

GRANBURY HIGH SCHOOL

Campus Improvement Plan **2012-2013**

Jeremy Ross, Principal

Granbury Independent School District

District Motto

Helping Students Reach New Heights

GISD Mission Statement

Building Successful Futures through Academic Excellence
and Character Development

Granbury High School Mission Statement

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

Granbury High School Motto for 2012-2013

Every Student, Every Day
GRANBURY HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN 2012-2013

NEEDS ASSESSMENT

Our Campus Leadership Team determined the needs of our campus with input from faculty and staff as well as students, parents, community members, and business owners. Based on the needs determined by the Academic Excellence Indicator System from the Texas Education Agency, The Adequately Yearly Progress Report from the Federal No Child Left Behind Legislation, data reports concerning Special Education, our test results (TAKS/TAKS-Acc/TAKS-M /TELPAS), survey of staff members, the PBMAS results, and data disaggregation, the Campus Leadership Team established the following needs to be addressed for the 2012-2013 school year:

1. Based on data, there is a need to address curriculum to maintain and improve students' scores on the standardized tests in all subjects, grade levels, and subgroups.
 - 1a. Improvement is needed in the Hispanic demographic.
 - 1b. Continued improvement is needed in the content areas of math and science.
 - 1c. Continued improvement is needed in the Low SES demographic.
2. There is a continued need to serve special population students with needs such as dyslexia, ELL, special education, migrant, G/T, Homebound Services (PRS), McKinney-Vento (homeless), and career/technical students (CTE) through after school programs, grant opportunities, targeted personnel, and special time frames during the school day.
 - 2a. There is a need to provide support and intervention for these students.
3. There is a need to continue building pride, ownership, and a sense of trust among campus stakeholders of Granbury High School (students, staff, administration, parents, and community) through transparent communication on all levels and opportunities to provide input and ideas for improvement.
4. There is a need to maintain effective discipline management techniques.
 - 4a. There is a need to closely monitor disciplinary activities for students with disabilities.
 - 4b. The Campus Leadership Team agrees there is a significant need to address tardiness.
5. There is a need to provide quality professional development for staff to support our campus goals.

Granbury High School Campus Goals

- ***GHS will score better than the state averages for all formal assessments (TAKS or STAAR).***
- ***GHS will foster a sense of school pride and student ownership by encouraging and increasing participation in various aspects of student life—clubs, organizations, extracurricular activities, and co-curricular activities.***
- ***GHS will increase positive publicity with parent involvement and community relationships through civic projects, Career and Technical Education programming, and other community service opportunities, and extracurricular support groups.***
- ***GHS will focus on customer care as implemented throughout Granbury ISD. We will treat others as we want to be treated.***
- ***GHS will continue to improve services to at-risk students from their early identification to their receipt of a high school diploma.***

Granbury Independent School District Goals

Goal One:

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

Goal Two:

Develop and implement procedures to enhance a positive school climate.

Goal Three:

Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Goal Four:

Recruit, develop and retain a well qualified staff.

Goal Five:

Develop and implement an effective plan to ensure that all district departments follow the principles of servant leadership.

Goal Six:

Develop and implement an effective facilities improvement plan to address instructional needs in the district.

Goal Seven:

Provide leadership and oversight to ensure the district meets all legal and regulatory requirements.

Goal Eight:

Increase student participation in extracurricular academic, athletic and service groups.

A. English/Language Arts

| <i>Targets</i> | <i>Activities/Objectives</i> | <i>Resources</i> | <i>Staff Responsible for Implementation</i> | <i>Interim Monitoring Timelines</i> |
|---|--|---|---|---|
| State Assessment Performance | <p><i>The department will devise testing strategies to improve student performance.</i></p> <p>TAKS and EOC Prep Classes (where needed) Individual Student Conferences (after benchmark) After School Tutoring Short Answer Response Preparation (Oct/Nov) Reinforce Reading/Writing Obj through research TAKS-formatted Bell-ringers (Daily) Formal Benchmark in January (1st week)</p> | <p>Teacher Sections Materials for TAKS classes</p> <p>Cost: Materials/Compensation for after-school tutorials</p> | <p>ELA Teachers Jana Reid Roger Arbabi Jeremy Ross Counselors</p> | <p>Six Weeks CA results Benchmark Results (January) Preparation Complete for test in March</p> |
| Test Performance Class Performance | <p><i>The ELA department will use data to make informed decisions about student instruction.</i></p> <p>Diagnose need for TAKS/EOC class based on prior results (counselors and teachers). Review the recommended scope and sequence when compared to test results.</p> | <p>DMAC Software Skyward Software Time in CARA meetings</p> | <p>Jana Reid/ELA teachers Jeremy Ross Roger Arbabi Jennifer Ryan Heather Dollins</p> | <p>Each Six Weeks</p> |
| Completion Rate (in terms of TAKS Performance) | <p><i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i></p> <p>Students take a specialized TAKS or EOC course Student/parent Conferencing Extended Day Tutoring in October (and March if needed)</p> | <p>Teacher schedules TAKS class materials</p> <p>Cost: Salary Pay for Ext. Day</p> <p>Cost:</p> | <p>Jeremy Ross Roger Arbabi Jana Reid ELA Teachers Parents</p> | <p>Monthly Tutoring Totals October Re-Test Parent Communication documentation</p> |
| Special Populations Performance and Intervention | <p><i>Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.</i></p> <p>Academic Consultant and Interventionist will be available as a working resource for instructional strategies.</p> | <p>ELL Training Academic Consultant Interventionist Support Facilitators</p> | <p>Jeremy Ross Roger Arbabi ELA Teachers Jennifer Ryan Victor Saucedo Dina Carlton</p> | <p>CARA meetings Teacher conferences Walk-Thru Observation Data</p> |
| College-Ready Instruction Student Success AP/DC Participation and Results | <p><i>Our Advanced Academic classes will model the belief that effort creates ability.</i></p> <p>(Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.</p> | <p>Teacher Prof. Dev. Lesson Plans Department Meetings</p> | <p>ELA teachers Roger Arbabi Jennifer Ryan Jeremy Ross</p> | <p>LPs-weekly Student Success (pass rate)</p> |

