

Granbury Independent School District
Granbury High School
2016-2017 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.

Vision

Value Statement

Comprehensive Needs Assessment

Demographics

Demographics Summary

This is the first year in several years (approximately 10) that the high school campus is comprised of all 9th-12th grade students. All four cohort groups are under one roof.

Latest information suggests that our racial demographics are as follows: White 74.4%, Hispanic/Latino 21.2%, Two or more races 2%, and >1% American Indian, >1% Asian, >1% African American. Our campus percentage ended the 2016 school year at 39.74% for Free-Reduced Lunch recipients. District-wide, our Free and Reduced Lunch percentage is 51.75%.

The Male/Female split on our campus is 53%-47% respectively.

Other campus numbers: SPED 13.8%, CTE 92.5%, ESL 2%, GT 8%.

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.

The students seem to thrive in an extremely economically diverse campus.

92.5% of our students at GHS are in one or more CTE classes.

Demographics Needs

Student performance on Algebra 1 and English assessments are 3-5% lower for economically disadvantaged students than the all students category. At-Risk students in general also performed lower on Alg 1 and English assessments (STAAR/EOC).

As the Hispanic/Latino segment of our population continues to increase in size, GHS needs to support the needs of those students accordingly.

The GHS 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, for meetings outside of the general school day.

Student Achievement

Student Achievement Summary

According to the Texas Education Agency's 2016 Accountability Summary, Granbury High School has met the state standards. In the four calculated indexes, GHS scored 73 over a target score of 60 in Index 1 (Student Achievement), Index 2 did not apply to GHS (Student Progress) this year and we scored a 21 over a target of 17. GHS scored a 36 over a target score of 31 in Index 3 (Closing Performance Gaps), and 81 over a target score of 60 in Index 4 (Postsecondary Readiness).

Separately, Crosland scored an 86 out of a target score of 60 in Index 1. Index 2 saw a score of 29 out of a target score of 17. Index 3 was a 45 out of a target score of 30. Index 4 was 59 out of a target score of 21.

This year, our campus accountability will be combined.

Student Achievement Strengths

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Science. Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation).

The Crossland campus (9th Grade) performs well overall on State testing initiatives.

Student Achievement Needs

Granbury High School will add any and all required references to systems safeguards when those are announced later this school year.

GHS will be targeting all student performance in the Algebra EOC and the English I and II EOC. These assessments saw a diminished performance among at-risk and economically disadvantaged students.

While we met targets for LEP/ELL students in 2016, GHS must continue to support and monitor that demographic sub-group.

Any **retested student** will remain a focus of our attention and resources.

School Culture and Climate

School Culture and Climate Summary

Granbury High School has transitioned from a 10-12 campus to a 9-12 campus with a comprehensive CTE Center. The additional space, students, and staff will continue to have an affect on our school climate and culture. Working through this transition will remain a focus for our students and their families.

School Culture and Climate Strengths

Constant focus on customer service and user-friendliness remains a goal for GHS--especially as we have approximately 1000 students on campus for the first time. Adding the homeroom/quest time serves as a "home base" for students. Multiple groups facilitate spirit days and charitable events to support needs on our campus and throughout the community.

Several 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 as well as in competition venues.

School Culture and Climate Needs

1. 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.
2. We need to monitor the needs of students who are new to GHS/GISD by providing more opportunities to make meaningful social and academic connections.
3. To foster a positive climate and school culture, GHS needs to provide opportunities for 9th graders, new students, and new staff members to integrate and create a cohesive community.

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 include foreign languages and certain CTE courses.

Staff Quality, Recruitment, and Retention Strengths

All core academic teachers are highly qualified for their assignments. GISD offers competitive pay and benefits as well as stipends for high-needs areas.

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.

The campus clinic is a concern. Securing and maintaining a quality nurse for this size of campus is proving difficult.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our focus for grades 10-12 will continue to be progress in English 2, United States History, and any state requirement that was missed from grade 9. (English 1, Algebra 1, and Biology).

Our focus for grade 9 will be achievement in 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 2017 and 2018 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.

Test Performance: ELA (Eng 2 1st Admin/Eng Retesters/Eng 2 Retesters): 59%; Alg 1 Retesters: 55%; Bio Retesters: 66% and Social Students 1st Admin: 90%

9th Grade Perfomance: ELA: (Eng 1/2 1st Admin): 78%; Alg 1: 86%; Bio: 93% and SS is not taken until grade 11.

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.

We will continue to improve and solidify our Project-Based Learning initiatives.

Accommodation implementation for special ed, LEP/ELL, 504 and ELL students remains a need for our staff.

