

**Granbury Independent School District**  
**Granbury High School**  
**2018-2019 Improvement Plan**

Granbury High School



Every Student Every Day

# Mission Statement

Granbury High School empowers our students and challenges them to achieve success, show compassion, and contribute to a complex society.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Curriculum, Instruction, and Assessment .....	8
Parent and Community Engagement .....	9
School Context and Organization .....	10
Technology .....	11
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
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. ....	14
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 as well as our campus accountability targets. ....	19
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. ....	25
Goal 4: 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 focused on student success. ....	28
Goal 5: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families. .	35
State Compensatory .....	39
Budget for Granbury High School: .....	39
Personnel for Granbury High School: .....	40
Title I Schoolwide Element Personnel .....	41

# Comprehensive Needs Assessment

Revised/Approved: June 19, 2018

## Demographics

### Demographics Summary

Latest information suggests that our racial demographics are as follows: White 73.1%, Hispanic/Latino 22.4%, Two or more races 2%, and >1% American Indian, >1% Asian, >1% African American. Our campus percentage ended the 2017 school year at 43% for Free-Reduced Lunch recipients.

The Male/Female split on our campus is 52%-48% respectively.

Other campus numbers: SPED 11.4%, CTE 88%, 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.

88% of our students at GHS are in one or more CTE classes.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Language learners and low SES students have lower STAAR/EOC scores. **Root Cause:** Developing language skills and the lack of background knowledge is a gap our teachers must fill.

## Student Achievement

### Student Achievement Summary

According to the Texas Education Agency's 2017 Accountability Summary, Granbury High School has met the state standards. In the four calculated indexes, GHS scored 79 over a target score of 60 in Index 1 (Student Achievement-- +6 over last year), Index 2 did apply to GHS (Student Progress) this year and we scored a 25 over a target of 17(+4 over last year). GHS scored a 46 over a target score of 30 in Index 3 (Closing Performance Gaps, +10 from last year), and 83 over a target score of 60 in Index 4 (Postsecondary Readiness, +2 over last year).

### Student Achievement Strengths

According to the TEA, our students perform in the top quartile in Academic Achievement in Mathematics, Academic Achievement in Science, and Post-Secondary Readiness.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** We need to raise our attendance rate. Raising our attendance rate would boost our accountability performance significantly. **Root Cause:** High school students are not aware of how their attendance (or lack thereof) affect their grades and progress.

## 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 in 2016. 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 600 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.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Several students are disengaged from the school community. **Root Cause:** There is a lack of opportunities to develop appropriate, meaningful social and appropriate relationships and academic connections.

**Problem Statement 2:** There is a lack of parent involvement in issues not related to extracurricular activities. **Root Cause:** Parents might feel intimidated by the size and scope of the high school and all that it encompasses.

## **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.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Staff demographics does not mirror student demographics. **Root Cause:** We have less minority applicants for teaching and administrative positions.

## 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 2018 and 2019 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. Most 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 1 53%; ELA 2: 70%; Alg 1: 81%; Bio: 90% and Social Studies: 93%

Performance of Re-testers: ELA 1: 48% pass; ELA2: 47% pass; Alg 1: 58% pass; Bio: 65% pass; Soc St: 33% pass.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Observations indicate an abundance of lower rigor tasks, formative assessments, and over-accommodating students without need for accommodation. **Root Cause:** Lack of focus/frame and training on higher-level classroom activities.



## Parent and Community Engagement

### Parent and Community Engagement Summary

Current activities for parent and community involvement include

- Expansion of the GHS Parent Academy focusing on parent-needs throughout the school year.
- Freshman orientation in August 2017.
- 9th Grade Parent Meeting August 2017.
- 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.

### Parent and Community Engagement 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.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Generally, there is a lack of parental involvement in academic issues. **Root Cause:** Lack of opportunities present an issue for parents to get involved academically.

## 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. Glenn quarterly to discuss issues.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers indicate a lack of communication and input about whole-campus goals and district initiatives. **Root Cause:** Opportunities for teachers to "have a voice" are limited due to the size of the staff.

**Problem Statement 2:** Parent input into the educational goals and processes is extremely limited. **Root Cause:** Opportunities for parents to "have a voice" are limited to the campus leadership team participants.

