

**Granbury Independent School District  
Granbury High School  
2014-2015 Campus Improvement Plan**

**Granbury High School**



**Every Student Every Day**

# 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.

**TEXAS EDUCATION AGENCY**  
**2014 Accountability Summary**  
 GRANBURY H S (111901001) - GRANBURY ISD

**Accountability Rating**

**Met Standard**

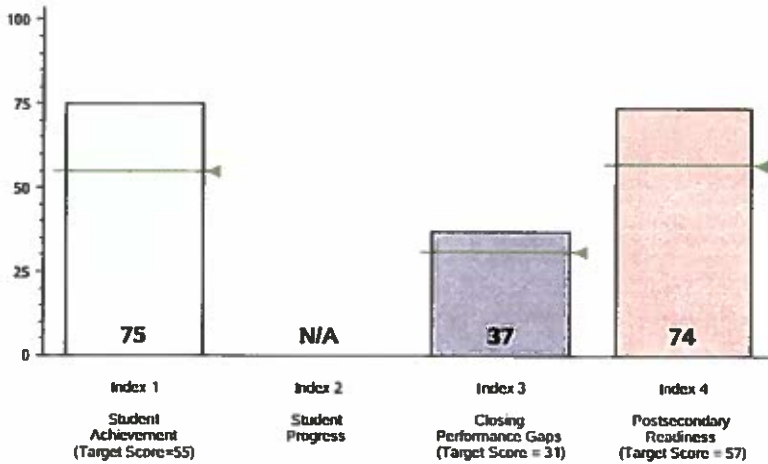
<b>Met Standards on</b>	<b>Did Not Meet Standards on</b>
- Student Achievement - Closing Performance Gaps - Postsecondary Readiness	- NONE

**Distinction Designation**



<b>Academic Achievement In Reading/ELA</b> NO DISTINCTION EARNED
<b>Academic Achievement In Mathematics</b> DISTINCTION EARNED
<b>Academic Achievement In Science</b> NO DISTINCTION EARNED
<b>Academic Achievement In Social Studies</b> DISTINCTION EARNED
<b>Top 25 Percent Student Progress</b> NOT ELIGIBLE
<b>Top 25 Percent Closing Performance Gaps</b> NO DISTINCTION EARNED
<b>Postsecondary Readiness</b> DISTINCTION EARNED

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	747	1,002	75
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	445	1,200	37
4 - Postsecondary Readiness			
STAAR Score	12.3		
Graduation Rate Score	23.9		
Graduation Plan Score	21.2		
Postsecondary Indicator Score	16.9		74

**Campus Demographics**

Campus Type	High School
Campus Size	1,358 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	37.0%
Percent English Language Learners	3.2%
Mobility Rate	16.1%

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	12 out of 16 = 75%
Participation Rates	9 out of 9 = 100%
Graduation Rates	5 out of 5 = 100%
<b>Total</b>	<b>26 out of 30 = 87%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Latest information suggests that our racial demographics are as follows: White 74%, Hispanic/Latino 22%, Two or more races 1.5%, and other .5%. While our campus percentage ended the 2014 school year at 39% Free-Reduced, currently we are at 42.5%. District-wide, our Free and Reduced Lunch percentage has grown from 49% to 54% immediately. The Male/Female split on our campus is 53%-47% respectively.

We have noted a gradual, yet continual rise in our Hispanic population.

Other district numbers: SPED 9%, CTE 28%, ESL 3%, BIL 2.5%, LEP 6%, GT 9%.

### Demographics Strengths

Our Hispanic/Latino students typically perform very well on state and local assessments. We have a very high participation in extra-curricular activities across all demographics.

### Demographics Needs

As the Hispanic/Latino segment of our population continues to increase in size, GHS needs to support the needs of those students accordingly. The campus needs to offer programs and informative meetings presented in Spanish for our parents who do not speak English. Childcare for families needs to be a consideration, too.