GHS needs to increase active student engagement in the classroom.

GHS students need to be evaluated individually based upon past and present progress data as well as formal and informal evaluations and assessments. Staff members need to be prepared to make meaningful, data-based instructional decisions.

GHS staff members needs to study the Fundamental Five by Sean Cain.

Family and Community Involvement

Family and Community Involvement Summary

Current activities for parent and community involvement include

- Expansion of the GHS Parent Academy focusing on parent-needs throughout the school year.
- Whole-school orientation in August 2016.
- 9th Grade Parent Meeting August 2016.
- 10th Grade Parent Meeting (January).
- 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.

Project-Based Learning is showcased for Family and Community through CTE nights, Fine Arts Concerts/shows, and even PBL Showcase for general classroom.

Family and Community Involvement Needs

GHS needs to foster parent support and involvement in more educational processes.

GHS needs to foster strong community relationships and partnerships.

GHS needs to provide parent/community resources and materials presented in a home language.

GHS needs to offer Parent Academy meetings to meet community and student needs (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.)

Superintendent/Student Advisory Committee meets with Dr. Largent quarterly to discuss issues.

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.

GHS needs to make us of the new Mobile Learning Unit through curriculum and transportation.

Technology

Technology Summary

Every teacher has a laptop computer. The campus has a few stationary labs, which are CTE specialized. Additionally, we have six mobile computer labs that can be checked out on an as-needed basis.

Each campus department is going to receive sets of chromebook carts as well as an iPad cart for use in the Learning Commons.

With the completion of the Bond Initiative of 2013, the campus will be fully prepared for a 1:1x experience for our students. Each department is going to multiple chromebook carts. Additionally, the library will have a couple of iPad carts.

Technology Strengths

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

Bandwidth to and from the campus is capable of students and teachers using digital devices on a regular basis.

Technology Needs

GHS needs to provide teachers with continued professional development and resources to increase student use of technology in the classroom.

Each staff member needs to establish a growth-goal for integration of tech in their classroom or office.

GHS needs to establish PLCs (professional learning communities) focused on appropriate use of tech in the classroom.

When we receive the BrightBytes report, we will add to this.

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, Facebook, 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) 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)							
3) 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							
4) 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.				
5) GHS will utilize technology to produce a digital newsletter that appears on Instagram, Twitter, and Facebook.	7, 8	Administration	Newsletters appear on various sites.				
Funding Sources: Local (199) - \$500.00							

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.				

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.				

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 multiple transition-focused events during the 2016-2017 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) Freshman and 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	Freshmen-August 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) Parent Academy: Once-per-month meeting about pre-designated topics for targeted parents.	1	Jeremy Ross and Amanda Burruel, Counselors	Parent Academy sign-in				
Funding Sources: Title I (211) - \$1000.00							

10) Transition Night-Meet with 8th Grade parents and students about GHS	7, 8	Counselors, Administrators, CTE Program advisors, Fine Arts, Coaches	Transition night is on the calendar and completed.				
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 = 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 2016-2017.

Summative Evaluation: GHS will have at least a 1% increase in attendance over the 93.6% 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							
Critical Success Factors CSF 1 CSF 5		Administration, team members.	Team is created and meeting at least 1x per six weeks.				
5) Staff "Attendance Team" that meets regularly to discuss trends and possible solutions to attendance problems.							

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: More teachers will be trained and will implement 2 PBL activities by the end of the school year, closing in on almost all of our core academic and CTE teachers PBL trained.


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.				
4) GHS will be fully represented in the local and regional Science and History Fairs.		Administrators, Fair Coordinators, Curriculum Support.	Projects entered and advancing.				
				Funding Sources: Gifted (21) - \$1200.00			

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 align="center">State System Safeguard Strategy</p> <p>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.				
2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with testing strategies and content support.	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 align="center">State System Safeguard Strategy</p> <p>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, Title I (211) - \$500.00							
<p align="center">State System Safeguard Strategy</p> <p>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							
5) Research and obtain new resources, strategies, activities that are innovative and highly motivational for targeted students		Campus Principal, Intervention Coordinator, Curriculum Dept	PO's, PD, EOC scores				
Funding Sources: Title I (211), State Comp Ed (24)							

6) Social Studies teachers will work in Spiral Activities for the first ten minutes 2x per week to highlight testing strategies for SS EOC.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring), and Curriculum (for materials help).	Observation documentation.				
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> 7) Students will be assessed using data from formative assessments and benchmarks.	1, 3	Instructional Specialists, Curriculum Coordinators, Admin, Intervention Specialists	DMAC use and benchmark data				
Funding Sources: State Comp Ed (24)							
							

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) - \$2750.00							
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.)				

