

Granbury Independent School District

District Improvement Plan

Mission Statement

*Building Successful Futures Through Academic Excellence and
Character Development*



**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas. | | | | | | | |
|---|--|---|----------------------------|--|--|---|--------------------------------------|
| Objective: Raise GISD accountability rating to highest level on the New Accountability Measures | | | | | | | |
| Strategy: Create a climate of high expectations for success | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Teachers and staff convey the expectations that all stud.'s are to obtain at least min. mastery | Assistant Superintendent Principals, Teachers, staff, students, parents | Avenues of Communication: Newsletters, websites, parent meetings | June 12 | State Accountability Measures | Highest Level | Semester common assessments and 6 weeks benchmarks | Campus Based Only |
| Target high expectations for all students for academic improvement | Assistant Superintendent Principals, Teachers, staff, students, parents | Academic software, Tutoring, Mentor Program, Career focused field trips | June 12 | Increased enrollment in pre-AP, dual credit, AP and career/tech classes | Highest Level | Semester common assessments and 6 weeks benchmarks | |
| Provide for materials to reach instructional goals | Superintendent, Business office, District program directors, Principals | Technology equipment, Curriculum, District budget funding | June 12 | Lesson plans, Department Purchase orders, Walkthroughs, District purchase orders | Increased student performance, Campus date | Semester common assessments and 6 weeks benchmarks | |
| Target college readiness standards across all campuses | Assistant Superintendent, District Program Directors, Campus Leadership Teams, Teachers, Students, Parents | Academic software, Tutoring, Mentor Program, Career focused field trips | June 12 | State Accountability Measures | Increase in performance on college readiness standards | Semester common assessment and state assessment results | |
| Provide Academic Advising at all campuses | Campus Leadership teams, Campus Counselors, District Program Directors | Four Year Plans, CTE clusters and Transition Plans, Parent Meetings | Throughout the school year | Four Year Plans for Secondary Students, Coherent CTE Sequence | Increase in number of students in career pathways and number of students meeting college readiness standards | Fall and Spring Meetings with campus and district level academic advising staff | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged



**Granbury Independent School District
2011-12 District Improvement Plan**

District Goal: # 1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Objective: Student Time on Task will be increased to maximize learning opportunities.

Strategy: Provide a schedule that gives every core content an uninterrupted amount of time for instruction.

| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
|---|-----------------------------|--|-----------------|--|---|-------------------------|-------------------------------|
| Each campus will develop a master plan that provides uninterrupted time. | Administration | Master Schedule | Aug. 15, 2011 | Blocks of uninterrupted time for core classes | Student Performance | June, 2011 -Aug, 2012 | Campus Based Only |
| High levels of student supervision during transition time. | Teachers and Staff | Faculty Support | June, 2012 | Increase in time spent in class and less time spent in hallway | Student Performance | Aug, 2011-June 2012 | |
| Teach clearly defined procedures. | Teachers and Staff | Teachers Campus Administrative Staff | June, 2012 | Teachers teaching procedures to students | Students follow procedures | Aug. 2011-June 2012 | |
| Provide professional development to help teachers teach procedures effectively. | Campus Administrative Staff | Curriculum | June, 2012 | Reduction of classroom referrals Reduction of ISS/OSS | Clearly defined procedures are taught throughout the school | August, 2011-June, 2012 | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

| District Goal: #1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas. | | | | | | | |
|---|--|---|---------------------------|--|---|------------------------------|--------------------------------------|
| Objective: Frequent Monitoring of Student Progress 90% of Students will meet or exceed state minimum standards | | | | | | | |
| Strategy: Regularly assess all students to determine educational need/s | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Common Assessments | Interventionist Classroom Teacher Curriculum Department Campus Administration | Teachers Instructional Specialist Scope & Sequence | At least twice a semester | Assessment Results | Student Performance Data | 90% passing rate | Campus Based Only |
| Review Common Assessment data by Campus and Demographic Groups | Interventionist Teacher Campus Administration Curriculum Department | Data Banks, Response to Intervention Committee (RTI) | At least twice a semester | Chart, Graph, Summary Data | Understand direction to take to fill gaps | Within 2 weeks of assessment | |
| Adjust instruction to fit student needs | RTI Teachers Support Staff Parents Principal Curriculum Department | Tutoring Teachers Intervention Programs Scope & Sequence | Ongoing | Revised instruction to meet individual needs | Better comprehension, more participation, better response, more confident | Daily | |
| Re-evaluate weak areas to verify that interventions were successful | RTI Teachers Interventionist Curriculum Department | Teachers Instructional Specialist Curriculum Scope & Sequence | At least twice a semester | Updated assessment results | Improvement | 90% passing rate | |
| Grade appropriate incentives & rewards | Teachers Principal Parents | Community PTO Campus Funds Academic Booster Clubs Child Nutrition Department | At least twice a semester | Reward ceremonies, awards, grades | Improved motivation, improved test scores | 90% participation | |