## **Student Achievement**

### **Student Achievement Summary**

According to the Texas Education Agency's 2011 Accountability Summary, Granbury High School has met the state standards. In the four calculated indices, GHS scored 75 over a target score of 55 in Index 1 (Student Achievement), Index 2 does not apply to GHS (Student Progress), 37 over a target score of 31 in Index 3 (Closing Performance Gaps), and 74 over a target score of 57 in Index 4 (Postsecondary Readiness).

### **Student Achievement Strengths**

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Math, Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation). GHS earned State Distinctions in Academic Achievement in Mathematics, Academic Achievement in Social Studies, and Post-Secondary Readiness.

### **Student Achievement Needs**

Granbury High School has the following Systems Safeguards:

Performance Rate for Current and Monitored ELL students was 51% and needed 55% in Reading. (51 test-takers.)

Performance Rate for ELL students was 41% and needed to be 55% in Reading. (41 test-takers)

Performance Rate for Mathematics was 55% and we were deficient in all sub-groups. (59 re-testers)

Federal Performance Standards are 79% across the board. As long as we are re-testing the students who were unsuccessful, these targets are going to be very difficult.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Granbury High School remains focused on daily improving our ability to be user-friendly and providing the best service possible to our "customers." Additionally, our campus is growing more accustomed to a climate of success in terms of academics, extracurricular activities, fine arts, and career-technical programming.

### **School Culture and Climate Strengths**

Constant focus on customer service and user-friendliness. Nineteen of our twenty-two sports saw post-season action in the playoffs in the past year. All of our fine arts groups (band, choir, theatre, art) have experienced success at the highest levels. Our CTE programming is providing successful access to certification opportunities in high-need occupational areas, including a engineering team advancing to the International Finals of the Formula 1 In Schools project in Abu Dhabi this fall.

### **School Culture and Climate Needs**

As a campus, we recognize our extracurricular activities and our CTE programs as our most important and effective at-risk programs. Students who are involved with these are most likely to have academic success and finish high school.

Our campus needs to provide more engagement opportunities for students outside of the already-established extra-curricular activities and groups.

We need to monitor the needs of new-coming students providing more opportunities to make meaningful social and academic connections.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

GHS offers some highly-specialized courses that can be difficult to staff. Some of these courses included American Sign Language, Law and Public Safety, and Computer Programming.

### **Staff Quality, Recruitment, and Retention Strengths**

All core academic teachers are highly qualified for their assignments.

### **Staff Quality, Recruitment, and Retention Needs**

GHS needs to recruit more Hispanic/Latino teachers/professionals to serve as role models for our growing Latino/Hispanic student population.

GHS is in need of a more formal new teacher mentoring process.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Granbury High School is in a transition stage from TAKS to STAAR/EOC, and now to an even further reduces STAAR/EOC based on the previous year's legislative decisions. Our focus will be English 2, United States History, and any state requirement that was missed from grade 9 (English 1, Algebra 1, and Biology). Additionally, our concentration will shift from state-mandated tests to college entrance requirements (ACT, SAT, PSAT, PLAN).

GHS will utilize specialized scheduling and tutoring to assist the 2015 Cohort Group with meeting its EOC graduation requirements.

Regarding instruction, GHS is incorporating strategies address the needs of the 21st Century Learner. Our teachers have been working on different ways to engage learners of all level and provide them access to the general curriculum. Project-Based learning was implemented at GHS this year. Two cohort groups of teachers were trained by the Buck Institute and provided the time and opportunity to give students a non-traditional learning system.

### **Curriculum, Instruction, and Assessment Strengths**

Our students continue to perform at a high level in mathematics. Additionally, we perform well with the low socio-economic demographic in multiple content areas. Achievement gaps are closing.

Our students performed very well on the EOC US History Exam (94% with 18% Level 3).

Math Distinctions were earned based on our student performance on SAT/ACT tests.