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							

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: 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)							
4) Create a campus level team to seek out innovative strategies and highly engaging strategies for targeted students		Principal, Campus Intervention Coordinator	Provide PD with new strategies, attend PD and conferences to gain new strategies				
Funding Sources: Title I (211)							
Critical Success Factors CSF I	1, 3, 4, 8	Intervention Specialists, SPED personnell, teachers	System is established and teachers are using it.				
5) Utilize technology to support the Inclusion teachers by providing a system for oral delivery of content when needed.							
							

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: Maintain reading and writing achievement for all students, but targeting At-Risk and Low SES demographics.

Summative Evaluation: While standard was met in 2016, we will continue the strategies listed below to maintain a high level of achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 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							
State System Safeguard Strategy 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)							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teachers will participate in Professional Learning Communities to address the needs of our LEP/ESL population.	3, 6	Curriculum Coordinators, ELL Interventionist	PLC Participation				

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 science and mathematics achievement for targeted students.

Summative Evaluation: Improve EOC performance by 5% as measured in our State data in math and science to meet safeguards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategy 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						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Concentrated instruction for ESL and targeted students by providing ESOL/EOC Prep class time.	8	Teachers, Intervention Specialists	Student success in reading as demonstrated on assignments and assessments.				
	Funding Sources: State Comp Ed (24) - \$40000.00						

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)				
3) Campus Tech Team evaluates and discusses with staff the Bright Bytes survey data from our teachers, students and parents.		Technology, Administration, Tech Team (Library)	Data is collected, analyzed and summarized for staff.				

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 the summer for professional development activities.	6	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer PD agenda and certificates				
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.				

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 Quest 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.				
2) Utilize the Quest period for digital citizenship updates.		Teachers	Content delivered during Quest				
3) Parent Academy focuses on strategies of supervision of students in the digital age		Admin, law enforcement, technology	Parent Academy agenda and sign-in documentation				

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 as campus admin attends each weekly construction meeting.

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.				
3) Students and teachers will be surveyed formally and informally to categorize optimal classroom furnishings and technology.		Administration and Technology.	Changes and amendments to furniture placements and future purchases are made.				

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.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> 2) GHS Master Schedule allows for core academic departments in 9th grade tested areas to each have a common lunch period for the purpose of team-building. (Eng 1, Eng 2, Alg 1, Bio)	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.				

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) - \$3000.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4	3, 6	Administration (to schedule and budget)	Workshop hosted on a PD day and completed.				
3) Host LYS Nation/Sean Cain to do a workshop for the GHS Staff on "The Fundamental Five."	Funding Sources: Title II (255) - \$10000.00						

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.				
6) Parent Academy topics to include endorsement explanations and collection of advanced academic credits.	7	Administration, Counselors	Parent Academy agendas, sign-ins.				
							

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) 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 learned through professional development.				

State Compensatory

Budget for Granbury High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6115 00 001 0 24 000	6115 Career Ladder - Locally Defined	\$28,093.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$195,786.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	\$43,921.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	\$3,810.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	\$20,037.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	\$2,548.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$16,835.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	\$226.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	\$8,239.00
	6100 Subtotal:	\$319,495.00
6300 Supplies and Services		
199 e 11 6326 00 001 0 24 000	6325 Library Books - Locally Defined	\$5,000.00
199 e 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
	6300 Subtotal:	\$10,000.00
6400 Other Operating Costs		
199 e 13 6411 00 001 0 24 000	6410 Travel, Subsistence and Stipends	\$7,532.00
199 e 13 6411 AV 001 0 24 000	6411 Employee Travel	\$3,800.00
199 e 23 6411 AV 001 0 24 000	6411 Employee Travel	\$4,074.00
199 e 31 6411 AV 001 0 24 000	6411 Employee Travel	\$2,554.00
	6400 Subtotal:	\$17,960.00

Personnel for Granbury High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth McCauley	Teacher	State Comp	100%
Cody Watkins	Teacher	State Comp	43%
Colin Contreas	Teachers	State Comp	28%
Dene Carter	Teacher	State Comp	43%
Diane Harris	Teacher	State Comp	14%
Kirk Kreiling	Teacher	State Comp	28%
Landrec Page	Teacher	State Comp	14%
Liliana Torres	Paraprofessional	State Comp	100%
Michael Turner	Teacher	State Comp	28%
Ruthanne Stoup	Teacher	State Comp	14%
Steven Bailey	Teacher	State Comp	43%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Tolleson	Campus Intervention Coordinator	Title I Schoolwide	1
Jayne Duckett	Instructional Specialist	Title I	1