2011-12 District Improvement Plan

| District Goal: #1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas | | | | | | | |
|--|---|---|------------------------|--|---|---------------------------|--------------------------------------|
| Objective: Raise standards and student competency in all CTE programs | | | | | | | |
| Strategy: CTE will improve student performance by implementing new TEKS, add rigor to classes and seek to include and recruit all subgroups | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Implementation of 2010 TEKS and classes | CTE Teachers Campus Principal CTE Director | 2011 TEKS and TEKS Training, Perkins Funding | Fall 2011 | Master Schedule Lesson Plans | Student Enrollment, Student Grades | 2011-2012 school year | Campus Based Only |
| Implementation of Project Lead the Way (PLTW) | PLTW teachers PLTW Delegate Campus Principals CTE Director | PLTW Curriculum and Training, GT and State Comp Ed Budgets | Summer 2012 | Master Schedule Lesson Plans | Student Enrollment, Science/Math scores PLTW Assessment | Ongoing | |
| Recruiting Events | CTE Director and CTE Staff Campus Principal Counselors | CTE budget including local and Perkins, staff, and business community | throughout school year | Event/calendar documentation, publications | Student Enrollment | Ongoing | |
| Increase student certifications in CTE | CTE Director and CTE Staff | CTE Staff, Region XI, and certification registrars | Spring 2012 | Student Certifications | Student Employability | Spring 2012 | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
2011-12 District Improvement Plan**

District Goal: #1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Objective: Utilize coherent course sequences for CTE.

Strategy: Counselors and students will use the Achieve Texas Career Clusters and plan a program of study for students.

| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
|--|---|--|------------------------|---------------------------------|--|---|-------------------------------|
| Counselor Training and review for 2011 TEKS and Clusters | CTE Director, Lead Counselor CTE Staff | Achieve Texas, 2011 TEKS, CTE Training and Implementation, CTE budget, including local and Perkins | 12/9/11 | Calendar, student schedules | Comparison of student enrollment from year to year | Spring 2012, following student enrollment | Campus Based Only |
| Enroll students in coherent sequences | Counselors | Master Schedule, CTE flowcharts, CTE Director, CTE budget, including local and Perkins | Spring Enrollment Days | Master Schedule, certifications | CTE Indicators of students following through a coherent sequence | Fall Snapshot Date | |
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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District Goal: 1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Objective: Maintain a Quality Technology Plan

Strategy: Focus on technology instruction for students.

| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
|--|--|--|--|---|---|--------------------|-------------------------------|
| Maintain a viable technology plan encompassing the needs of all campuses, students, and staff. | Director of Technology | Personnel Time Technology Committee Campus/department survey results | Working document revised semi-annually. | A written, published plan approved by the school board. | A clear focus on technology in the classrooms in GISD. | October/March | Campus Based Only |
| Equip all classrooms with: Mounted LCD Projector Document Camera Interactive Whiteboard | Director of Technology Principals Campus Technology Committees | District Technology Funds Campus Funds | Work in progress budget constraints will determine timeline. | Technologies available in all classrooms. | A clear focus on technology in the classrooms in GISD. | June 2012 | |
| Expand the availability of Mobile Computer Labs (COWs) on each campus. | Director of Technology Principals | District Technology Funds | Work in progress budget constraints will determine timeline. | At least 1 COW available on each campus. | Expanded use of technology by all students. | June 2012 | |
| Maintain an infrastructure that can support the growing needs of the students in Granbury ISD | Director of Technology Network Administrator | District Technology Funds | Ongoing process. | Necessary infrastructure in place at Technology Center and on campus. | All necessary applications and devices function properly. | June 2012 | |
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
2011-12 District Improvement Plan**

District Goal: # 1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Objective: Consider courses for high school credit for eighth grade.