## **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.

The campus is 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. Students are also allowed to bring their own device.

### **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.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** (When we get updated BrightBytes data, we will update this area.)

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- State certified and high quality 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

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data


# 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, students, and community stakeholders updated on important information regarding Granbury High School.

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

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus utilizes Twitter, Facebook, and Instagram for information blasts (including clubs, organizations, parent boosters, and classrooms).	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	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger				
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.				
4) GHS will share information via use of the district's mobile bus to outlying neighborhoods and businesses.	Administration, Counselors, Post-Secondary Coordinator	More parents/guardians with information.				
						

**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:** Utilize Student Advisory Committees along with the Superintendent and Assistant Superintendent to improve school environment.

**Evaluation Data Source(s) 2:** 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. This group meets at least four times per school year.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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  
 ➔ = Continue/Modify  
 ● = 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:** Assist students (and their families) with the transition process (from GMS/AMS/Other MSs to GHS, from other campuses to GHS, and from GHS to the post-secondary opportunity of choice).

**Evaluation Data Source(s) 3:** GHS will offer multiple transition-focused events during the school year.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	Counselors	Meetings are held in early spring semester				
2) Freshman Orientation	Administrators, Student Leaders, Teachers	Sophomore Orientation is scheduled and held				
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.	Counselors	Freshmen-August Sophomores-September Seniors-October Juniors-January				
5) Meet-the-Teacher Night at GHS (open house).	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.	CTE Director and CTE Teachers	Each GISD elementary campus has visited GHS and students have toured their chosen paths.				
7) All students are invited to participate in a College and Career Fair to examine their post-secondary options.	Counselors	Event is hosted and we have at least 200 students attend. (January)				
8) All students are invited to participate in a Financial Aid Workshop for college/technical school.	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.	Admin, Counselors	Parent Academy sign-in				
10) Transition Night-Meet with 8th Grade parents and students about GHS	Counselors, Administrators, CTE Program advisors, Fine Arts, Coaches	Transition night is on the calendar and completed.				




<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) Graduation Paraphernalia provided to students in need, to ease the transition to post-secondary.</p>	<p>Counseling Staff, Administrators, Intervention Specialist</p>	<p>Increased participation in graduation.</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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:** Improve the attendance rate of Granbury High School for 2018-2019.

**Evaluation Data Source(s) 4:** GHS will have at least a 1% increase in attendance over the 94.9% registered for last year.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.				
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.				
<b>Critical Success Factors</b> CSF 1 CSF 5	Administration, team members.	Team is created and meeting at least 1x per six weeks.				
4) Staff "Attendance Team" that meets regularly to discuss trends and possible solutions to attendance problems.						
5) Partnership with Granbury Nissan to award a new car to students who have had perfect attendance during individual six weeks, semesters, or the entire year.	Principal Assistant Principal	Students who have had perfect attendance will receive raffle tickets and will be recognized in a public drawing for keys to a new car.				
6) Create an inter-departmental class competition for total class attendance % for 2nd period classes. The competition would run each 6 weeks period for the entire year.	Principal Dean of Instruction Assistant Principals	Classes will be wanting to win as a group and encouraging good attendance with their peers. Classes in each department with the best % will WIN and be recognized with an incentive.				
						

**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:** GHS students will participate in large-scale community service opportunities in our "Day of Service." This may be one day with several students, or multiple days with smaller groups.

**Evaluation Data Source(s) 5:** 100% of students will participate in a community service project with their GHS colleagues.

**Summative Evaluation 5:**







**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 as well as our campus accountability targets.**

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

**Evaluation Data Source(s) 1:** New teachers will be trained and all trained teachers will implement 2 PBL activities by the end of the school year. All core area teachers, CTE, and SPED are PBL trained.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	Curriculum Department, Admin, Teachers (13)	Teachers attend training and continuing support meetings				
2) Teachers implement two project-based learning units during the school year.	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.	PBL Adopting Teachers, Administrative Support	Event is scheduled and held.				







 = Accomplished
  = Continue/Modify
  = 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 as well as our campus accountability targets.

**Performance Objective 2:** Increase reading and writing achievement for all students.

**Evaluation Data Source(s) 2:** While standard was met in 2018 (and an ELA distinction was awarded), we will continue the strategies listed below to increase our level of achievement.