### **Curriculum, Instruction, and Assessment Needs**

Collectively, the staff is in need of training regarding student expectations, high rigor tasks, formative assessments, and accommodating nontraditional learners. Specifically, the teachers need more training on project-based learning or PBL. Specificity on how to accommodate for special ed, LEP, and ELL students is also a need for our staff. Student engagement remains a goal that is addressed regularly in meetings and staff development sessions.

Students need to be evaluated individually based upon past and present progress data as well as formal and informal evaluations.

Professional development time is prioritized to meet the needs of teachers as we move to more PBL.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Current activities for parent and community involvement include

- 10th Grade Orientation with a Parent Meeting.
- 11th Grade Parent Meeting (to discuss courses and graduation requirements).
- 12th Grade Parent Meeting (to discuss transition to post-secondary life).
- Gifted and Talented Parent Meeting.
- Title I Parent meeting.
- Workplace partnerships and advisement for CTE tracks.
- College and Career Fair/Financial Aid Expo for all students.
- Superior support for all extracurricular activities through parent and community booster clubs.
- The GHS Campus Leadership Team consists of several parents/business owners/community members.

### **Family and Community Involvement Strengths**

Our families and community members are highly supportive of groups, clubs, and organizations. Local business are willing and ready to accept our intern-level students in CTE areas.

Our counseling staff meets face-to-face with every student for academic advising.

### **Family and Community Involvement Needs**

Parent/Community support for general academics and not necessarily organizational booster clubs.

Parent/Community resources and materials presented in a home language.

Parent Academy offered to meet community and student leads (without language barriers).

## **School Context and Organization**

### **School Context and Organization Summary**

Granbury High School receives support from the district level in terms of personnel, advisement, and financial resources. This allows our administrative and teaching teams to work together to find solutions to the problems of our under-performers. They are afforded smaller classes, more individualized instruction, special scheduling, and other resources as needed.

Teachers and parents are given a voice in the decision-making process through the Campus Leadership Team. Teachers select representatives to sit on this committee (as well as parents/community members).

Students participate in a Student-Superintendent Advisory Committee where their input is received by our district leadership regarding multiple issues ranging from drug awareness to construction issues.

### **School Context and Organization Strengths**

Central Administration Support

Support for special populations of students (LEP, BIL, SPED, etc.)

### **School Context and Organization Needs**

GHS could use more opportunities for parents and community members to have access to and input into the decision-making process.

## **Technology**

### **Technology Summary**

Every teacher has a laptop computer. The campus has multiple stationary labs, some of which are CTE specialized. Additionally, we have six mobile computer labs that can be checked out on an as-needed basis. The majority of the staff has transitioned to paperless options such as Google Docs. Passage of the 2013 Bond Initiative will result in our capacity to be 1:1x regarding internet capacity (and students using hand-held devices).

### **Technology Strengths**

All teachers are proficient on the administrative use of tech tools.

### **Technology Needs**

Few teachers are proficient on the instructional use of tech tools (apps, slates, voters, hand-held devices, programs, software).

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Community surveys and/or other feedback


# Goals

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

**Performance Objective 1:** Utilize multiple forms of social media, technology, and other means to keep parents and students updated on important information regarding Granbury High School.

**Summative Evaluation:** By May 1, Granbury High School has utilized and researched new active social media outlets for multiple organizations; staff meetings have included customer care dialogue; and parents and community receive regular communication from School Messenger.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus utilizes Twitter and Instagram for information blasts (including clubs, organizations, parent boosters, and classrooms).	7	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Twitter, Number of organizations and classes using Twitter				
2) Campus utilizes Facebook to connect specifically with parents regarding information about GHS (its organizations and classes).	7	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Facebook, Number of organizations and classes using this form of social media.				
3) Use of School Messenger to share information about school meetings in English and Spanish	1, 7	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger				
	Funding Sources: Local (199)						
4) Campus Security Station has a message board displaying pertinent announcement information for parents and students as they enter the parking lot.		Security Personnel, Assistant Principal over Security	Board and stand are purchased and utilized on a regular basis.				
	Funding Sources: Local (199) - \$60.00						

5) Campus Marquee is updated regularly with messages and information for all stakeholders (announcements, recognitions, gratitude, etc.).		Campus Principal, Campus Secretary	GHS Marquee is updated regularly with new events and information				
6) GHS will share information about attendance and how it affects various aspects of accountability and funding with all stakeholders.	7	Administration, Intervention	Info-graphic/letter mailed home to parents.				
							