Strategy: Increase rigor with challenging coursework

| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
|--|---|-----------|-----------------|----------------------------|-----------------------------|--------------------|-------------------------------|
| Monitor and Evaluate Course Offerings | Superintendent Assistant Superintendent Curriculum Director Secondary Principals | Time | December | Course List | Number of students enrolled | December | Campus Based Only |
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| District Goal: # 1 Develop and implement an effective plan to improve student performance, including subgroups in all academic areas. | | | | | | | |
|--|--|---|------------------------|---|---|---------------------------|--------------------------------------|
| Objective: Focus on Response to Intervention (Rtl) process to support student success. | | | | | | | |
| Strategy: Refine the Rtl process | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Elementary and Secondary District Rtl Committee will create a process that is aligned. | Curriculum Campus Administration | Universal screeners Academic Intervention Curriculum Student Data | Aug-11 | Screener Curriculum Standardized procedures | District implementation | Dec-11 | Campus Based Only |
| Elementary and Secondary District Rtl Committee will identify a minimum level of intervention for each Tier. | Curriculum Campus Administration | Comparison data from other successful districts | Aug-11 | Rtl District Plan | Common Assessments Six Weeks Grades Rtl Meeting Results | Dec-11 | |
| Provide staff development for teachers to increase differentiation in instruction. | Curriculum Campus Leadership | In-house experts and outside consultants provide training | Aug-11 | Training implemented | Snapshots Student Engagement | May-12 | |
| Campus leadership provides monitoring and feedback for professional development. | Curriculum Campus Leadership | District plan for follow up | Aug-11 | CARA Meetings | Increased student performance | May-12 | |
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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #2 Develop and implement procedures to enhance a positive school climate. | | | | | | | |
|---|---|--|------------------------|---|---|---------------------------|--------------------------------------|
| Objective: 100% of campuses maintain a safe and orderly environment | | | | | | | |
| Strategy: Develop plans and procedures to create a positive environment | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Develop and implement character education curriculum | Counselor Teachers Campus Administration | Media, Training, Personnel | 2011-2012 school year | Plans, Calendar, Schedule of Presentations | Discipline Referrals | Calendar School Year | Campus Based Only |
| Target Specific Students for Behavior | All School Personnel Rtl Committees Campus Administration | Personnel, Capturing Kids Hearts Training Teaching w/Poverty in Mind | School Year | Relationships, Implementing Capturing Kids Hearts training Teaching w/Poverty in Mind | Discipline Referrals | Calendar School Year | |
| Capturing Kids Hearts | All School Personnel | Personnel, Capturing Kids Hearts Training | Ongoing | Positive Relationships | Discipline Referrals, Increased Academic & STAAR Scores, Increased Attendance, Increased Extra-Curricular Participation | Ongoing | |
| Mentoring Program | Coordinator, School Personnel | Personnel | Ongoing | Positive Relationships | Discipline Referrals, Increased Academic & STAAR Scores, Increased Attendance, Increased Extra-Curricular Participation | Ongoing | |
| Safety Procedure Training and State Mandated | Administration | Personnel, Training | School Year | Drills, Documentation | Successful Drills | Ongoing | |

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**Granbury Independent School District
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| District Goal: #2 Develop and implement procedures to enhance a positive school climate | | | | | | | |
|--|---|--|------------------------|-----------------------------------|--|---------------------------|--------------------------------------|
| Objective: 100% of campuses will maintain positive home/school relationships | | | | | | | |
| Strategy: Maintain open communication and develop relationships | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Improve Parental Involvement | All Campus Personnel, Families, Community | Internet, Email, Webpage, Phone System, Newsletters, E-Alerts SkyWard Family Access, District Social Networking Sites | School year | Documentation of Communication | Increase in Percentage of Parental Involvement | School year | Campus Based Only |
| User Friendly District | All Personnel | Internet, Email, Webpage, Phone System, Newsletters, E-Alerts SkyWard Family Access, District Social Networking Sites | School year | Surveys, Feedback, Communication | Increase in Percentage of Parental Involvement | School year | |
| Improve Communication | All Personnel | Internet, Email, Webpage, Phone System, Newsletters, E-Alerts SkyWard Family Access, District Social Networking Sites | School year | Documentation of Communication | Increase in Percentage of Parental Involvement | School year | |
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #3 Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance. | | | | | | | |
|---|--|--|------------------------|--|--|---------------------------|--------------------------------------|
| Objective: Fiscal plan focuses on instruction | | | | | | | |
| Strategy: Majority of budget allocated toward instruction. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Appropriate Staffing on all campuses and Departments to meet the instructional needs of the District | Principals Directors Superintendent Board | TASB Staffing Study Evaluations Admin Procedures Skyward Local and Federal Funds | 8/31/2013 | PEIMS Staffing Reports are consistent with Peers | STAAR Scores Improve PEIMS Staffing Reports are consistent with Peers | 01/1/10- 08/31/2013 | Campus Based Only |
| Majority of Budget is allocated to classroom instruction and support of instruction | Principals Directors Superintendent Board | Skyward Finance System | 8/31/2011 | >70% allocated to function 11,12,13,21,23 | STAAR Scores Improve | | |
| Review of expenditures for support of current instructional needs | Principals Directors Superintendent Board | TAKS Scores Common Assessments Budget Printouts Purchasing records | 8/31/2011 | Audit Report | STAAR Scores Improve | | |
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged



