

Granbury High School Targeted Improvement At-A-Glance

GHS Attendance Rate Goal: 95.5%

Academic Performance in Reading (ELA)

1. GHS will raise the percentage target from 44% to 50% in the 2019-2020 School Year in the “All Students” category.
2. GHS will raise the percentage target from 37% to 50% in the 2019-2020 school year in the “Hispanic Students” category.
3. GHS will raise the percentage target from 60% to 65% in the 2019-2020 school year in the “White Students” category.
4. GHS will raise the percentage target from 29% to 40% in the 2019-2020 school year in the “EL Current and Monitored Students” category.

Strategies to support the ELA goals include:

- a. Whole-campus reading initiative.
- b. ELL supports for teachers and students closely monitored by LPAC. (2 and 4)
- c. ESOL English 1 and English 2 for newcomers. (2 and 4)
- d. ELL aide for targeted assistance.
- e. WICOR/Fundamental 5 Instructional Strategies.
- f. Blitz Tutorials and Targeted Quest Classes for IPI programs.

Academic Performance in Math

1. GHS will raise the percentage target from 46% to 50% in the 2019-2020 School Year in the “All Students” category.
2. GHS will raise the percentage target from 40% to 50% in the 2019-2020 school year in the “Hispanic Students” category.
3. GHS will raise the percentage target from 60% to 65% in the 2019-2020 school year in the “White Students” category. Limit class sizes for Algebra 1.

Strategies to support the Math goals include:

- a. Limit class sizes for Algebra 1.
- b. Utilize IXL software for practice reps on Algebra 1 concepts (in stations).
- c. Provide bell-ringer reviews for Geometry students.
- d. Blitz Tutorials and Targeted Quest classes for IPI programs.
- e. WICOR/Fundamental Five Instructional Strategies
- f. Specific demographic monitoring via data meetings after common assessments
- g. ELL supports for teachers and students closely monitored by LPAC. (2)

Graduation Rate (Federal)

4. GHS will raise the percentage target from 84.2% to 90% in the 2019-2020 school year in the “Special Education Current Students” category.
 - a. Convene the ARD committee when a student is in attendance crisis.
 - b. Utilize CIS and LPC to assist with in-home supports.
 - c. Mobilize the Truancy Officer as a last resort.

Granbury Independent School District

Granbury High School

2019-2020 Campus Improvement Plan

Accountability Rating: B



Mission Statement

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

Comprehensive Needs Assessment

Revised/Approved: June 13, 2019

Demographics

Demographics Summary

Latest information suggests that our racial demographics are as follows: White 64.7%, Hispanic/Latino 30.75%, Two or more races 2%, and >1% American Indian, >1% Asian, 1.3% African American. Our campus percentage ended the 2019 school year at 56.6% for Free-Reduced Lunch recipients.

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

Other campus numbers: SPED 10.19%, CTE 89%, ESL 11.1%, GT 10.8%.

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.

Our community is extremely benevolent by supporting our economically disadvantaged students with clothes, food, and school supplies.

89% 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.

Problem Statement 2: The ELL population at GHS has doubled in the last school year. **Root Cause:** Access to economic opportunities are bringing more

diverse people to the area.

Student Achievement

Student Achievement Summary

Granbury High School earned an overall scale score of an 81 or a "B" in the state's new accountability letter grade system. The Student Achievement sub-set was also a "B" with a scaled score of 85 and the School Progress sub-set was a "B" at 80. For Closing the Gaps, GHS scored a "C" with a scaled score of 70.

Student Achievement Strengths

Multiple students receive trade and industry certifications from their coursework in our CTE classes. 396 in 2019.

GHS students have access to multiple quality extracurricular programs.

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) affects their grades and progress.

Problem Statement 2: Student success as measured by attaining credits (by passing their classes) is low in grades 9 and 10. **Root Cause:** Students struggle with the expectations and transition to high school.

School Culture and Climate

School Culture and Climate Summary

Granbury High School continues to grow in population and programming. We continue to strive ensure all students have a place and a group.

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. 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: 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.

Problem Statement 2: Students report a lack of access to water in the building They especially want more bottle filling stations. **Root Cause:** Building design and working water fountains need to be cleaned and well-maintained.

Problem Statement 3: BrightBytes data indicated that the classroom in general is a growth area for technology. **Root Cause:** Teachers are hesitant about allowing the students to utilize technology to tailor their learning.

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.

Problem Statement 2: Math teachers do not tend to stay at GHS. **Root Cause:** Difficult assignments, young applicants, and outside districts luring with large signing bonuses are enticing to our staff.