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

**Performance Objective 2:** Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to foster relationships.

**Summative Evaluation:** Granbury High School will send at least three representatives to the DAC and an appropriate number of delegates to any other district-level planning committee regarding professional development.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Model PBL tenets by giving teachers some "voice and choice" regarding professional development opportunities	3, 6	Campus Principal, Director of Curriculum, Department Chairs	Staff Development agenda with choices of areas for improvement (teachers may choose their "class")				
Funding Sources: Local (199)							
2) Campus staff participate in district- level meetings and district-level personnel are included in campus-level opportunities.		Campus Principal, Assistant Principals, Asst Superintendent, Director of Curriculum	District staff present and participating at GHS planning (while GHS staff attends district-level events)  Campus Leadership Team membership  District-Level Advisory Committee membership				
3) Teachers and administrative staff attend/participate in district-level staff development for PBL support.	6	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
Funding Sources: Title II (255)							
4) Expand utilization of Google Docs and Google Drive systems on campus.		Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	75% of the GHS Staff will be using Google Docs/Google Drive on a regular basis.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							



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

**Performance Objective 3:** Utilize Student Advisory Committees along with the Superintendent and Crossland Ninth Grade Center to improve school environment.

**Summative Evaluation:** GHS will select at least 20 students to participate on the SSAC based on campus demographics as well as initiate a new "council of officers" group solely for GHS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Establish the SSAC that is representative of the GHS demographics		Campus Principal, Counseling Staff, Teachers (nominations)	Committee is established and meeting regularly (4x yearly)				
2) GHS establishes a Council of Officers to meet and streamline community service opportunities and public assistance.		Campus Principal, Lead Counselor, Student Government Sponsor, Club/Organization sponsors.	Council has been created and is meeting regularly.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 4:** Assist students (and their families) with the transition process (from Crossland to GHS, from other campuses to GHS, and from GHS to the post-secondary opportunity of choice).

**Summative Evaluation:** GHS will offer at least five transition focused events during the 2014-2015 School Year.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual scheduling meetings--counselors meet with each and every student and their parents individually to develop a personal graduation plan.	7	Counselors	Meetings are held in early spring semester				
2) Sophomore Orientation	4, 7, 8	Administrators, Student Leaders, Teachers	Sophomore Orientation is scheduled and held				
Funding Sources: Local (199) - \$500.00							
3) Class Meetings for students during the school day to clarify student expectations and information.		Administrators and Counselors	First Week of School--meetings have been held.				
4) Parent (and student) Meetings to go over graduation requirements, updates, and post-secondary options.	4, 7, 8	Counselors	Sophomores-September Seniors-October Juniors-January				
5) Meet-the-Teacher Night at GHS (open house).	4, 7, 8	Asst Principal	Event is conducted and parent sign-in pages are collected. Goal: At least 500 participants.				
6) Bridge elementary campuses with GHS campus by hosting them with Career and Technical Classroom Expos.	8	CTE Director and CTE Teachers	Each GISD elementary campus has visited GHS and students have toured their chosen paths.				
Funding Sources: CTE (22) - \$1000.00							
7) All students are invited to participate in a College and Career Fair to examine their post-secondary options.	1, 7	Counselors	Event is hosted and we have at least 200 students attend. (January)				
Funding Sources: Local (199) - \$100.00							
8) All students are invited to participate in a Financial Aid Workshop for college/technical school.	7	Counselors	Event is hosted and we have at least 100 students attend. (February)				
9) GHS will establish a newcomer/mentor staff who will serve as ambassadors to students new to Granbury High School.	3	Assistant Principals, AP Secretary, Librarian, Counselors	Students are paired with mentors and given campus tours/lunch buddies.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

