

Granbury Middle School
2020-2021 Campus Plan at a Glance
I can. I will. End of story.

Mission Statement

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

Vision

Our vision at Granbury Middle School is to advance students academically, close the achievement gap, and prepare them for post-secondary readiness and careers.

Values

Our GMS family serves every student by making connections, mentoring, modeling, and providing supports to maximize individual personal and academic growth. We advocate and affirm students, families, and staff member needs within a culture of respect, kindness, responsibility, and high expectations.

- 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 will participate and assist content teams in weekly planning and lesson preparation, and data disaggregation (MAP/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, Math intervention, Tutors.
- Campus-wide reading initiative, PD emphasis WICOR, active reading strategies as focus school-wide.
- Small group instructional time shared with instructional support personnel. Intentional grouping based on data/needs. Workshop model teaching to address this small group instructional time.
- Increase usage of outdoor learning center, outdoor learning sessions.
- Hit federal targets for student performance % Meets.
- Tutoring center as soon as possible

Supplemental Materials

IXL Math, MTA, LLI intervention, Do The Math Now Intervention, Think up for math/science, Newsela, Ellevation for differentiation for ELs, MAP diagnostic testing, Nspire calculators

GT/College Ready

Student Products, Group Projects, Robotics, Field Trips, Community Service Projects, AVID courses, AVID binders

College Readiness

- AVID program, school wide instructional strategies, school-wide binders
- GT programs/clubs include: Slackers, Robotics, Innovation Advisory, Field Trips, Community Service, ASL club, Accelerated instruction ELAR/Math, Algebra 1, GTT, I³
- UIL academic teams
- Science Fair/History Fair
- Industry/community guest speakers

Coordinated Health

- Collaborative strategies incorporated into classroom (WICOR) to increase social skills and communication through learning
- Fitnessgram
- CAC visits through counseling department
- Parent Involvement Meetings/Parent Café
- Field days/Service days
- Masks/social distancing

Staar Goals: Approaches/Meets/Master

EL Meets : Sped Meets

Reading	Math
6: 60/55/15	6: 75/60/15
7: 68/60/25	7: 60/55/15
8: 80/60/25	8: 88/60/20
Writing: 85/60/15	Alg: 100/80/60
40% : 20%	50% : 25%
Science 8: 85/60/30	40% : 23%
Social Studies 8: 70/55/15	40% : 20%

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

- Continued use of instructional staff for interventions (LLI, Math Intervention, MTA)
- Effective Schools Framework PD, Region 11 PD, etc for those staff members interested
- Monitor campus climate. (Social Committee, Staff Luncheons, Good News Celebrations, PTO, Social Media Sites)
- GTEI
- GISD Summer Conference

- 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 department
- Technology mini-pds with Mrs. Jonas
- GISD Summer Technology/Curriculum Conferences
- 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
- Advisory: Character, Leadership, and Teambuilding lessons
- Extra-curricular participation: Athletics, Band, Choir, Theater, 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 to reach all students: blended in person, and remote learners
 - LCD Projectors, Teacher Microphones, Smartboard, Ladybugs, Individual Devices
 - Software: Newsela, IXL, Lexia, Nearpod
 - Student Podcasts, flipgrids, google classroom, google sites, skype/google meet 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.
- Use of Outdoor Learning Center and other outdoor lesson opportunities that are safer due to COVID

- 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. Meet 1x/semester to evaluate spending.
- 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 then stick to the Plan- KISS
- 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

Improvement Plan

2020-2021



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.

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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

Granbury Middle School Demographic Comparison										
	2019-20		2018-19		2017-18		2016-17		2015-16	
Grade	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
6th	292	33.56	243	31.4%	273	35.5%	252	33.2%	239	32.7%
7th	278	31.95	276	35.6%	253	32.9%	243	32.1%	254	34.8%
8th	300	34.48	256	33.0%	244	31.7%	263	34.7%	237	32.5%
Total	870		775		770		758		730	
Ethnic Distribution										
African American	6	.69%	10	1.3%	7	0.9%	6	0.8%	3	0.4%
Hispanic	254	29.2%	236	30.5%	248	32.2%	249	32.8%	231	31.6%
White	582	66.9%	501	64.7%	492	63.9%	478	63.1%	469	64.2%
American Indian	3	.34%	8	1.0%	6	0.8%	5	0.7%	7	1.0%
Asian	3	.34%	4	0.5%	3	0.4%	4	0.5%	3	0.4%
Pacific Islander	0	0.0%	0	0.0%	1	0.1%	1	0.5%	0	0.0%
Two Races	22	2.53%	16	2.1%	13	1.7%	15	2.0%	17	2.3%
Other										
Economically Disadvantaged	578	66.44%	484	62.5%	453	58.8%	448	59.1%	428	58.6%
Non-Economically Disadvantaged	292	33.66%	291	37.5	317	41.2%	310	40.9%	302	44.4%
ELL	91	10.46%	86	11.1%	87	11.3%	80	10.6%	54	7.4%
Student Discipline Placements					36	4.3%	14	1.8%	31	4.2%
At-Risk			432	55.7%	435	56.5%	417	55.0%	234	32.1%
Mobility					131	15.7%	127	16.8%	128	17.5%
Students with Disabilities	133	15.29%	79	10.2%	91	11.8%	105	13.9%	103	14.1%