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, TSI, ASVAB).

GHS will utilize specialized scheduling and tutoring to assist the 2020 and 2021 Cohort Groups with meeting its EOC graduation requirements.

Regarding instruction, GHS is incorporating strategies to 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.

The campus will focus on WICOR/AVID strategies highlighting reading and writing.

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.

Test Performance: ELA 1 51%; ELA 2: 73%; Alg 1: 63%; Bio: 89% and Social Studies: 95%

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: GHS students generally struggle with reading of almost any type. **Root Cause:** Students are not arriving to GHS with significant reading deficits.

Problem Statement 2: GHS math performance (Alg 1) has fallen 18 points in 3 years. **Root Cause:** Consistency with instruction due to significant teacher turnover contributes to this problem.

Problem Statement 3: BrightBytes data indicated that the classroom in general is a growth area for technology. **Root Cause:** Teachers are hesitant about

allowing the students to utilize technology to tailor their learning.

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 2019.
- 9th Grade Parent Meeting August 2019.
- 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.

Parent Academies are well-presented and appreciated.

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 and serve the community.

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.

Each campus department has sets of chromebook carts as well as an iPad cart for use in the Learning Commons.

Students are also allowed to bring their own device to use in an academic setting with the permission of the teacher.

Many of our staff members have moved to an online classroom platform (for organization/paperless) such as Google Classroom.

Technology Strengths

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

The technology department and selected teacher-presenters provide quality professional development in the tech area.

Problem Statements Identifying Technology Needs

Problem Statement 1: BrightBytes data indicated that the classroom in general is a growth area for technology. **Root Cause:** Teachers are hesitant about allowing the students to utilize technology to tailor their learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- STEM/STEAM 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
- 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

Revised/Approved: October 08, 2019

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: Increase reading and writing achievement for all students. (Target 60% Eng 1 EOC and 80% Eng 2 EOC for first administration. Target 50% for All students, 50% for Hispanic Students, 65% for White Students, and 40% for ELL Current and Monitored Students.

Evaluation Data Source(s) 1: Performance on ELA EOC tests as well as SAT/ACT/TSI data.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.		Campus Principal, Dean of Instruction, Counselors, Central Administration	Students monitored regularly.				
	Funding Sources: State Comp Ed (24) - 0.00, Title I (211) - 0.00						
Comprehensive Support Strategy 2) We will implement a reading initiative across the campus.	2.4, 2.5, 2.6	Campus Principal, Dean of Instruction, Teachers	Student success in reading and writing as demonstrated on assignments.				
	Funding Sources: Title I (211) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Teachers will participate in Professional Learning Communities to address the needs of our LEP/ESL population.	2.4, 2.6	ELL Assistant Principal, Teachers, Curriculum Coordinators, ELL Aide.	PLC Participation				
	4) Implement a differentiated informational text resource that supports GISD technology	Dean of Instruction, ELA Team	Student success in reading and writing as demonstrated on assignments.				
Funding Sources: Title I (211) - 0.00							
5) Continue to build the AP/DC program		Principal/AP Coordinator	Re-instate AP Music Theory, Install AP World History, with the outcome of increased AP exam participation, increased passing scores on AP exams, and increase number of credits obtained.				
	Funding Sources: Title I (211) - 0.00						


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: Improve mathematics achievement for all students. (Target 70% for first time Algebra 1 EOC. Target 50% in All Students, 50% in Hispanic Students, and 65% in White Students.)

Evaluation Data Source(s) 2: EOC Algebra 1 test scores along with SAT/ACT scores.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Dean of Instruction administrator specifically monitors instructional practices and provides coaching.		Campus Principal, Dean of Instruction, Director of Curriculum, Asst Superintendent	Position filled.				
	Funding Sources: State Comp Ed (24) - 0.00						
Comprehensive Support Strategy 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.		Teachers, Dean of Instruction	Student success in reading as demonstrated on assignments and assessments.				
	Funding Sources: State Comp Ed (24) - 0.00						
3) Math teachers will use software-based tracking system for math IPI targets.	2.4, 2.5, 2.6	Campus Principal, Math Dept Chair, Alg and Geom Teachers, Dean of Instruction.	Students will use program regularly as part of their in-class experience and will show documented growth.				
							


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 3: Maintain and support a high level of achievement for state Biology and US History assessments.