B. Mathematics

| <i>Targets</i> | <i>Activities/Objectives</i> | <i>Resources</i> | <i>Staff Responsible for Implementation</i> | <i>Interim Monitoring Timelines</i> |
|---|--|---|--|--|
| State and Local Assessment Performance | <i>The Math department will devise a TAKS and EOC Strategies Plan to improve student performance.</i> TAKS/EOC Prep Classes (where needed) Extended Day Tutoring (both a.m. and p.m.) CAs and Benchmark tests Daily TAKS Warm Ups (bell-ringer activities) | Teacher Sections Materials for TAKS classes Cost: Compensation for after school tutoring time | Angela Ecton Becky Strain Math teachers Jeremy Ross Counselors | TAKS class creation Tutorial schedule and activity planning Benchmark and CA dates |
| Test Performance Class Performance | <i>The Math department will use data to make informed decisions about student instruction.</i> Revise, spiraling in deficient objectives as needed Teachers will use the assessment view point to write appropriately formatted questions. | Dr. David Molina DMAC Software Training with Curriculum Department Cost: Professional Development/Time | Sharon Williams Jeremy Ross Angie Ecton Becky Strain Math Teachers Jennifer Ryan | CARA meetings following CAs Six Weeks Grade info Molina walks/meetings |
| Completion Rate (in terms of TAKS Performance) | <i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring | Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost: | Jeremy Ross Claudia Hurst Marci Davis Math Teachers Parents | Monthly Tutoring Totals October Re-Test Parent Communication documentation |
| Special Population Performance and Intervention | <i>Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.</i> Academic Consultant and Interventionist will be available as a working resource for instructional strategies. | Training with Dr. Molina Mid-year Review Teacher Conf with Academic Consultant Student Assistance with Interventionist and SFs | Jeremy Ross Angie Ecton Math Teachers Jennifer Ryan Victor Saucedo Dina Carlton Support Facilitators | Special Pops Pass Rate Special Pops Perf on CAs and Benchmarks (and TAKS) |
| College-Ready Instruction Student Success AP/DC Participation and Results | <i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments. | Teacher Prof. Dev. Lesson Plans | Jeremy Ross Angie Ecton Math Teachers Becky Strain Jennifer Ryan | LPs-weekly Regular meetings with Academic Coordinator/Dept Student Success |

C. Science

| <i>Targets</i> | <i>Activities/Objectives</i> | <i>Resources</i> | <i>Staff Responsible for Implementation</i> | <i>Interim Monitoring Timelines</i> |
|---|---|---|--|--|
| State Assessment Performance | <i>The Science department will devise a TAKS and EOC Strategies Plan to improve student performance.</i> TAKS Classes (where needed) Extended Day Tutoring Targeted Instruction Daily TAKS Warm Ups ELL Training for Science Students Spring Blitz (one and two-day workshops) | Teacher Sections Materials for TAKS classes Curriculum Department Expertise Cost: Compensation for after school tutoring time | Dale Hunt Darlene Windham Heather Dollins Jennifer Ryan Science Teachers Jeremy Ross | CA Results Benchmark Results CARA Meetings |
| Test Performance Class Performance | <i>The Science department will use data to make informed decisions about student instruction.</i> Adhere to and revise recommended scope and sequences Revise, spiraling in deficient objectives as needed Use the assessment view point to write TAKS formatted questions. | DMAC Software Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time | Jeremy Ross Dale Hunt Darlene Windham Jennifer Ryan Science Teachers | CARA Meetings after the grading period |
| Completion Rate (in terms of TAKS performance) | <i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS/EOC course Student/parent Conferencing Extended Day Tutoring | Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost: | Jeremy Ross Dale Hunt Cindy Jackson Debbie Singer Parents Counselors | Class Schedules October Re-Test Parent Communication |
| Special Population Performance and Intervention | <i>Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.</i> SIOP and Academic Vocabulary Activities Academic Consultant and Interventionist will be available as a working resource for instructional strategies. | Campus ELL Training CARA group meetings Time for cultivation of strategies Use of Consultant and Interventionist Support Facilitators | Jeremy Ross Dale Hunt Darlene Windham Science Teachers Jennifer Ryan Victor Saucedo Dina Carlton | Training Completion Walk-Through Eval Data Conferences with Academic Consult. |
| College-Ready Instruction Student Success AP/DC Participation and Results | <i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments. | Teacher Prof. Dev. Lesson Plans Instructional Strategies Consultation | Jeremy Ross Dale Hunt Jennifer Ryan Darlene Windham Science Teachers | Regular Department Meetings AP/DC Enrollment Student Success |