The data shown was compiled from TAPR reports from the TEA website and 2019-20 are from our most recent internal reports. Enrollment in Granbury

Middle School continues to increase and saw a big increase this past school year. 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. It should also be noted that the percentage of students considered "Economically Disadvantaged" has shown a gradual increase trend. 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. Granbury Middle School's population of "Students with Disabilities" also increased significantly to 15.92% of the total population since we added life skills sections here for the first time along with higher population of inclusion special education students in grade 6 as well.

Our engagement within the school is continuing to improve. Parental engagement is continuing to be a weakness despite PTO attempts, parent cafe series, and other outreach attempts. We do get good participation when the students are performing. Community involvement is a strength. We partner with CAC for student health, as well as a series of speakers from different areas of industry for our 7-8th grade students as they begin to look at careers and the pathways at the high school they may be interested in. We can still improve in community involvement.

Demographics Strengths

Analysis of demographic data at Granbury Middle School indicates a diverse group of students from a variety of backgrounds. 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 growing 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: English Language Learners continue to have gaps or slower than desired growth in their academic success. **Root Cause:** Granbury Middle School needs continued instructional professional development focused on this population.

Problem Statement 2 (Prioritized): Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to EL/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 fully in the opportunities at Granbury Middle School

Problem Statement 3: Granbury Middle School has a large number of students with material needs and exposure to more real world experiences as compared to like aged peers. **Root Cause:** Granbury Middle School has a growing population of students from a low socio-economic background.

Problem Statement 4: Our Gifted and Talented program does not adequately address the educational enrichment for our GT student population **Root**

Cause: GT programming has been being served uniquely through accelerated classes without additional time for students to enrich in other areas of giftedness.

Student Learning

Student Learning Summary

Due to COVID, GMS did not participate in schoolwide testing for STAAR. We did have some students take advantage of the online optional assessment. Our gauge this year for progress was through the MAP testing and the local assessment data. As of January MAP, GMS was increasing overall proficiency and some year end goals were already showing to be met.

Benchmark scores show significant increases in Grade 8 social studies, ELAR almost across the board, and the grade 8 cohort was making huge gains in math. LLI interventions were proving to be fruitful as we showed great gains in the students we had participating in that program.

We are seeing some good results focusing on the students that have gaps and getting good gains there. We would like to see more growth in the higher level students as well. The addition of accelerated courses for all grades in math and ELAR should help us meet the needs of that population. Working on small group instruction should help all students find academic success and make 1+ years gains in the classroom.

Student Achievement Summary																							
	2016-17			2017-18			2018-19		Subpopulation 2016-17 / 2017-18 / 2018-19														
	State	District	GMS	State	District	GMS	GMS	% Change	Hispanic			White			SPED			Econ. Dis.			ELL		
STAAR Test									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%

Student Achievement Summary

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%

Additionally, we have the 2019 results and targets from TEA for closing the gaps found below.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Spe E (For
Academic Achievement Status												
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%
Target Met	N	N	N	N	N	N	N	N	N	N	N	Y
% at Meets GL Standard or Above	33%	33%	29%	36%	20%	*	-	29%	27%	16%	12%	37%
# at Meets GL Standard or Above	242	2	66	168	**	*	-	4	122	14	8	10
Total Tests (Adjusted)	726	6	225	472	**	*	-	14	456	88	69	27
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%
Target Met	N	N	N	N	N	N	N	N	N	N	N	N
% at Meets GL Standard or Above	37%	50%	33%	38%	40%	*	-	36%	30%	26%	12%	41%
# at Meets GL Standard or Above	265	3	74	177	**	*	-	5	138	23	8	11
Total Tests (Adjusted)	723	6	224	470	**	*	-	14	456	88	69	27
Total Indicators												
Growth Status												
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65
Target Met	N	N	N	N	N	N	N	N	N	N	N	N
Academic Growth Score	54	42	55	55	*	*	-	40	53	48	48	69
Growth Points	321	2.5	102.5	210.5	*	*	-	4	207	37	31.5	16.5
Total Tests	593	6	188	384	*	*	-	10	393	77	66	24
Math Target	71	67	69	74	71	86	74	73	68	68	61	70

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Spe E (For
Target Met	N		N	N					N	N	N	N
Academic Growth Score	54	50	54	55	60	*	-	46	50	48	41	67
Growth Points	378.5	3	116.5	248.5	**	*	-	6	221.5	41	27.5	17.5
Total Tests	697	6	217	452	**	*	-	13	440	85	67	26
Total Indicators												

On all Academic Achievement indicators for all subpopulations, there is necessary growth to meet the minimal targets. Closing these gaps and attaining these federal targets is our primary academic focus/goal. We need across the board improvements and gains in all subpopulations.