**Summative Evaluation 2:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.</p>	Campus Principal, Dean of Instruction, Counselors, Central Administration	Students monitored regularly.				
<p><b>Comprehensive Support Strategy</b></p> <p>2) Concentrated instruction for targeted students by providing ongoing writing and vocabulary coaching.</p>	Campus Principal, Dean of Instruction, Teachers	Student success in writing as demonstrated on assignments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will participate in Professional Learning Communities to address the needs of our LEP/ESL population.</p>	Curriculum Coordinators, ELL Aide.	PLC Participation				
<p>4) Implement a differentiated informational text resource that supports GISD technology</p>	Dean of Instruction, ELA Team	Program Student Tracking System				
<p>  = Accomplished            = Continue/Modify            = 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 as well as our campus accountability targets.

**Performance Objective 3:** Improve mathematics achievement for all students.

**Evaluation Data Source(s) 3:** Improve EOC performance by 5% as measured in our State data in math to meet safeguards. Additionally, increase our SAT/ACT math scores.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Dean of Instruction administrator specifically monitors instructional practices and provides coaching.</p>	Campus Principal, Dean of Instruction, Director of Curriculum, Asst Superintendent	Position filled.				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>2) Concentrated instruction for ESL and targeted students by providing ESOL/EOC Prep class time., and concentrated use of Quest for students with IPI needs.</p>	Teachers, Dean of Instruction	Student success in reading as demonstrated on assignments and assessments.				
<p>  = Accomplished            = Continue/Modify            = 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 as well as our campus accountability targets.

**Performance Objective 4:** Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to improve academic performance as measured by STAAR/EOC, SAT, ACT, TSI.

**Evaluation Data Source(s) 4:** 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.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Model PBL tenets by giving teachers some "voice and choice" regarding professional development opportunities	Campus Principal, Director of Curriculum, Department Chairs	Staff Development agenda with choices of areas for improvement (teachers may choose their "class")				
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.	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
4) Expand utilization of Google Docs and Google Drive systems on campus.	Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	50% of the GHS Staff will be using Google Classroom in their area in some way.				
5) GHS staff will attend team building PD	Dean of Instruction	Collaboration and Sign in Sheets				









✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = 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 as well as our campus accountability targets.

**Performance Objective 5:** Maintain and support a high level of achievement for state Biology and US History assessments.

**Evaluation Data Source(s) 5:** Score 95% with 40% at Level Three on state accountability.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Dean of Instruction administrator specifically monitors instructional practices and provides coaching.</p>	Campus Principal, Dean of Instruction, Director of Curriculum, Asst Superintendent	Position filled.				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>2) Concentrated instruction for ESL and targeted students by providing ESOL/EOC Prep class time., and concentrated use of Quest for students with IPI needs.</p>	Teachers, Dean of Instruction	Student success in reading as demonstrated on assignments and assessments.				
<p>  = Accomplished              = Continue/Modify              = 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 as well as our campus accountability targets.

**Performance Objective 6:** Support the campus initiative for successful certification attainment and endorsement completion through Career and Technical Education.

**Evaluation Data Source(s) 6:** Increase certification, certification opportunities, and track endorsement progress for each student.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Individual scheduling conferences provided to track courses and progress.	Counselors, Director of CTE, Post-Secondary Coordinator.	Students gaining endorsements and certifications.				
2) Student utilize software-based career and interest inventories (such as Xello) to fortify their post-secondary plans.	Post-Secondary Coordinator, CTE Director	Student choose scheduling electives more carefully.				




**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.

**Evaluation Data Source(s) 1:** A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.

**Evaluation Data Source(s) 2:** Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide technology offerings during the summer for professional development activities.	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, Google Classroom, NEARPOD	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).				
3) Encourage teachers to have student use of technology in the learning process.	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.

**Evaluation Data Source(s) 3:** Every Quest teacher will document completion of the Student Lessons on digital citizenship before October 1.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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				
4) Team with Law Enforcement and Administration to share dangers of digital mismanagement.	Assistant Principals, Dean of Instruction, SRO.	All students presented information about legal problems with social media mismanagement.				
						