**Performance Objective 5:** Improve the attendance rate of Granbury High School for 2014-2015.


**Summative Evaluation:** GHS will have at least a 1% increase in attendance over the 93.9% registered for last year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Final exam exemption incentive for good attendance.		Teachers, Office staff, Administrators and Counselors	Students complete Exemption Applications and are allowed to miss a test.				
2) Students in danger of truancy are counseled, given a warning letter, home visits, and, if needed, charges are filed.		Assistant Principals, Truancy Officer	Number of truancy cases reduced.				
Funding Sources: State Comp Ed (24) - \$6000.00							
3) Offer incentives for six weeks attendance (prizes)		Campus Principal, Assistant Principals	Students are recognized at the end of the six weeks for perfect attendance.				
Funding Sources: Local (199) - \$2000.00							
4) Create and share in info-graphic that explains the importance of student attendance and how this affects accountability and funding.	7	Campus Leadership Team, Administration, Intervention, Public Relations.	Document is created and shared.				
Funding Sources: Title I (211) - \$1000.00							
5) Regularly share attendance percentage updates and totals on social media to raise awareness.		Administration, Office staff	Updates are shared at least twice a six-weeks.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 1: GHS will continue to expand Project Based Learning into the curriculum plan for the campus.**





**Summative Evaluation: Thirteen more teachers will be trained and will implement 2 PBL activities by the end of the school year, bringing our total to 26.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	3, 6	Curriculum Department, Admin, Teachers (13)	Teachers attend training and continuing support meetings				
				Funding Sources: Local (199), State Comp Ed (24)			
2) Teachers implement two project-based learning units during the school year.	3	Administration, Teachers	Project Launches, Lesson Plans,				
3) Share PBL activities with the community in a public forum (district level) to encourage buy-in from parents and community members.	7	PBL Adopting Teachers, Administrative Support	Event is scheduled and held.				
							

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

**Performance Objective 2:** GHS will improve student performance according to state standards, including subgroups in all academic areas.





**Summative Evaluation:** All calculated areas will improve by at least 2% in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>System Safeguard Strategies</b> 1) Under-performing students are scheduled into a special EOC Prep course where they work with a mentor teacher</p>	1, 2, 3, 4, 8	Campus Principal, Counselors, Intervention Specialists	EOC Prep classes on the schedule and students are experiencing academic success.				
<p>2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with testing strategies and content support.</p>	1, 2, 3	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests and student results.				
Funding Sources: State Comp Ed (24) - \$2000.00							
<p><b>System Safeguard Strategies</b> 3) Math Teachers will work in Spiral Activities for the first ten minutes to highlight mathematical thinking, conversations, planning, and problem-solving.</p>	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration) and increase student-to-student discourse.				
Funding Sources: State Comp Ed (24) - \$2500.00							
<p><b>System Safeguard Strategies</b> 4) Provide daily academic coaching individually or in small groups for non-proficient students in EOC testes areas. (Individual student performance data is provided to every content teacher for every non-proficient subject.)</p>	1, 2, 3, 4	Administration, Intervention, Select Teachers,	Weekly progress reports, portfolios, and grading period report.				
Funding Sources: Title I (211) - \$6000.00							
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress   = No Progress    = Discontinue </p>							