Student Learning Strengths

Reading interventions are showing huge gains in our students that have significant gaps. Grade 8 math team is showing ability to get huge gains systematically out of students as well. Our grade 8 social studies using the Lowman curriculum is also showing incredible overall results for all students. Grade 8 science team showed an big increase from 2018-2019 in staar passing rate.

Intervention programs are working with the students we are able to target. Intentional tier 1 teaching strategies are also yielding some whole group student successes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 and data driven small group/workshop model instruction in order to meet the needs of ALL students.

Problem Statement 2: English Language Learners continue to have gaps or slower than desired growth in their academic success. **Root Cause:** Granbury Middle School needs continued instructional professional development focused on this population.

Problem Statement 3 (Prioritized): 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 4: The tendency for scores and performance to slip in a cohort group from 5th grade to 6th grade performance has been a trend **Root Cause:** Granbury Middle School needs to focus on transition from elementary to middle school to improve 6th grade academic and social success.

Problem Statement 5 (Prioritized): Learning gaps in all contents for all students more than likely increased due to covid 19 closure and remote learning. **Root Cause:** Covid 19 closure and remote learning resulted in extremely limited instruction and feedback for our students that need to continue growing.

Problem Statement 6: Math scores have shown an overall decline in performance as compared to historical data. **Root Cause:** This is a district wide decline in overall math scores which indicates a need at GMS for a good intervention program to fill the gaps.

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 Coaches 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 departments meet weekly for PLCs with our lead IS, an administrator, and often the curriculum director to continue intentional planning.

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 for targeted intervention classes and/or targeted after school tutorial sessions. This team of administrator, instructional coaches, 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. In 19-20, we started using MAP assessments to track skill progress in both Math and ELAR. This tool is extremely informative and individualized skill reports help us dial into what each individual student needs, struggling students as well as the accelerated students. Other assessment instruments utilized include, but are not limited to: IXL for 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 3 week cycled Professional Learning Communities 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.

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. All teachers are trained in and share AVID strategies that can be used in all content areas to support these skills.

Our campus' organizational structure includes an administrative team of nine individuals who play very important roles in the school context. These nine positions include a principal, two assistant principals, two counselors, two instructional coaches, 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.

The growth of our campus has meant some growth of our teaching staff. Science and Social Studies have 2 teachers per grade level. The Math department currently has 2 teachers for grade 6 and 7, and three teachers for grade 8. The extra sections in that department allow for some sections of math intervention classes. The ELAR department has 2 grade 6 teachers and then 5 teachers shared between grades 7 and 8 in order to keep class sizes as low as possible. We also have 2 teachers for leveled literacy intervention and one teacher for dyslexia intervention. Our campus also has four Fitness & Wellness teachers, two choir teachers, two art teachers, two band teachers, a theater teacher, a Spanish teacher, and four 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. Still our numbers in classes are not optimal and we will be pulling coaching staff strategically from athletics courses back into the core classroom for one period to reduce class sizes.

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. For the 18-19 school year, the turnover rate hit 22%. Based on preliminary numbers, it appeared that Granbury Middle School was going to have a smaller turnover rate at the end of the 2019-20 academic year again, currently sitting at about 14%. According to staff surveys, overall staff outlook is positive and the majority of our staff have seen improvement in the culture of our school despite the uneasy climate of covid-19 reopening.

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 Coaches and a team of three interventionists (2 English, 1 Math) to assist our staff in reaching individual students.

The changes in 19-20 for intervention classes utilizing LLI curriculum for students that struggled with reading, using IXL for math reinforcement and extensions, yearlong after school tutorials sessions with targeted instruction, MAP assessments to target skills, beginning data tracking and small group instruction as a common tier 1 practice in classes were all positive changes that will continue to improve to help students grow academically.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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: English Language Learners continue to have gaps or slower than desired growth in their academic success. **Root Cause:** Granbury

Middle School needs continued instructional professional development focused on this population.

Problem Statement 3 (Prioritized): Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to EL/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 fully in the opportunities at Granbury Middle School

Problem Statement 4: Granbury Middle School has a large number of students with material needs and exposure to more real world experiences as compared to like aged peers. **Root Cause:** Granbury Middle School has a growing population of students from a low socio-economic background.