D. Social Studies

| <i>Targets</i> | <i>Activities/Objectives</i> | <i>Resources</i> | <i>Staff Responsible for Implementation</i> | <i>Interim Monitoring Timelines</i> |
|---|---|--|---|--|
| State Assessment Performance | <i>The Social Studies department will devise a TAKS and EOC Strategies Plan to improve student performance.</i> Department-Wide Test Preparation Calendar Extended Day Tutoring (Wednesdays in the spring) TAKS/EOC items practice in Chapter/Unit tests TAKS/EOC Lessons/Objectives leading up to test week | Teacher Sections Materials for TAKS classes and snacks/food TIME! | SS Teachers Nancy Peterson Becky Strain Connie Barnett Jeremy Ross | Benchmark Dates Meeting times January is key |
| Test Performance Class Performance | <i>The Social Studies department will use data to make informed decisions about student instruction.</i> Teachers and Counselors assist in diagnosis of students in need of assistance in Social Studies Revise, spiraling in deficient objectives as needed Use the assessment view point to write TAKS/EOC formatted questions. | Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time | Soc. St Teachers Counselors Nancy Peterson Becky Strain Connie Barnett | CARA Meetings after CAs to discuss revision and spiraling Post-benchmark department review |
| Completion Rate (in terms of TAKS Performance) | <i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Social Studies Department will utilize teacher mentors Student/parent Conferencing Extended Day Tutoring (if needed) | Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost: | Soc. St. Teachers Nancy Peterson Parents Counselors Jeremy Ross Connie Barnett | Bi-Weekly Dept Meetings (lunch) October Re-Test Parent Communication documentation |
| Special Population Performance and Intervention | <i>Teachers will carefully monitor progress of Hispanic, ELL, and Special Ed students and adjust instructional strategies where appropriate to meet needs.</i> Academic Consultant and Interventionist will be available as a working resource for instructional strategies. SIOP and Academic Language Objective Development | Lesson Planning Academic Consultant Interventionist Support Facilitation | Jeremy Ross Jennifer Ryan Victor Saucedo Dina Carlton Soc St Teachers Connie Barnett | Meetings with Interventionist Teacher consults with Acad. Cons. Student Success (pass rate) Walk-Thru Evals |
| College-Ready Instruction Student Success AP/DC Participation and Results | <i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for all classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments. | Lesson Plans Use of Interventionist Use of Support Facilitation | Soc. St. Teachers Connie Barnett Jennifer Ryan Jeremy Ross Becky Strain | LPs-weekly AP/DC Participation Numbers Student Success |

E. Monitoring and Intervention for Special Populations

| <i>Targets</i> | <i>Activities/Objectives</i> | <i>Resources</i> | <i>Staff Responsible for Implementation</i> | <i>Interim Monitoring Timelines</i> |
|-----------------------------------|---|--|--|---|
| Professional Development | Lesson Plan Training ELL Training (new staff) | Block Grant Funds Waiver Days Time to plan | Local Administrators | On-going |
| Intervention for ELL and Hispanic | Continue Position: Academic Consultant Continue Position: Interventionist | Title Funds | Curriculum Assistant Superintendent Human Resources | Implemented Summer of 2011, ongoing as funds allow |
| Monitoring for Critical Students | Continuation of the monitoring process as implemented in 2009 for regular watch of students at risk of non-completion. (SIP) | Data Gathering Time Meeting Time | Counselors Teachers Assistant Principals Principal Interventionist | List generated by Counseling Dept every six weeks. |
| Professional Development | Differentiation Training and Development (Appraisers, Principal, and Academic Consultant will meet individually to set instructional goals for teachers in need of assistance.) | Time | Curriculum Academic Consultant Assistant Principals Principal | On-going |
| Restructure Case Management | Assign each teacher a group of same-cohort students to be their case load, improving consistency of services. | Time for training | Lead SPED Teacher(s) Dina Carlton Jeremy Ross Dale Hunt | Fall 2012-preparation Fully implemented by January of 2013 |
| Professional Development Part 2 | Provide training/information for regular ed staff on their rights and responsibilities regarding students in special populations | Staff Meeting(Time) Email Updates | Jeremy Ross Dina Carlton Chuck Schreiber | August-May |