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

**Performance Objective 3:** GHS will improve college readiness performance.





**Summative Evaluation:** SAT and ACT participants will score above the state average. GHS will increase in the number of students in AP and DC courses. GHS will increase in the number of students scoring Level III on EOC in Reading and Math.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) SAT/ACT Boot Camp provided by the Test-Prep Seminars		Campus Principal, Assistant Principals, Counselors	Seminars are held and student evaluations are reviewed.				
Funding Sources: Local (199) - \$5000.00							
2) Advanced Placement teachers are trained and administrators review courses and curriculum.		Campus Principals, Assistant Principals (specifically the Advanced Placement Coordinator), AP Teachers	AP Teachers attend AP Conferences, Review meetings with each teacher to go over AP Data				
Funding Sources: Gifted (21) - \$4000.00							
3) Math Teachers that are not in a State Tested area will continue the Spiraling Activities (Molina) to prepare students for SAT/ACT/STAAR re-test items.	4	Teachers, Curriculum Coordinators, Assistant Principals, Principal	Walk-through data shows spiraling activities at least 3 out of every 5 visits at the beginning of the class period. (Math)				
4) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content.		Teachers, Administration	Event is completed.				
5) ELA teachers complete a "Daily Oral Discussion" (DOD) where they spend 3-5 minutes 2-3 times a week disaggregating a question that students might see on SAT/ACT/AP/STAAR.	1, 2, 3, 4	Teachers, Curriculum Coordinators, Intervention Staff.	Completed bell-ringers and walk-through observations. (Occasionally a written product.)				
 = Accomplished  = Considerable  = Some Progress           = No Progress  = Discontinue							

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

**Performance Objective 4:** GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

**Summative Evaluation:** GHS will have a 95% or better completion rate in all calculated sub-groups.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students-in-Crisis group closely monitored by Counseling team--this year the focus is grade 10 and grade 12 still needing to pass an EOC.	4, 7, 8	Counselors, Campus Principal	Regular attendance, crediting (passing) in classes, on-time completion with their cohort group.				
2) Utilization of Odysseyware in the SOAR classroom to accelerate or recover credits.	4, 8	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
Funding Sources: Local (199)							
3) Leaver processes will be reviewed and improved as necessary.	2	Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				
4) GHS will offer tutorials and credit recovery opportunities before and after school in order to assist students in extracurricular activities.	1	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
Funding Sources: State Comp Ed (24) - \$3000.00							
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							



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

**Performance Objective 5:** Continue to train staff, students, and parents about the new graduation plans.





**Summative Evaluation:** Training is completed for teachers, students, and community members.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Educate students and parents about new graduation plans and earning endorsements.	7	Counselors, Administration, Teachers	Class Meetings, Parent Meetings				
2) Educate students and parents about new Class Rank and GPA Board Policies.	7	Counselors, Administration.	Parent meetings with CNGC.				
							

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

**Performance Objective 6:** Increase access to the general curriculum for all students.





**Summative Evaluation:** Increase STAAR participation for students with disabilities by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	1, 2, 8	ARD committees, all teachers, SPED Department Chair, Administrators	SPED students are scheduled into on-level classes (and are successful).				
2) Support SPED students and general classroom teachers by utilizing our Inclusion Support teachers in a case-manager system.	2, 8	SPED Department Chair, Inclusion Support Teachers, Administration, SPED Director	Inclusion Support teachers have a caseload of students rather than specific classes they attend.				
3) Provide teachers with special and targeted professional development activities regarding students with disabilities, limitations, and learning differences.	6	Jeremy Ross, SPED Director, Director of Curriculum, Intervention Staff	Professional development activities are held.				
Funding Sources: Special Education (23)							
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 7:** Improve writing achievement for targeted students.





**Summative Evaluation:** Improve writing performance by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>System Safeguard Strategies</b> 1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.	1, 2, 3, 4, 8	Campus Principal, Intervention Specialist, Central Administration	Positions created and filled				
				Funding Sources: State Comp Ed (24) - \$25000.00, Title I (211) - \$80000.00			
<b>System Safeguard Strategies</b> 2) Concentrated instruction for targeted students by providing ongoing writing and vocabulary coaching.	1, 2, 3, 4, 5, 7, 8	Campus Principal, Intervention Specialist, Select Teachers	Student success in writing as demonstrated on assignments				
				Funding Sources: State Comp Ed (24)			
<b>System Safeguard Strategies</b> 3) Tutorial opportunities for LEP/ESL though Lunch-and-Learn.	8	Intervention Specialist Teachers	Student sign-in logs indicating participation in Lunch-and-Learn sessions.				
				Funding Sources: State Comp Ed (24)			
4) Teachers will attend a training by Gretchen Bernabei to learn effective writing strategies for the EOC/STAAR tests.	3	Intervention Team, Select Teachers, Curriculum Coordinators	Trained teachers share information and strategies with the entire ELA team. Admin will observe strategy implementation.				
				Funding Sources: Local (199) - \$1000.00			
 = Accomplished  = Considerable  = Some Progress                       = No Progress  = Discontinue							