Problem Statement 5: The tendency for scores and performance to slip in a cohort group from 5th grade to 6th grade performance has been a trend **Root Cause:** Granbury Middle School needs to focus on transition from elementary to middle school to improve 6th grade academic and social success.

Problem Statement 6 (Prioritized): Learning gaps in all contents for all students more than likely increased due to covid 19 closure and remote learning. **Root Cause:** Covid 19 closure and remote learning resulted in extremely limited instruction and feedback for our students that need to continue growing.

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 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. In 2019-2020 we started a monthly student advisory group that met at lunches to encourage student leadership as well as student voice as an integral stakeholder for our campus.

It should be noted, however, that Granbury Middle School continues to make a diligent and concerted effort to improve both the perception of our school in the community and the culture and climate of the school. In addition to our two traditional community outreach events (Family Picnic Night and Day of Service), GMS 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. Granbury Middle school is still seeking ways to increase parent involvement on campus and parent voice as integral stakeholders for GMS. 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. Granbury Middle School partners with outside organizations well to meet the needs of our students. For example, the Christian Service Center, a faith-based non-profit entity, helps us to meet many of the material and social needs of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: English Language Learners continue to have gaps or slower than desired growth in their academic success. **Root Cause:** Granbury Middle School needs continued instructional professional development focused on this population.

Problem Statement 2 (Prioritized): Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to EL/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 fully in the opportunities at Granbury Middle School

Problem Statement 3: Granbury Middle School has a large number of students with material needs and exposure to more real world experiences as compared to like aged peers. **Root Cause:** Granbury Middle School has a growing population of students from a low socio-economic background.

Problem Statement 4 (Prioritized): Learning gaps in all contents for all students more than likely increased due to covid 19 closure and remote learning. **Root Cause:** Covid 19 closure and remote learning resulted in extremely limited instruction and feedback for our students that need to continue growing.

Priority Problem Statements

Problem Statement 1: Learning gaps in all contents for all students more than likely increased due to covid 19 closure and remote learning.

Root Cause 1: Covid 19 closure and remote learning resulted in extremely limited instruction and feedback for our students that need to continue growing.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Reading scores have indicated a decline in overall performance compared to historical data.

Root Cause 2: 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 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Granbury Middle School needs to address the language and cultural barriers that limit our family engagement, especially with respect to EL/LEP population, for student academics and events.

Root Cause 3: Various obstacles related to our specific demographic population, such as access to transportation or language barriers, have prevented parents from participating fully in the opportunities at Granbury Middle School

Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Granbury Middle School has struggled to provide customized instruction to individual students.

Root Cause 4: 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 and data driven small group/workshop model instruction in order to meet the needs of ALL students.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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

- Discipline records

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- 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 surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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: GMS will raise our ELAR percentage of students that are on level or above (MEETS) to at least 44% (from 33% at the end of 2019, last available Staar data) to meet the federal target, and raise the growth score to 66 (from 54 at the end of 2019) to ensure all students are meeting adequate reading growth.

Targeted or ESF High Priority

Evaluation Data Sources: past state data, local MAP tracking from BOY to MOY to Staar, common assessment, benchmark data, lexia progress where available

Summative Evaluation: None

Strategy 1: Utilize reading specialists to target individual student needs in an intervention setting.	
Strategy's Expected Result/Impact: Improved proficiency in reading across campus.	Formative
Staff Responsible for Monitoring: 1. Administration- RTI administrator 2. Instructional specialist 3. Reading Specialist	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Targeted Support Strategy	





Strategy 2: Utilize the leveled literacy instruction for our reading intervention courses.

<p>Strategy's Expected Result/Impact: Targeted students with significant literacy gaps will be addressed and make significant growth gains in their reading proficiency.</p> <p>Staff Responsible for Monitoring: 1. Reading Interventionist 2. Instructional Specialist 3. Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
Problem Statements: None	Summative
Funding Sources: None	June

Strategy 3: Utilize the workshop model of instruction in ELA classes.

<p>Strategy's Expected Result/Impact: Data driven, targeted reading skill work for all students based on need to improve all campus reading proficiency.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Interventionists 3. ELA Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
Problem Statements: None	Summative
Funding Sources: None	June

Strategy 4: Utilize WICOR AVID strategies in all GMS classrooms to include but not limited to: active reading, focused note taking, AVID binders, etc.





Strategy's Expected Result/Impact: Improved content area reading proficiency across campus.		Formative
Staff Responsible for Monitoring: 1. Administration 2. Interventionists 3. AVID coordinator 4. Teachers		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Funding Sources: None	Summative
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		June
Targeted Support Strategy		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: GMS will address the EL gap by increasing our ELAR percentage of EL learners that are onlevel (MEETS) to 29% (from 16% at the end of 2019, last available STAAR data) to meet the federal target, and the ELAR growth score of our EL students to 64 (from 48 at the end of 2019) to ensure all learners are meeting adequate ELAR growth.