Evaluation Data Source(s) 3: Score 95% with 40% at Level Three on state accountability.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Dean of Instruction administrator specifically monitors instructional practices and provides coaching.		Campus Principal, Dean of Instruction, Director of Curriculum, Asst Superintendent	Position filled.				
	Funding Sources: State Comp Ed (24) - 0.00						
Comprehensive Support Strategy 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.		Teachers, Dean of Instruction	Student success in reading as demonstrated on assignments and assessments.				
	Funding Sources: State Comp Ed (24) - 0.00						
3) Research and obtain US History SS resources		Dean of Instruction, Curriculum Coordinator	Increased performance on EOC				
	Funding Sources: State Comp Ed (24) - 0.00						
4) PLC/Common planning period for EOC-targeted content areas (Bio and USH)	2.4, 2.6	Campus Principal, lead counselor, Dir of Technology	Additional and cooperative planning sustain high performance on EOCs.				
							


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 4: All graduating seniors will have a stated post-secondary plan that supports campus CCMR accountability targets (college, career, military readiness).


Evaluation Data Source(s) 4: CCMR Data monitoring shows that we re-gain the post-secondary distinction.

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Post-Secondary Coordinator facilitates a written Post-Secondary plan for each junior and senior.		Counselors, AVID Coordinator	Every 11th and 12th grader will have a post-secondary plan.				
2) Celebrate year-end with a Signing Day to trumpet graduating seniors post-secondary plans.		Post-Sec Coordinator	Event held, parents invited.				
3) Highlight a college-going culture with building decor, college spirit days, and celebrations.		AVID Coordinator, Administrative team.	Students will be exposed to a collegiate mindset and use this mindset to plan for their future.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 5: Increase access to the general curriculum for all students.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	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) Utilize technology to support the Inclusion teachers by providing a system for oral delivery of content when needed.		Intervention Specialists, SPED personnel, teachers	System is established and teachers are using it.				
4) 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.				







100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: 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) 1: 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 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) GHS will continue training teachers on the AVID instructional strategies and the AVID tutorial process.	2.4, 2.5	Principal, AVID Coor, Director of Curriculum	Sign in Sheets, AVID implementation plan, Summer Workshop attendance				
Funding Sources: Title I (211) - 0.00							
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) 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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

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	ELEMENTS	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) New teachers will participate in a book study, "The Fundamental Five" by Sean Cain and cross-apply AVID tenets.		Administration	New Teachers to GHS begin book study. Admin team to re-write walk-through evaluation form. Increase documented classroom walks.				
Funding Sources: Title II (255) - 0.00							
3) Implement the AVID program at GHS with students.		Administration (to schedule and budget), Post-Secondary Coordinator, Dean of Instruction, Central Admin	Students are in the AVID elective and continuing the AVID program. AVID Site Visits, AVID Site Team Meetings (monthly), AVID Elective offered in the Spring Course Catalog.				
Funding Sources: Title II (255) - 0.00							
							

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 3: 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) 3: Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

Summative Evaluation 3:

Strategy Description	ELEMENTS	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				
Funding Sources: State Comp Ed (24) - 0.00							
3) New teachers (to the profession and to GHS) will meet as a PLC group		Principal, Assistant Principal, Dean of Instruction	New staff members are comfortable and feel supported at GHS.				
							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Utilize Student Advisory Committees along with the Superintendent and Assistant Superintendent to improve school environment.

Evaluation Data Source(s) 1: GHS will select at least 50 students to participate in the Student Leadership Team that meets at least four times per school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Maintain the SSAC that is representative of the GHS demographics		Campus Principal, Counseling Staff, Teachers (nominations)	Committee is established and meeting regularly (4x yearly)				

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 2: Each GHS student will participate in a community service effort/project during the school year.

Evaluation Data Source(s) 2: 100% of students will document at least 5 hours in a community service project .

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) 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.ch stud		DoS Coordinator, Admin, Counselors	100% of students will participate in a community service project with their GHS colleagues.				

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 3: Support the campus initiative for successful certification attainment and endorsement completion through Career and Technical Education.

Evaluation Data Source(s) 3: Increase certification, certification opportunities, and track endorsement progress for each student.

Summative Evaluation 3:

Strategy Description	ELEMENTS	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 innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 4: Provide students with multiple opportunities to explore interests in order to prepare for post-secondary success.

Evaluation Data Source(s) 4: Campus has conducted an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

Summative Evaluation 4:

Strategy Description	ELEMENTS	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/Odyssey of the Mind).		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.				
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.				
Funding Sources: Title I (211) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
6) Financial assistance for students who may need help funding graduation paraphernalia		Principal, Counselors	Participation in graduation ceremonies				
Funding Sources: Title I (211) - 0.00							
7) Provide learning experiences for all students including field trip to see job/occupations. (2019-2020: Southwest Airlines)		Admin, Counselors, CTE Director.	Students travel to Southwest Airlines for a comprehensive tour AND SWA attends the GHS College and Career Fair.				
							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.