**Goal 4: 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 focused on student success.**

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

**Evaluation Data Source(s) 1:** School calendar, master schedule, and individual schedules will reflect differentiation based on needs.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Individual students are scheduled according to their needs to accelerate, remediate, or have time flexibility.	Counselors, Dean of Instruction, Principal.	Student schedules reflect individual needs.				
<p><b>Critical Success Factors</b> 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 or a common planning period. (Eng 1, Eng 2, Alg 1).	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.				
4) GHS will continue to implement an online curriculum for students needing to accelerate or recover credit.	Principal, Counselors	graduation rate increase				
5) GHS will add two social workers to assist in the social/emotional needs of targeted students.	Principal, Central Office Staff	Students in crisis are better-prepared for day-to-day learning.				

**Goal 4:** 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 focused on student success.

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

**Evaluation Data Source(s) 2:** Professional development sessions are held and strategies observed in classrooms.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide the teachers "voice and choice" over certain professional development activities.	Administration	Professional development schedules offer choices.				
2) Continue to utilize a school-wide PLC with a book study, "The Fundamental Five" by Sean Cain and cross apply AVID tenets.	Administration	PLC Book study is completed, Professional Development on Cross-walking AVID to Fundamental Five.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> 3) Prepare throughout the school year for AVID Implementation in the Fall of 2019.	Administration (to schedule and budget), Post-Secondary Coordinator, Dean of Instruction, Central Admin	AVID Site Visits, AVID Site Team Meetings (monthly), AVID Elective offered in the Spring Course Catalog.				







**Goal 4:** 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 focused on student success.

**Performance Objective 3:** GHS will improve student performance according to state standards, including subgroups in all academic areas.

**Evaluation Data Source(s) 3:** All calculated areas will improve by at least 2% in all areas.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) Under-performing students are scheduled into a targeted EOC prep pullout time where they work with a mentor teacher once a week or in a specialized daily Quest with a mentor teacher.</p>	Campus Principal, Counselors, Dean of Instruction.	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>	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests and student results.				
<p><b>Comprehensive Support Strategy</b></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>	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration) and increase student-to-student discourse.				
<p><b>Comprehensive Support Strategy</b></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>	Administration, Intervention, Select Teachers,	Weekly progress reports, portfolios, and grading period report.				
<p>5) Research and obtain new resources, strategies, activities that are innovative and highly motivational for targeted students</p>	Campus Principal, Intervention Coordinator, Curriculum Dept	PO's, PD, EOC scores				
<p>6) Social Studies teachers will work in Spiral Activities for the first ten minutes 2x per week to highlight testing strategies for SS EOC.</p>	Teachers, Assistant Principals (for monitoring), and Curriculum (for materials help).	Observation documentation.				


<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>          CSF 1 CSF 2</p> <p>7) Students will be assessed using data from formative assessments and benchmarks.</p>	<p>Instructional Specialists, Curriculum Coordinators, Admin, Intervention Specialists</p>	<p>DMAC use and benchmark data</p>				
<p>8) GHS will partner with an outside entity to implement Fundamental 5</p>	<p>Principal          Dean of Instruction          Asst Principals</p>	<p>Training logs and PowerWalks data.</p>				
<p>9) Summer programs will be created to meet individual student needs that have not been successful on STAAR EOC</p>	<p>Curriculum Coordinator, Dean of Instruction</p>	<p>Student success on EOC</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 4:** 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 focused on student success.

**Performance Objective 4:** GHS will improve college readiness performance.

**Evaluation Data Source(s) 4:** 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.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.				
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				
3) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content.	Teachers, Administration	Event is completed.				
4) 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.	Teachers, Curriculum Coordinators, Intervention Staff.	Completed bell-ringers and walk-through observations. (Occasionally a written product.)				
5) Utilize the Go Center that will be supported by Post Secondary Coordinator	Principal Dean of Instruction Post Secondary Coordinator	Increase number of students applying to college and receiving financial aid.				
						



**Goal 4:** 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 focused on student success.

**Performance Objective 5:** GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

**Evaluation Data Source(s) 5:** GHS will have a 98% or better completion rate in all calculated sub-groups.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	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.	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
3) Leaver processes will be reviewed and improved as necessary.	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.	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
5) Mobilize social workers to assist in social and emotional well-being of targeted students.	Counselors, Admin	Students' outside distractions are lessened and they are better-prepared for learning.				