Targeted or ESF High Priority

Evaluation Data Sources: past state data, local MAP tracking from BOY to MOY to Staar, common assessment, benchmark data, lexia progress where available

Summative Evaluation: None

Strategy 1: Teachers will be trained in strategies specific to academic language acquisition and use that work with any content.	
Strategy's Expected Result/Impact: increased fluency in academic language for all learners, increased scores in EL population	Formative
Staff Responsible for Monitoring: 1. teachers 2. IS team 3. Administration	Dec
	Feb
Title I Schoolwide Elements: 2.4, 2.6	Apr
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	June
Problem Statements: None	
Funding Sources: None	
Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: GMS will raise our Math percentage of students that are on level or above (MEETS) to at least 46% (from 37% at the end of 2019, last available Staar data) to meet the federal target, and the growth score to 71 (from 54 at the end of 2019) to ensure all students are meeting adequate math growth.

Targeted or ESF High Priority

Evaluation Data Sources: past state data, local MAP tracking of BOY to MOY to Staar, common assessment, benchmark data, IXL progress

Summative Evaluation: None

Strategy 1: Utilize math interventionists to target individual student needs in an intervention setting.	
Strategy's Expected Result/Impact: Improved proficiency in math skills across campus.	Formative
Staff Responsible for Monitoring: 1. Administration- RTI administrator 2. Instructional specialist 3. Math Specialist	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Targeted Support Strategy	

Strategy 2: Utilize the program 'Do the Math Now' for our math intervention courses.

<p>Strategy's Expected Result/Impact: Targeted students with significant math skill gaps will be addressed and make significant growth gains in their math proficiency.</p> <p>Staff Responsible for Monitoring: 1. Math Interventionist 2. Instructional Specialist 3. Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 3: Utilize WICOR AVID strategies in all GMS classrooms to include but not limited to: active reading, focused note taking, AVID binders, etc.

<p>Strategy's Expected Result/Impact: Improved content area reading proficiency across campus.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Interventionists 3. AVID coordinator 4. Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 4: GMS will address the EL gap by increasing our Math percentage of EL learners that are on level (MEETS) to 40% (from 26% at the end of 2019, last available STAAR data) to meet the federal target, and the Math growth score to 68 (from 48 in 2019) to ensure all students are meeting adequate math growth.

Targeted or ESF High Priority

Evaluation Data Sources: Evaluation Data Sources

past state data, local MAP tracking of BOY to MOY to Staar, common assessment, benchmark data, IXL progress





Summative Evaluation: None

Strategy 1: Teachers will be trained in strategies specific to academic language acquisition and use that work with any content.	
Strategy's Expected Result/Impact: increased fluency in academic language for all learners, increased scores in EL population	Formative
Staff Responsible for Monitoring: 1. teachers 2. IS team 3. Administration	Dec
	Feb
Title I Schoolwide Elements: 2.4, 2.6	Apr
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	June
Problem Statements: None	
Funding Sources: None	
Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: GMS will create a plan to increase exposure of post-secondary educational opportunities to our students.

Evaluation Data Sources: PSAT 8/9 Data, student surveys, post-experience surveys

Summative Evaluation: None





Strategy 1: GMS will offer the PSAT to grade 8 students.		
Strategy's Expected Result/Impact: Students will gain a greater awareness of post-secondary educational endeavors.		Formative
Staff Responsible for Monitoring: 1. Administration 2. Testing Coordinator		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: GMS will partner with outside entities from our community to expose our students to different career paths and options.		
Strategy's Expected Result/Impact: Students will have a better understanding of future options and pathways in order to goal set and find future purpose in their education.		Formative
Staff Responsible for Monitoring: 1. Teachers 2. Avid Coordinator		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: Connect high school to career and college, Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: Lever 3: Positive School Culture		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 6: 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.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Discipline Data, Teacher Discipline Data





Summative Evaluation: None

Strategy 1: Increase communication between campus administration, teachers, and students. Consistently utilize campus-wide disciplinary procedures.	
<p>Strategy's Expected Result/Impact: Greater consistency and efficiency will result in fewer referrals. Students will spend more time in the classroom and less time in the office.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Dec</p> <p>Feb</p> <p>Apr</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources: None</p>
	<p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 7: Due to COVID closure in the spring and re-opening this fall, GMS will create a plan for rigorous and high quality virtual instruction in every class for hybrid instruction and in the event of closure.