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

**Performance Objective 8:** Improve reading achievement for targeted students.


**Summative Evaluation:** Improve reading performance by 5% as measured in our State data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>System Safeguard Strategies</b> 1) Intervention Specialist teacher who specifically monitors progress for targeted sub-groups.		Campus Principal, Intervention Specialist, Director of Curriculum, Asst Superintendent	Position created and filled				
Funding Sources: State Comp Ed (24) - \$25000.00							
<b>System Safeguard Strategies</b> 2) Concentrated instruction for ESL students by providing ESOL/EOC Prep class time.	8	ESL/ELA Teachers, Intervention Specialists	Student success in reading as demonstrated on assignments and assessments.				
<b>System Safeguard Strategies</b> 3) Tutorial opportunities for LEP/ESL students in a Lunch-and-Learn format.	8	Intervention Specialists, Teachers	Student sign-in logs indicating participation in Lunch-and-Learn sessions.				
Funding Sources: State Comp Ed (24) - \$0.00							
 = Accomplished  = Considerable  = Some Progress                       = No Progress  = Discontinue							

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

**Performance Objective 1:** Evaluate existing technology infrastructure and make recommendations for improvements.





**Summative Evaluation:** A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Convene the GHS Technology committee to continue making tech recommendations and campus tech goals.		Librarian, Assistant Principals, Teacher members	Technology Committee agendas and Tech Plan for GHS.				
2) Research the technological tools that will optimize each content area as the building is updated via bond funds.		Principal, Department Chairs, Teachers	Recommendations are presented for new technology purchases (when prepared)				
							

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

**Performance Objective 2:** Provide technology professional development to support instruction.





**Summative Evaluation:** Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide technology offerings during Summer Conference.	6	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer conference agenda				
2) Provide technology mini-sessions to assist teachers in day-to-day operations specifically targeting: Google Chrome, Google Docs, Skyward, Smart Technologies (Whiteboards), Active Votes, and Slates.	6	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).				
3) Encourage teachers to have student use of technology in the learning process.	3	Administration, Tech (for support)	Use of tech in lessons as seen through lesson plans and walk-through data.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 3:** Ensure students demonstrate responsible digital citizenship.





**Summative Evaluation:** Every 2nd Period teacher will document completion of the Student Lessons on digital citizenship before October 1.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide digital lessons to each class before the end of September.		Campus Principal, Instructional Tech Coordinator, All Staff Members.	Documentation/signature pages confirming completion.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 1:** Provide regular updates to staff, students, parents, and community about the changes in our campus due to construction.

**Summative Evaluation:** Regular digital updates provided conducted, campus tours were completed, and a school bond election was held in November.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Specific content teachers will visit other campuses to get ideas about instructional space relative to their program and goals.		Principal, Teachers, CTE Director	Site visits are scheduled and completed.				
2) Each department will conduct a program evaluation and survey for future needs.		Program Lead Teachers, (Band, Choir, CTE Areas, Theatre, Department Chairs, JROTC)	Surveys are conducted and results reported to Principal and Architect Firm.				
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							



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

**Performance Objective 1: Implement flexible scheduling based on the needs of the students.**





**Summative Evaluation: School calendar, master schedule, and individual schedules will reflect differentiation based on needs.**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual students are scheduled according to their needs to accelerate, remediate, or have time flexibility.	7, 8	Counselors, Administrators, Intervention Specialists.	Student schedules reflect individual needs.				
2) GHS Master Schedule allows for core academic departments to each have a common conference period for the purpose of common planning and teaming.	1, 2	Campus Principal, Counselors, Tech Director	GHS Course Master				
3) Based on outside needs, and on a case-by-case basis, student requests for early release will be considered.		Counselors, Principal	Student requests signed by parents and either approved or not approved by the Principal.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 2:** Provide teachers with meaningful professional development activities to enrich their teaching strategies.