**Goal 4:** 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 focused on student success.

**Performance Objective 6:** All graduating seniors will have a stated post-secondary plan that supports campus CCMR accountability targets (college, career, military readiness).

**Evaluation Data Source(s) 6:** CCMR Data monitoring shows that we re-gain the post-secondary distinction.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Post-Secondary Coordinator facilitates a written Post-Sec plan for each junior and senior.	Post-Sec Coordinator	Every 12th grader with a plan.				
2) Celebrate year-end with a Signing Day to trumpet graduating seniors post-secondary plans.	Post-Sec Coordinator	Event held, parents invited.				


**Goal 5: 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.

**Evaluation Data Source(s) 1:** Campus has conducted an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Encourage participation in extracurricular activities:  Sports, Band, Choir, Theater, Ag, JROTC, and others.	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.	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).	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.	Counseling Team	Sign-Up Night Participation, Sign-in Sheets.				
<b>Critical Success Factors</b> CSF 5  5) Financial assistance for students who may need help funding PSAT, on-campus ACT/SAT Boot Camp, and graduation materials beyond the vouchers provided any organization.	Counselors, Principal	Title 1 Funding source provided and used by students needing assistance.				
6) 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.				

7) Parent Academy topics to include endorsement explanations and collection of advanced academic credits.	Administration, Counselors	Parent Academy agendas, sign-ins.				
8) Promote a college going culture by exhibiting university paraphernalia	Principal Campus Intervention Coordinator Counselors	Increase the university paraphernalia and messaging within the school				
9) Financial assistance for students who may need help funding graduation paraphernalia	Principal, Counselors	Participation in graduation ceremonies				
						







**Goal 5:** 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.

**Evaluation Data Source(s) 2:** Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.				
2) Educators will attend AVID training that aligns to their teaching assignment	Principal, Post Secondary Coordinator	Number attending training				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 5:** We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

**Performance Objective 3:** Increase access to the general curriculum for all students.

**Evaluation Data Source(s) 3:** Increase STAAR participation for students with disabilities by 5%.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	ARD committees, all teachers, SP-Ed 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.	SP-Ed Department Chair, Inclusion Support Teachers, Administration, SP-Ed Director	Inclusion Support teachers have a caseload of students rather than specific classes they attend.				
3) 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				
<b>Critical Success Factors</b> CSF 1	Intervention Specialists, SPED personnel, teachers	System is established and teachers are using it.				
4) Utilize technology to support the Inclusion teachers by providing a system for oral delivery of content when needed.						
5) Support English-Language Learners with accommodation and provide teachers with strategies to assist in language barriers in instruction.	Dean of Instruction, Administrators, ELL aide.	ELL students increase their personal targets on TELPAS.				
						

# 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	\$4,121.00
199 e 11 6117 00 001 0 24 000	6117 Career Ladder - Locally Defined	\$122,223.00
<b>6100 Subtotal:</b>		<b>\$126,344.00</b>
<b>6300 Supplies and Services</b>		
199 e 11 6395 00 001 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$10,000.00
199 e 11 6397 AV 001 0 24 000	6397 Other Equipment - Locally Defined	\$850.00
199 e 11 6397 CR 001 0 24 000	6397 Other Equipment - Locally Defined	\$49,000.00
<b>6300 Subtotal:</b>		<b>\$59,850.00</b>
<b>6400 Other Operating Costs</b>		
199 e 13 6411 AV 001 0 24 000	6411 Employee Travel	\$16,000.00
199 e 23 6411 AV 001 0 24 000	6411 Employee Travel	\$4,500.00
199 e 31 6411 AV 001 0 24 000	6411 Employee Travel	\$4,000.00
<b>6400 Subtotal:</b>		<b>\$24,500.00</b>

**Personnel for Granbury High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Latham	ELA Teacher	State Comp Ed	0.17
Beth McCauley	SOAR Teacher	State Comp Ed	1
David Breazeale	SS Teacher	State Comp Ed	0.17
Jana Reid	ELA Teacher	State Comp Ed	0.29
Tammy Roe	Math Teacher	State Comp Ed	0.17



## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abby Webb	Social Worker	Title I	1.0
Erica Espinoza	Social Worker	Title I	1.0
Tammy Clark	Dean of Instruction	Title I	1.0