Evaluation Data Sources: google classrooms, google sites, remote learner/parent surveys

Summative Evaluation: None





Strategy 1: Teachers will plan their lessons with google classroom and google sites embedded.	
Strategy's Expected Result/Impact: Remote learners or all learners in the case of an emergency closure will be able to access their learning from the same platform.	Formative Dec Feb Apr
Staff Responsible for Monitoring: 1. Teachers 2. Instructional Specialists 3. Administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	Summative
Funding Sources: None	June
Strategy 2: GMS staff will leverage all available technology such as google classroom, swivel cameras, document cameras, and other broadcast video classroom tools in order to enhance the learning resources for any remote learner.	
Strategy's Expected Result/Impact: This will make the remote learning experience as close as possible to live instruction for the remote learner.	Formative Dec Feb Apr
Staff Responsible for Monitoring: 1. Teachers 2. Administration	
Title I Schoolwide Elements: 2.4 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	
Problem Statements: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Performance Objective 1: GMS will create/improve the mentor program plan for new staff members.

Evaluation Data Sources: mentor program checklists, new staff midyear survey, classroom walkthrough forms

Summative Evaluation: None

Strategy 1: Mentor program for all new staff to GMS with frontloaded information, periodic checkins, and regular classroom walks.	
<p>Strategy's Expected Result/Impact: New staff will have extra support and training to quickly integrate into the GMS community and teacher retention of new staff will increase.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Assigned mentors 3. AVID Site Team</p>	Formative
	Dec Feb Apr
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Summative
<p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: GMS will increase staff appreciation and encouragement events or activities from one per month to at least two per month .

Targeted or ESF High Priority

Evaluation Data Sources: staff surveys, participation in events, teacher avid strategy door decor,

Summative Evaluation: None

Strategy 1: Teacher of the Month	
Strategy's Expected Result/Impact: Recognition of hard work will improve teacher morale and retention of staff.	Formative
Staff Responsible for Monitoring: 1. Administration 2. Sunshine committee	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers	
Strategy 2: Favorite AVID strategy recognition from AVID classes, students will recognize their content teachers that are utilizing avid strategies in class	
Strategy's Expected Result/Impact: Recognition from students will increase AVID strategies inserted into plans as well as teacher morale and teacher retention.	Formative
Staff Responsible for Monitoring: 1. AVID teachers 2. Administration	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	

Strategy 3: Teacher luncheons, potlucks, sonic days, traveling treat cart staff morale boosters.

Strategy's Expected Result/Impact: Improved comraderie within the GMS staff, improved teacher morale and thus teacher retention.

Staff Responsible for Monitoring: 1. Sunshine committee
2. Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

Formative

Dec

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 3: GMS will provide training at least 2 times per semester for AVID strategies for all staff members and AVID summer institute training for those not yet trained.

Evaluation Data Sources: Training session sign in sheets, AVID summer institute roster.

Summative Evaluation: None





Strategy 1: Faculty meetings with modeled avid strategies for the grading period.		
Strategy's Expected Result/Impact: increased use in classrooms of targeted avid strategies		Formative
Staff Responsible for Monitoring: 1. Teachers 2. Administration		Dec
Title I Schoolwide Elements: 2.4		Feb
Problem Statements: None		Apr
TEA Priorities: Recruit, support, retain teachers and principals		Summative
Funding Sources: None		June
ESF Levers: Lever 5: Effective Instruction		
Targeted Support Strategy		
Strategy 2: AVID summer institute training		
Strategy's Expected Result/Impact: all teaching staff will increase their knowledge and use of solid AVID strategies.		Formative
Staff Responsible for Monitoring: 1. AVID coordinator 2. administration		Dec
Title I Schoolwide Elements: 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Summative
Funding Sources: None		June
ESF Levers: Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: GMS will provide and staff a tutorial center to focus on individual academic needs for students with gaps (from COVID closure or otherwise) to help them achieve academic success.

Targeted or ESF High Priority

Evaluation Data Sources: tutorial center sign in sheets, during school hour tutorial pullout schedules

Summative Evaluation: None





Strategy 1: Tutorial center staffed with qualified teachers with data driven objectives for students struggling. Use of staar based study materials to build their academic foundations.	
Strategy's Expected Result/Impact: students will realize better academic success for basic skills evidenced by MAP, CAs, and benchmarks	Formative Dec Feb Apr
Staff Responsible for Monitoring: 1. Tutorial staff 2. Instructional Coaching team 3. Administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None
ESF Levers: Lever 5: Effective Instruction	
Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Performance Objective 1: Every student will participate in at least one field trip or real-world experience per semester.

Evaluation Data Sources: student sign in/roll sheets for events

Summative Evaluation: None

Strategy 1: Connect field trips with classroom learning to include trips, day of service, and virtual trips.	
Strategy's Expected Result/Impact: Allow for opportunities for students to connect learning to real-world experiences.	Formative
Staff Responsible for Monitoring: 1. Administration 2. Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Skype, google meets, or zoom speakers for classes to bring real-world experiences into their classroom for their students.	
Strategy's Expected Result/Impact: Allow for students to connect their learning to real-world experiences.	Formative
Staff Responsible for Monitoring: 1. AVID I ³ and GTT teachers 2. Administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Connect high school to career and college, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: GMS will increase parent involvement opportunities to include at least 2 opportunities per month for school-wide parent connection time.