**Summative Evaluation:** Professional development sessions are held.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide the teachers "voice and choice" over certain professional development activities.	6	Administration	Professional development schedules offer choices.				
2) Conduct a school-wide PLC with a book study, "The Fundamental Five" by Sean Cain.	6	Administration	PLC Book study is completed.				
Funding Sources: Title II (255) - \$1500.00							
 = Accomplished  = Considerable  = Some Progress             = No Progress  = Discontinue							

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

**Performance Objective 1:** Provide students with multiple opportunities to explore interests in order to prepare for post-secondary success.






**Summative Evaluation:** Campus has conducted an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Encourage participation in extracurricular activities: Sports, Band, Choir, Theater, Ag, JROTC, and others.	2, 8	Teachers, Administrators, Coaches, Counselors (and parents).	Number of students involved in an extracurricular activity.				
2) Support Career and Technical programming through the elective fair and scheduling.	7, 8	CTE Director, Administrators, Teachers.	Number of students enrolled in a CTE program.				
3) Provide opportunities for learning extensions and accelerations for GT students (AP/DC/Science Fair/History Fair).	7, 8	Teachers, Administrators	Enrollment in advanced classes (AP, Pre-AP, DC) and Participation in Science/History Fair				
4) National Test "Sign-Up Night" to provide support for parents to sign up for SAT/ACT tests.	7	Amanda Burruel, Claudia Hurst	Sign-Up Night Participation, Sign-in Sheets.				
5) Investigate and track extracurricular participants and non-participants to compare their success, attendance, etc.		Administration, Office Staff, CLT	Review any information in December CLT meeting.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 2:** Provide support and professional development for teachers in small, similar content groups throughout the school year on specific subgroups and their unique needs.

**Summative Evaluation:** Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Common Conference Periods-teachers in like-content groups are scheduled to have their conference period.	1, 2	Campus Principal, Counselor, Tech Director, Skyward Coordinator	Core academic teachers have a master-scheduled, common conference period.				
2) Campus-wide professional development opportunities, when possible, are planned in small groups so that more meaningful discussion and interaction might take place.	1, 2	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

# State Compensatory

## Budget for Granbury High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6115 00 001 0 24 000	6115 Career Ladder - Locally Defined	\$17,250.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$102,900.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	\$22,220.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	\$1,767.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	\$12,539.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	\$1,365.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,212.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	\$242.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	\$3,504.00
<b>6100 Subtotal:</b>		<b>\$169,999.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199 e 11 6397 00 001 0 24 000	6397 Other Equipment - Locally Defined	\$25,000.00
<b>6300 Subtotal:</b>		<b>\$30,000.00</b>
<b>6400 Other Operating Costs</b>		
199 e 13 6411 00 001 0 24 000	6410 Travel, Subsistence and Stipends	\$5,000.00
<b>6400 Subtotal:</b>		<b>\$5,000.00</b>

**Personnel for Granbury High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Richardson	Teacher	State Comp	100%
David Breazeale	Teacher	State Comp Ed	17%
Ernie Lambert	Teacher	State Comp Ed	17%
Janel Morris	Teacher	State Comp Ed	33%
Jose Ochoa	Teacher	State Comp	16%
Liliana Torres	Paraprofessional	State Comp	100%
Tammy Roe	Teacher	State Comp	17%

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Ryan	Campus Intervention Coordinator	Title I	90%