access to pre-collegiate exams.

Evaluation Data Source(s) 6: PSAT 8/9 Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Expose students to post-secondary educational opportunities and provide ways for students to challenge themselves cognitively and academically.	2.4, 2.5, 2.6	1. Administration 2. Testing Coordinator 3. RtI Facilitator 4. Teachers	Students will gain a greater awareness of post-secondary educational endeavors.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 7: Reduce the total number of discipline referrals compared to the previous three years so that students spend less time in the office and more time in the proper learning environment.

Evaluation Data Source(s) 7: Skyward Discipline Data, Teacher Discipline Data

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Increase communication between campus administration, teachers, and students. Consistently utilize campus-wide disciplinary procedures.	2.4, 2.5, 2.6	1. Administration 2. Teachers	Greater consistency and efficiency will result in fewer referrals. Students will spend more time in the classroom and less time in the office.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 8: Improve reading proficiency across campus.

Evaluation Data Source(s) 8: State and local assessment data

Summative Evaluation 8:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Utilize a Reading Specialist to target individual student needs.	2.4, 2.5, 2.6	1. Administration 2. Reading Specialist	Improved proficiency in reading across campus.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Utilize the Leveled Literacy Instruction Program in ELA classes.	2.4, 2.5, 2.6	1. Administration 2. Interventionists 3. RtI Facilitator 4. ELA Teachers	Improved reading proficiency across campus.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Utilize the Lucy Calkins program in ELA classes.	2.4, 2.5, 2.6	1. Administration 2. RtI Facilitator 3. ELA Teachers 4. Interventionists	Improved reading proficiency across campus.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Ensure all core content area teachers are trained in AVID WICOR strategies and in the AVID tutorial guide.

Evaluation Data Source(s) 1: Attendance at AVID Summer Institute, Routine Staff trainings by the AVID Site Team, Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Utilize regular staff meetings for professional development on AVID strategies.	2.4, 2.5, 2.6	1. Administration 2. Staff 3. AVID Site Team	WICOR strategies will improve student performance in all academic areas.	0%	0%	0%	

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 2: All professional development, coaching, and resources will be closely aligned with specific goals to address student academic needs in our efforts to close achievement gaps. PD and resources will be vetted and measured by data and performance of teachers and students.

Evaluation Data Source(s) 2: 3 Week Checkpoints, PLCs, Common Planning, Benchmark Data, STAAR Assessments, Local Assessments, Strive evaluations

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Campus staff (administration, instructional coaches, content teachers and support teachers) will work as a team to target individual students in core content areas, specifically reading and math.	2.4, 2.5, 2.6	1. Administration 2. RtI Facilitator	Ensure academic needs are tailored to individual students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Provide meaningful opportunities for parental involvement in campus life.

Evaluation Data Source(s) 1: School events, parents surveys

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Recruit parents for PTO.	3.1, 3.2	Administration	Increased parental involvement.				
2) Recruit parents for the campus Site-Based Decision Committee.	3.1, 3.2	1. Administration 2. Campus Advisory Committee	Improved parental involvement.				
3) Provide a variety of events for parents and community members to attend that showcase student success such as parent learning nights.	3.1, 3.2	1. Administration 2. Teachers 3. Campus Advisory Committee	Improved parental involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 2: Routinely utilize community resources for intentional involvement in campus life.

Evaluation Data Source(s) 2: Teacher Surveys, Parent Surveys, Community Partner Surveys

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Utilize the following community resources: 1. Community Mentors 2. Speaker's Bureau 3. Other community organizations 4. Parent Academy or Parent Cafes	2.4, 2.5, 2.6	1. Administration 2. Counselors 3. Teachers	Access to real-world experiences and improved social-emotional health of students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 3: Continue to improve and increase usage of the Outdoor Learning Center.

Evaluation Data Source(s) 3: Lesson plans, teacher and student surveys, physical improvements to OLC

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Improve quality of Outdoor Learning Center.	2.4, 2.5, 2.6	1. Administration 2. Teachers	Provide a real-world learning environment for student body.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 4: Provide field trip opportunities that align learning objectives to real-world applications for deeper student understanding.