**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #3 Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance. | | | | | | | |
|---|---|--|------------------------|---|--|---------------------------|--------------------------------------|
| Objective: Fiscal plan provides a fund balance sufficient to support District operations | | | | | | | |
| Strategy: Prepare a balanced budget without using fund balance. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Appropriate Staffing on all campuses and Departments to meet the needs of the District | Principals Directors Superintendent Board | TASB Staffing Study Evaluations Admin Procedures Skyward Local and Federal Funds | 8/31/2013 | PEIMS Staffing Reports are consistent with Peers | PEIMS Staffing Reports are consistent with Peers Expenditures = Revenues | 01/1/10- 08/31/2013 | Campus Based Only |
| Budget Control | Principals Directors Superintendent Board | Skyward Finance System | 8/31/2011 | Budget is supported with appropriate revenues and fund balance support | Expenditures < Budget Revenue = Budget Annual Financial Report | 09/01/11- 08/31/2012 | |
| Fund Balance Plan | Exec Director of Finance Superintendent Board | Financial History Financial Projections | 8/31/2011 | Board Policy | Fund Balance supports Board Policy | 09/01/11- 08/31/2012 | |
| Revenue Projections | Exec Director of Finance Superintendent Board | Tax Base - CAD Student Enrollment/ADA | 8/31/2011 | Budget | Annual Financial Report | 09/01/11- 08/31/2012 | |
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Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