Targeted or ESF High Priority

Evaluation Data Sources: School event sign in sheets, parents surveys

Summative Evaluation: None

Strategy 1: Principal will do formal updates 2 times per month for upcoming activities on school messenger and link to twitter, facebook, and remind to improve communication and increase parent involvement in those activities.	
Strategy's Expected Result/Impact: Increased parent involvement, improved community perception	Formative
Staff Responsible for Monitoring: 1. Principal	Dec
Title I Schoolwide Elements: 3.2	Feb
TEA Priorities: Improve low-performing schools	Apr
ESF Levers: Lever 3: Positive School Culture	Summative
Targeted Support Strategy	June
Strategy 2: Provide a variety of events for parents and community members to attend such as parent support learning nights, community picnic, community learning nights.	
Strategy's Expected Result/Impact: Improved parental involvement.	Formative
Staff Responsible for Monitoring: 1. Administration 2. Counselors 3. Teachers 4. Campus Advisory Committee	Dec
Title I Schoolwide Elements: 3.1, 3.2	Feb
TEA Priorities: None	Apr
ESF Levers: Lever 3: Positive School Culture	Summative
Targeted Support Strategy	June

Strategy 3: Connect with community resources to provide more meaningful parent connections to school such as: speakers bureau, parent cafe presentations with CAC, school security officers, other wellness professionals.

<p>Strategy's Expected Result/Impact: Increased parent participation and access to real-world experiences and improved social-emotional health of their students.</p> <p>Staff Responsible for Monitoring: 1. Administrative team 2. Counselors</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: Recruit parents for PTO for one meeting per month plus PTO activities.

<p>Strategy's Expected Result/Impact: Increased parental involvement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 5: Recruit parents for the campus Site-Based Decision Committee.

<p>Strategy's Expected Result/Impact: Improved parental involvement.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Campus Advisory Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Targeted Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 6: GMS will create parent training videos for google classroom and skyward access.

Strategy's Expected Result/Impact: Increased ease of use and participation for parents with our instructional tech platforms, better school-parent communication.

Staff Responsible for Monitoring: 1. Librarian
2. Teachers
3. Administration

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

None

Formative

Dec

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 3: GMS will create a plan to improve the outdoor learning center space as well as other outdoor learning settings to allow for better social distancing and a safer environment due to COVID-19.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, teacher and student surveys, physical improvements to OLC

Summative Evaluation: None

Strategy 1: Improve quality of Outdoor Learning Center.	
Strategy's Expected Result/Impact: Provide a real-world learning environment for student body and increase usage by all teachers.	Formative
Staff Responsible for Monitoring: 1. Administration 2. Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Apr
ESF Levers: Lever 1: Strong School Leadership and Planning	Summative
	June
 No Progress  Accomplished  Continue/Modify  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: At least 70% of our student body will be engaged in some activity to help develop and enhance their leadership skills.

Targeted or ESF High Priority

Evaluation Data Sources: Student Council Membership, Student advisory committee, National Junior Honor Society Membership, Sports/Band/Choir/Theater Participation, UIL Academic Teams, Student of the Month nominations, Day of Service

Summative Evaluation: None

Strategy 1: Provide opportunities to develop leadership.		
Strategy's Expected Result/Impact: Improved social maturity for all students at all grade levels.		Formative
Staff Responsible for Monitoring: 1. Administration 2. Teachers & Staff		Dec
Title I Schoolwide Elements: 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: Connect high school to career and college	Funding Sources:	Summative
ESF Levers: None	None	June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: During the new advisory period at least 2 times per month students will engage in a team-building , leadership exercise, and social-emotional lessons.

Evaluation Data Sources: Advisory monthly plan

Summative Evaluation: None

Strategy 1: Counselors will identify student educational and emotional needs and meet those needs through social-emotional curriculum in advisory.

Strategy's Expected Result/Impact: More successful, happier and thus healthier students.

Staff Responsible for Monitoring: 1. Counseling team
2. Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

None

Formative

Dec

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 3: During the new advisory period, one time per 6 weeks students will use their schoolwide notebooks to review performance data and set academic goals.

Evaluation Data Sources: Data tracking notebooks,

Summative Evaluation: None

Strategy 1: We will add student data review from CAs and Benchmarks for students to reflect and set academic goals.	
Strategy's Expected Result/Impact: students will be more aware of their academic strengths and weaknesses.	Formative
Staff Responsible for Monitoring: 1. Advisory Teachers 2. Instructional Coaching Team	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Connect high school to career and college, Improve low-performing schools	Apr
ESF Levers: Lever 3: Positive School Culture	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	





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: Students will be engaged in a blended learning setting at least 60% of the time.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson Plans, WICOR Documentation, Walk-through and observation data.