Performance Objective 1: 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) 1: GHS will offer multiple transition-focused events during the school year.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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	2.5	Administrators, Student Leaders, Teachers	Orientation is scheduled and held				
Funding Sources: Local (199) - 0.00							
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.		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.				
Funding Sources: CTE (22) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
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)				
Funding Sources: Local (199) - 0.00							
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				
Funding Sources: Title I (211) - 0.00							
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.				
							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 2: GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma. (Target 98% Completion Rate with a SPED completion rate target of 90%.)

Evaluation Data Source(s) 2: GHS will have a 98% or better completion rate in all calculated sub-groups.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students-in-Crisis (academic and social-emotional) group closely monitored by Counseling team.	2.4, 2.5, 2.6	Counselors, Campus Principal, LPC, CIS	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				
Funding Sources: Local (199) - 0.00							
3) Leaver processes will be reviewed and improved as necessary.		Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				
TEA Priorities Build a foundation of reading and math	2.4, 2.6	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
4) GHS will offer tutorials and credit recovery opportunities before and after school in order to all students.							
Funding Sources: State Comp Ed (24) - 0.00							
5) Mobilize the Licensed Professional Counselor and social worker to assist in social and emotional well-being of targeted students.	2.5	LPC, CIS, Counselors, Admin	Students' outside distractions are lessened and they are better-prepared for learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June


Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

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:

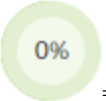
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Convene the GHS Technology committee to continue making tech recommendations and campus tech goals.		Librarian, Assistant Principals, Teacher members	Technology Committee 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.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

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	ELEMENTS	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 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

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	ELEMENTS	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, SROs, Director of Security	All students presented information about legal problems with social media mismanagement.				
							

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 4: 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) 4: 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 4:

Strategy Description	ELEMENTS	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				
Funding Sources: Local (199) - 0.00							
							


Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.


Performance Objective 1: We will utilize our facilities to the maximum extent possible for the purposes for which they were established.


Evaluation Data Source(s) 1: Master schedule indicates when each classroom is in use.


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) We will create a master schedule that maximizes the use of our facilities to the extent possible.		Campus Principal, Lead Counselor, Director of Technology, Director of Athletics.	Master schedule shows meet patterns and areas of "openness."				
2) We will utilize School Dude for scheduling of activities and events at GHS.		Campus Principal Secretary, Campus Principal, Facilities Department	Proper accounting of events, facilities usage, and costs will be maintained.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 2: Campus administration communicates facility needs with the facilities department and upper administration as needs arise.

Evaluation Data Source(s) 2: Documentation of needs and justification.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All staff will consistently monitor facility use and make recommendations for improvements.		Department Chairs, Campus Administration, Athletic Coordinators	Campus submission for summer projects or other facility needs in timely manner.				

Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Improve the attendance rate of Granbury High School for 2019-2020 to 95%.

Evaluation Data Source(s) 1: PEIMS attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.				
	Funding Sources: State Comp Ed (24) - 0.00						
3) 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.				
4) Weekly publish through social media the previous week's attendance rate by grade level.		Attendance Clerk, Campus Principals	Student and parent awareness of campus attendance targets.				
							


Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 2: GHS will follow all GISD requirements for purchasing and budgeting.

Evaluation Data Source(s) 2: Yearly financial reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) GHS will involve all stakeholders in the budgeting process.		Campus Principal, Principal's secretary, Dept Chairs	Each department has input into how their budget allocations are utilized.				
2) All necessary staff members are trained on GISD purchasing procedures for budgetary and activity fund expenditures.		Principal's secretary, Activity Funds Clerk, Business Office, Principal	Campus purchases are made 100% in accordance with GISD policies and procedures.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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	\$4,121.00
199 e 11 6117 00 001 0 24 000	6117 Career Ladder - Locally Defined	\$122,223.00
6100 Subtotal:		\$126,344.00
6300 Supplies and Services		
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
6300 Subtotal:		\$59,850.00
6400 Other Operating Costs		
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
6400 Subtotal:		\$24,500.00

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
David Breazeale	SS Teacher	State Comp Ed	0.17
Dene Carter	SOAR Teacher	State Comp Ed	1
Jana Reid	ELA Teacher	State Comp Ed	0.29
Tammy Roe	Math Teacher	State Comp Ed	0.17

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Ghilieri	Dean of Instruction	Title I	1.0