Evaluation Data Source(s) 4: Lesson Plans

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Connect field trips with classroom learning.	2.4, 2.5, 2.6	1. Administration 2. Teachers	Allow for opportunities for students to connect learning to real-world experiences.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 1: Routinely use classroom structures and technological resources as a tool for collaboration.

Evaluation Data Source(s) 1: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Utilize texting, social media, video conferencing, and/or cloud-based productivity tools to enhance collaboration between students.	2.5, 2.6	1. Administration 2. Teachers 3. Students	Equip students with digital tools for collaboration. Improved student engagement. Improved academic performance. Improved responsible and ethical use of technology.				
TEA Priorities Connect high school to career and college 2) Utilize the following structures for collaboration: 1. Helping Trios 2. Jigsaw 3. Four Corners 4. Collaborative Group Roles 5. Others	2.4, 2.5, 2.6	1. Administration 2. Teachers 3. Students	Increased productivity and student engagement. Improved academic performance. Increased social skills.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 2: Routinely provide opportunities for students to participate in small group instruction and learning opportunities.

Evaluation Data Source(s) 2: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Emphasize Collaborative Study Groups (during class and after school hours).	2.4, 2.5, 2.6	1. Teachers 2. Administration 3. Instructional Coaches 4. AVID Site Team	Improved academic performance and social maturity.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 3: Routinely provide opportunities for students to develop leadership skills.

Evaluation Data Source(s) 3: Student Council Membership, National Junior Honor Society Membership, Sports Participation, UIL Academic Teams, Student of the Month nominations, Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Provide opportunities to develop leadership.	2.5, 2.6	1. Administration 2. Teachers & Staff	Improved social maturity for all students at all grade levels.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 4: Routinely provide opportunities for students to set academic goals and give them ownership of their learning.

Evaluation Data Source(s) 4: Lesson Plans, WICOR Documentation, Student Binders, Walk-throughs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Students will utilize their agendas/planners and AVID Binders to set goals and stay organized.	2.5, 2.6	1. Students 2. Teachers	Improved academic performance and increased social maturity for all students.				
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: Routinely access digital information from multiple sources and evaluate that information critically and competently.

Evaluation Data Source(s) 1: Lesson Plans, WICOR Documentation, Walk-throughs

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Provide access to digital content and allow students to evaluate that content.	2.5, 2.6	1. Teachers 2. Department Heads 3. Administration	Students will be prepared to evaluate information accurately and critically.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 2: Increase the use of digital media for communication with parents.

Evaluation Data Source(s) 2: Digital Videos, Social Media Outlets

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Utilize video and social media to connect parents to the all aspects of school life.	3.1, 3.2	1. Administration 2. Teachers	Improved communication and collaboration with parents.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: Update facilities to match the needs of a new Life Skills unit.

Evaluation Data Source(s) 1: Facility upgrades

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Update facilities to meet the needs of a new Life Skills unit.	2.4	Administration	Facilities will match student need.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 2: Purchase new classroom furniture that provides the flexibility to support all academic goals.

Evaluation Data Source(s) 2: Furniture

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Update furniture.	2.4	Administration	Furniture layouts will support innovation and flexibility for academic goals.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Encourage teachers to grant proposals to supplement budgeted state and local money.

Evaluation Data Source(s) 1: School budget, grant submissions

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Encourage teachers to submit grant proposals from the Granbury Education Foundation and other groups in order to supplement the allotted campus budget.	2.4, 2.6	1. Administration 2. Teachers	Increased learning opportunities for students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

State Compensatory

Personnel for Granbury Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandon Duncan	Math Teacher and Math Intervention	State Comp Ed	0.75
Lindsay Wilson	Reading Intervention	State Comp Ed	1.0
Melissa Smith	Reading Intervention	State Comp Ed	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janice Pennington	Instructional Specialist	Title I Part A	1.0
Jennifer Ryan	Instructional Specialist	Title I Part A	1.0