Summative Evaluation: None

Strategy 1: Provide access to digital content and allow students to evaluate that content.	
Strategy's Expected Result/Impact: Students will be prepared to evaluate information accurately and critically while navigating educational technology tools proficiently.	Formative Dec Feb Apr
Staff Responsible for Monitoring: 1. Teachers 2. Department Heads 3. Administration	
Title I Schoolwide Elements: 2.5, 2.6	Summative June
TEA Priorities: Connect high school to career and college	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 90% of remote learners will be actively engaged in the remote learning setting during virtual instruction due to covid.





Targeted or ESF High Priority

Evaluation Data Sources: online attendance, online work sample evidence, remote learners grades, BTC student success (grades)

Summative Evaluation: None

Strategy 1: Teachers will have additional training in google classroom and google sites with a readiness for virtual teaching at all times.	
Strategy's Expected Result/Impact: Improved communication with all students, increased understanding of content and classroom work with all students, increased student success	Formative
Staff Responsible for Monitoring: 1. Administration 2. Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	

Strategy 2: Teachers will have access and be trained in a broadcast-type video classroom in order to be able to deliver instruction remotely when necessary, whether due to COVID shutdown or other reasons for absentee-ism.

<p>Strategy's Expected Result/Impact: Readiness for school shutdown, better instruction for all remote learners, increased student success.</p>	Formative
<p>Staff Responsible for Monitoring: 1. Teachers 2. IS team 3. Administration</p>	<p>Dec</p> <p>Feb</p> <p>Apr</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Problem Statements: None
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	<p>Funding Sources: None</p> <p style="text-align: center;">Summative</p> <p style="text-align: center;">June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





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: Purchase 2 new classroom furniture sets that provide the flexibility to support all academic goals.

Targeted or ESF High Priority

Evaluation Data Sources: Furniture

Summative Evaluation: None

Strategy 1: Update furniture.		
Strategy's Expected Result/Impact: Furniture layouts will support innovation and flexibility for academic goals.		Formative
Staff Responsible for Monitoring: Administration		Dec
Title I Schoolwide Elements: 2.4	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Due to covid, GMS will create and implement a plan for outdoor learning opportunities as well as addressing indoor safety measures.

Evaluation Data Sources: purchase orders, lesson planning with outdoor learning opportunities

Summative Evaluation: None


Strategy 1: Update the Outdoor Learning Center.		
Strategy's Expected Result/Impact: increased usage of the outdoor learning space, reduced transmission of covid		Formative
Staff Responsible for Monitoring: 1. Teachers 2. Administration		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Purchase outdoor seating for each grade level for taking the learning outside. Set up a rotation of use/plan of use on each hallway.		
Strategy's Expected Result/Impact: more outdoor learning time/opportunities, reduced transmission of covid.		Formative
Staff Responsible for Monitoring: 1. Teachers 2. Administration		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Indoor safety measures for classroom/campus health can include but aren't limited to: masks, shields, plexiglass dividers, gloves, hand sanitizer, updating safety buckets etc.

Strategy's Expected Result/Impact: Ensuring student safety and minimizing exposure	Formative
Staff Responsible for Monitoring: 1. Teacher 2. Administration	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 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: GMS will increase grants and other outside monetary/equipment donations that align to our campus vision and GISD mission from 4 total to at least 7.

Targeted or ESF High Priority

Evaluation Data Sources: School budget, grant submissions

Summative Evaluation: None

Strategy 1: Encourage and incentivize teachers to submit grant proposals from the Granbury Education Foundation and other groups in order to supplement the allotted campus budget. Incentives could include jeans passes, administrator sub-for-your-class coupons, etc.

Strategy's Expected Result/Impact: Increased learning opportunities for students.

Staff Responsible for Monitoring: 1. Administration
2. Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math,
Connect high school to career and college

Funding Sources:
None

ESF Levers: None

Formative

Dec


Feb


Apr


Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: GMS administration and teams within the staff will review the budget expenditures at least 1 time per semester to ensure that funds are student focused and vision aligned.

Evaluation Data Sources: budget review meeting attendance sheet.

Summative Evaluation: None

Strategy 1: Through the campus advisory committee along with other faculty interested in reviewing budget uses, we will analyze expenditures and resources available with a focus on student outcomes and vision alignment.	
Strategy's Expected Result/Impact: increased awareness of budget expenditures, better more intentional use of funds and materials with provided budget.	Formative
Staff Responsible for Monitoring: 1. Administration 2. Campus Advisory Committee	Dec
Title I Schoolwide Elements: 3.2	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Campus Funding Summary

Addendums

**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.