| District Goal: #4 Recruit, develop and maintain a well-qualified staff. | | | | | | | |
|---|--|--|------------------------|---|---|----------------------------|--------------------------------------|
| Objective: To ensure that the HR Department provides GISD the very best employees available. | | | | | | | |
| Strategy: Monitor and compare personnel salaries and benefit packages | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Develop and implement a more effective staffing process. | HR Director Principals Directors | HR Budget | Spring Semester | Feedback from Principals and Directors | Highly qualified campus staff | Fall 2011 | Campus Based Only |
| Update and simplify the Internal application process. | HR Director Certification Officer Hr Secretary | Current Program - (School Recruiter) | October | Feedback from District Employees | Fewer Errors and Consistency in the application process | Fall 2011 | |
| Refresh District Principals/Directors with the interview process. | Superintendent HR Director | District hiring procedures and Processes | Fall Semester | Feedback from Campus Principals, Directors. | Highly qualified campus staff | Fall 2011 | |
| Update District job descriptions. | HR Director Certification Officer Hr Secretary | TASB Job Description Manual, TASB Personnel Division materials | November | Input from Principals & Directors | Interviewing only highly qualified individuals | As Job descriptions change | |
| Recommend competitive salary schedules to the Superintendent | HR Director Exec. Dir. Of Finance | TASB Salary Survey Results & Current GISD salary schedule | May | Printed Salary Schedules | Teacher Retention | Spring 2011 | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: # 4 Recruit, develop and maintain a well-qualified staff. | | | | | | | |
|---|---|---|------------------------|--|------------------------------|--|--------------------------------------|
| Objective: To ensure that the HR Department provides GISD the very best employees available. | | | | | | | |
| Strategy: Monitor and compare personnel salaries and benefit packages. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Review Benefits package. | HR Director Benefits Specialist | TASB Salary Survey Results & Current GISD salary schedule | April | Compare with area Districts & evaluate the turnover rate in all employees. | Teacher Retention | February / March | Campus Based Only |
| Complete Criminal History Check to screen potential employees | HR Director HR Receptionist HR Secretary | Department of Public Safety | Daily | Extensive, up-to-date reports on actual criminal records. | Safe educational environment | As each potential employee is being reviewed for hire. | |
| Review the Highly Qualified status of each new employee. | HR Certification Officer | SBEC & Transcripts | Daily | 100% HQ Report Yearly | 100% HQ Report Yearly | As each potential employee is being reviewed for hire. | |
| Evaluate our New Employee Orientation. | HR Staff | Curriculum Materials, Text Book Publishers, Staffing Reports | September | Evaluation reports from new Employees. | Teacher Retention | Every Summer | |
| Facilitate Staff Development Activities to more effectively meet the needs of the Staff. | HR Staff | Curriculum Materials, New Employee Orientation, Employee Handbook | September | Agendas of all Staff Development sessions, sign-in sheets. | 100% highly qualified staff | Every Summer | |
| Implement a Documentation plan to help develop and retain auxiliary personnel. | HR Dir., Child Nutrition /Custodial Dir, Transportation Dir, Facilities/ Maintenance Dir. | District Documentation materials, Chronological Growth Plans | February | Employee evaluations, Growth Plans | Auxiliary Staff Retention | Summer 2011 | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #5 Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership. | | | | | | | |
|--|--|----------------------------------|-----------------|-------------------------------------|--|--------------------|--------------------------------|
| Objective: Provide a user friendly atmosphere when dealing with students, community and staff. | | | | | | | |
| Strategy: Professional development determined by campus site based committees. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I School wide Components |
| All G.I.S.D. departments will be user friendly. | Administration/staff. | Budget and staff. | 6/30/2012 | Mission statement. | Reality check survey. | January 2012 | Campus Based Only |
| All G.I.S.D. campuses will be user friendly. | Department heads/ administration/ staff. | Budget and staff. | 6/30/2012 | Surveys/ student leadership. | Reality check survey/ site based parent teacher & community input. | January 2012 | |
| Good communication between administration and staff. | Central office administration. | Strong instructional leadership. | 6/30/2012 | Parent meetings/ community meetings | Reality check survey/ site based parent teacher & community input. | January 2012 | |
| Good communication between school administration and staff. | Building administration | Strong instructional leadership. | 6/30/2012 | Parent meetings/ community meetings | Reality check survey/ site based parent teacher & community input. | January 2012 | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: # 6 Develop and implement an effective facilities improvement plan to address instructional needs in the district. | | | | | | | |
|--|--|---|------------------------|--|---------------------------|---------------------------|--------------------------------------|
| Objective: Improve district facilities. | | | | | | | |
| Strategy: Perform a Facilities Assessment yearly. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| Each Campus will conduct a yearly facilities assessment. | Principals, Directors, CLT, Community | GISD Staff Members | August - November | Assessments provided to Superintendent | Improved facilities | June 2012 | Campus Based Only |
| Prioritize Facility Needs | Campus Principals, Directors, Superintendent | GISD Staff Members | Budget constraints | Completed lists | Improved facilities | June 2012 | |
| Evaluate priority needs and determine feasibility of completion. | GISD Staff and Community Members | GISD School Board Members & Community Members | Continual | Prioritized Lists | Improved facilities | June 2012 | |
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**Granbury Independent School District
2011-12 District Improvement Plan**

| District Goal: #7 Provide Leadership-Oversight to ensure the district meets all legal and regulatory requirements | | | | | | | |
|--|--|---|------------------------------------|---|--|---------------------------|---------------------------------------|
| Objective: Effectively communicate all legal and regulatory requirements | | | | | | | |
| Strategy: Compile and distribute rules and regulations to faculty and staff. | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I School wide Components |
| Continuous update of Board Policy and Communicate Updates to Staff/Community. | Superintendent Public Information Officer | Web Maintenance | Monthly Annually | Implementation Continuous Monitoring | Accessibility of Board Policy on Website | Monthly | Campus Based Only |
| Program Directors Communicate Program Guideline to Administrative Staff. | Executive Director of Finance Federal Program Directors Assistant Superintendent | ISAM/TEA Communications TEA Website EGrants | Submission of Federal Reports | Submission Form | PBM Performance Standards SPP Standards | Quarterly | |
| Monitor Communication from TEA & other State Agencies. | Program Directors Assistant Superintendent | TEA Updates State Agency Communications & Updates CDC Updates | Year End Reports Annual Reports | Annual Program Monitoring Standards | Meets Program Standards (TDH/TEA) | Continuous (Monthly) | |
| Student/Parent Handbook | Principals CAT/CLT Committees Assistant Superintendent School Board | Parent/Community Input Survey Results Campus Feedback | Annually | Signed Receipts of Handbook | Annual Survey Results | Quarterly | |
| Eliminate barriers to provide access for all students to meet regulatory requirements. | Federal Program Director Assistant Superintendent | Community Non-profit Organizations School Health Professional | Annual Compliance Reports | Immunization Records Health records | State Immunization Reports meet Compliance Standards | Annually | |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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**Granbury Independent School District
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| District Goal: #8 Focus on student participation and extra-curricular activities | | | | | | | |
|---|--|-----------------------------------|------------------------|--|---|---------------------------|--------------------------------------|
| Objective: To have 90% of student body involved in extra-curricular activities at the secondary level | | | | | | | |
| Strategy: 1. Expand shuttle service 2 a. Offer quality programs in fine arts 2 b. Offer quality programs in athletic programs 3 a. Student survey's 3 b. Extra-Curricular interest survey 4. School - Home communication 5. Recruit own students | | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timeline | Title I Schoolwide Components |
| 1 a. Expand Shuttle Service to ensure that low income and minority students are given opportunities to participate in extra-curricular activities of interest to them by identifying and eliminating barriers to participation - EX: transportation. | Principal Transportation Coaches Sponsors | GISD Transportation Staff Time | Year to Year | Increase number of low income and minority students that are involved and use the shuttle service which increases over-all numbers | Increased participation directly impacts dropout rates and completion rates | Semester to Semester | N/A |
| 1 b. Monitor costs to students to eliminate barriers to participation in Extra Curricular | Coordinators Directors Coaches Principals | Staff Time Local Funds | Year to Year | Increased enrollment in all extra-curricular programs | Participation beginning in Middle School | Semester to Semester | N/A |
| 2 a. Offer quality programs in fine arts including elementary music, art and theater arts that will provide every student with the skills and the desire to be a full participation in at least one fine arts program. | K-12 students Faculty Counselors Principals Highly Qualified Motivated Faculty Members | Staff Time Local Funds | Year to Year | Increased fine arts enrollment in middle school and ethnic diversity in fine arts programs. Additional class sections and additional class length. | Increased participation starting at the 6th grade level. | Semester to Semester | N/A |

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

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|--|--|---|---------------------|--|--|-----------------------------|------------|
| <p>2 b. Provide quality athletic programs and physical education classes that will encourage participation in athletics, the teaching of fundamental athletic skills, and physical fitness for all students.</p> | <p>K-12 students PE teachers Coaches Principals</p> | <p>Staff Time Local Funds</p> | <p>Year to Year</p> | <p>Increased athletic enrollment in middle school and ethnic diversity in athletic programs. Additional class sections and additional class length.</p> | <p>Increased participation starting at the 7th grade level.</p> | <p>Semester to Semester</p> | <p>N/A</p> |
| <p>3. Use the district website to promote school-home communication regarding extra-curricular activities. Use booster club email distribution list to increase communication on the positive effects of extra-curricular activities. Facebook or Twitter</p> | <p>P-K - 12 Teachers Public Information Officer</p> | <p>District Website Parental Involvement District Social Networking Sites</p> | <p>Year to Year</p> | <p>Usage of statistics from website and promote principles and expectations for parental support and involvement by mailing letters home at the beginning of each semester or year to parents of all extra-curricular participants</p> | <p>Parental feed-back</p> | <p>Semester to Semester</p> | <p>N/A</p> |
| <p>4. Actively recruit student body for extra-curricular activities.</p> | <p>Principal Sponsors Coaches Trained Counselors on extra-curricular offerings</p> | <p>Staff Time Local Funds Counselors Transportation Student Body</p> | <p>Year to Year</p> | <p>Increase in numbers of each activity and an overall increase. Parent Meetings bi-annually with counselors and responsible parties to highlight extra-curricular offerings</p> | <p>Increased not only in numbers but the quality of the program increases.</p> | <p>Semester to Semester</p> | <p>N/A</p> |

**SW Comp: R - Reform Strategy, PD - Professional Development, PI - Parent Involvement, T - Transition, A - Assessment, M - Mastery, HQ - High Quality Instruction
Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged**

**Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged**