

GRANBURY HIGH SCHOOL

Schoolwide
Campus Improvement Plan
2010-2011

Jeremy Ross, Principal

Granbury Independent School District

District Motto

Helping Students Reach New Heights

GISD Mission Statement

Building Successful Futures through Academic Excellence
and Character Development

Granbury High School

Mission Statement

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

Granbury High School Motto for 2010-2011

Granbury High School Campus Goals

- *GHS will be “Exemplary” as measured by state and federal accountability standards by adhering to rigorous academic standards in the classroom, and attracting (and keeping) highly qualified teachers. Although we were close to achieving this goal for 09-10, we want to achieve it through our “pure numbers and performance,” not only through the Texas Projection Measurement.*
- *GHS will foster a sense of school pride and student ownership by encouraging and increasing participation in various aspects of student life—clubs, organizations, extracurricular activities, and co-curricular activities.*
- *GHS will increase positive publicity with parent involvement and community relationships through civic projects, Career and Technical Education programming, and other community service opportunities.*
- *GHS will recognize that we are not the only provider of a secondary education in this area. We will work towards the district’s goal of being “user friendly” with common sense solutions and providing the best education possible for our community.*
- *GHS will continue to improve services to at-risk students from their early identification to their receipt of a high school diploma. We will continue to carefully monitor all students as they leave GHS for another school.*

Granbury Independent School District Goals

Goal One:

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

Goal Two:

Develop and implement procedures to enhance a positive school climate.

Goal Three:

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

Goal Four:

Recruit, develop and retain a well qualified staff.

Goal Five:

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

Goal Six:

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

Goal Seven:

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

Goal Eight:

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

A. English/Language Arts

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	<i>The department will devise a TAKS Strategies Plan to improve student performance.</i> TAKS Classes (where needed) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Saturday in Feb. Boot Camp for TAKS After School ESOL student support meetings Daily TAKS Warm Ups, essay and practice	Teacher Sections Materials for TAKS classes Cost: Salary Pay Sat. Boot Camp or after school tutoring time	Connie Barnett Jana Reid ELA teachers	Benchmark Dates: Six week pull out dates:
Benchmark Results TAKS Results CA Results Student Grades	<i>The ELA department will use data to make informed decisions about student instruction.</i> Review the recommended scope and sequence when compared to test results. (Teachers will) learn to use the assessment view point to write TAKS formatted questions.	Kilgo Training for Scope and Sequence Data Driven Decisions Assessment Writing Cost: Professional Development/Time	Jeremy Ross Connie Barnett Beth Richardson Jana Reid/ELA Teachers Heather Dollins	See Common Assessment Calendar (PD will occur after CAs)
Benchmark Results TAKS Re-Test Results Tutorial Attendance	<i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Connie Barnett Jana Reid ELA Teachers Parents	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Student Grades CA Results Learning Walks PDAS Walk-Through	<i>Teachers will incorporate the use of the Principles of Learning into classroom practice.</i> Document evidence of effort-based instructional practices. Climate of High Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	District Lezotte Training Time for cultivation of correlates	Jeremy Ross Connie Barnett Jana Reid ELA Teachers All Administrators	Learning Walks (weekly) PDAS Calendar
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	<i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans	Jeremy Ross Connie Barnett Beth Richardson Sherri Debo Jana Reid ELA teachers	LPs-weekly Regular meetings with Academic Coordinator/Depart ment Student Success

B. Mathematics

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	<i>The Math department will devise a TAKS Strategies Plan to improve student performance.</i> TAKS Classes (where needed) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups, essay and practice Fall “Math Night” for students and parents	Teacher Sections Materials for TAKS classes Cost: Compensation for after school tutoring time	Patti Sanderson Angela Ecton Becky Strain Math teachers Jeremy Ross	Benchmark Dates Six week pull out dates Parent Nigh Scheduled
Benchmark Results TAKS Results CA Results Student Grades	<i>The Math department will use data to make informed decisions about student instruction.</i> Re-write the recommended scope and sequences Revise, spiraling in deficient objectives as needed (Teachers will) learn to use the assessment view point to write TAKS formatted questions.	Kilgo Training Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time	Jeremy Ross Patti Sanderson Angie Ecton Beth Richardson Becky Strain Math Teachers	Summer 2010 (PD will occur after CAs)
Benchmark Results TAKS Re-Test Results Tutorial Attendance	<i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Angie Ecton Patti Sanderson Math Teachers Parents	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Student Grades CA Results Learning Walks PDAS Walk-Through	<i>Teachers will incorporate the use of the Effective Schools Correlates into classroom practice.</i> Document evidence of effort-based instructional practices. Climate of High Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	District Lezotte Training Time for cultivation of correlates	Jeremy Ross Patti Sanderson Angie Ecton Math Teachers All Administrators	Learning Walks (weekly) PDAS Calendar
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	<i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans	Jeremy Ross Patti Sanderson Beth Richardson Sherri Debo Angie Ecton Math Teachers	LPs-weekly Regular meetings with Academic Coordinator/Department Student Success

C. Science

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	<i>The Science department will devise a TAKS Strategies Plan to improve student performance.</i> TAKS Classes (where needed) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups, essay and practice ELL Training for Science Students	Teacher Sections Materials for TAKS classes Cost: Compensation for after school tutoring time	Roger Arbabi Darlene Windham Heather Dollins Science Teachers Jeremy Ross	Benchmark Dates Six week pull out dates Training for ELL is already scheduled
Benchmark Results TAKS Results CA Results Student Grades	<i>The Science department will use data to make informed decisions about student instruction.</i> Re-write the recommended scope and sequences Revise, spiraling in deficient objectives as needed (Teachers will) learn to use the assessment view point to write TAKS formatted questions.	Kilgo Training Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time	Jeremy Ross Roger Arbabi Darlene Windham Beth Richardson Heather Dollins Science Teachers	Summer 2010 (PD will occur after CAs)
Benchmark Results TAKS Re-Test Results Tutorial Attendance	<i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Roger Arbabi Darlene Windham Math Teachers Parents Counselors	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Student Grades CA Results Learning Walks PDAS Walk-Through	<i>Teachers will incorporate the use of the Effective Schools Correlates into classroom practice.</i> Document evidence of effort-based instructional practices. Climate of High Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	District Lezotte Training Time for cultivation of correlates	Jeremy Ross Roger Arbabi Darlene Windham Science Teachers All Administrators	Learning Walks (weekly) PDAS Calendar
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	<i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans	Jeremy Ross Roger Arbabi Beth Richardson Sherri Debo Darlene Windham Science Teachers	LPs-weekly Regular meetings with Academic Coordinator/Department Student Success

D. Social Studies

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	<i>The Social Studies department will devise a TAKS Strategies Plan to improve student performance.</i> TAKS Classes (where needed) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups, essay and practice	Teacher Sections Materials for TAKS classes Cost: Compensation for after school tutoring time	Dale Hunt Nancy Peterson Becky Strain Soc St Teachers Jeremy Ross	Benchmark Dates Six week pull out dates Training for ELL is already scheduled
Benchmark Results TAKS Results CA Results Student Grades	<i>The Social Studies department will use data to make informed decisions about student instruction.</i> Re-write the recommended scope and sequences Revise, spiraling in deficient objectives as needed (Teachers will) learn to use the assessment view point to write TAKS formatted questions.	Kilgo Training Scope and Sequence Training with Curriculum Department Cost: Professional Development/Time	Jeremy Ross Dale Hunt Nancy Peterson Beth Richardson Becky Strain Soc St Teachers	Summer 2010 (PD will occur after CAs)
Benchmark Results TAKS Re-Test Results Tutorial Attendance	<i>The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers.</i> Students take a specialized TAKS course Student/parent Conferencing Extended Day Tutoring (if needed)	Teacher schedules TAKS class materials Cost: Salary Pay for Ext. Day Cost:	Jeremy Ross Dale Hunt Nancy Peterson Soc St Teachers Parents Counselors	Monthly Tutoring Totals October Re-Test Parent Communication documentation
Student Grades CA Results Learning Walks PDAS Walk-Through	<i>Teachers will incorporate the use of the Effective Schools Correlates into classroom practice.</i> Document evidence of effort-based instructional practices. Climate of High Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	District Lezotte Training Time for cultivation of correlates	Jeremy Ross Dale Hunt Nancy Peterson Soc St Teachers All Administrators	Learning Walks (weekly) PDAS Calendar
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	<i>Our Advanced Academic classes will model the belief that effort creates ability.</i> (Teachers will) practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, and provide relevant and realistic assignments.	Teacher Prof. Dev. Lesson Plans	Jeremy Ross Dale Hunt Beth Richardson Sherri Debo Nancy Peterson Soc St Teachers	LPs-weekly Regular meetings with Academic Coordinator/Department Student Success

E. Attendance, Discipline, Academic Success, Completion Rate

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Reduce number of referrals, placements, and tardy students.	Discipline grid (published to parents and teachers) Tardy Calculator (and notification) Administrative re-structure (by alpha, paired with counselors) Creation of the Safe, Orderly Environment Correlate Grp Regular communication with parents	Tardy Calculator (costs) Software Skyward Disc Training	All Admin All Teachers Parents	Weekly reports, Six Week reports, Semester reports
Raise attendance rate by 2%	Regular monitoring by class period Education of parents about importance of attendance Establish attendance committee Initiate communication at various levels before truancy filing	Attendance Data Weekly Reports	All Admin All Teachers Barbara Calhoun Truancy Officer Parents	As students fall below the 90% threshold for awarding of credit
Regular monitoring of grades	Three week progress reports Six week grade reports Semester credit reports	Skyward Teacher grades	Sherri Debo Counselors All Admin All Teachers Parents	Regular reporting periods, additional if necessary
Persistent monitoring of student leavers	Campus will follow and report on progress of leavers. Create leaver files and protocols that will assist in valid documentation. All students withdrawing from GHS will meet with Mr. Ross or Dale Hunt to counsel about on-campus alternatives	Cohort spreadsheet Master leaver report Monthly leaver report Leaver files	All Administrators Amy Gilbert All Counselors Carol Pendergrass	Regular reporting periods as requested from central office. Student Withdrawal Interview data

F. Involvement in Extra-Curricular and Co-Curricular Activities

<i>Benchmarks</i>	<i>Activities/Objectives</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Monitor the number of students involved in an activity	Student-Involvement Spreadsheet (create) Counsel with those uninvolved to find them a place	Spreadsheet Time Participation Report (athletics)	Coaches/sponsors Teachers All Admin Counselors	Spreadsheet by 11-1-10
Educate students and parents about opportunities to get involved	Organization Fair (Fall of 2010) Organization recruitment drive	Admin Support Scheduling	All Admin Sherri Debo Counselors Judy Gentry	Completion of Fair in the Fall
Foster the support of the creation of new clubs, organizations, service groups that will target uninvolved students	Survey of which students are NOT involved Meet with teachers and students to see about meeting needs that are not currently met Write charters and submit to the board (as required) for the approval of new clubs	Counseling Spreadsheet (of non-involved students)	Counselors Teachers School Board	List generated by student-involvement spreadsheet Creation of new organizations or revival of dormant ones
Start early with public information and recruiting to GMS, AMS, and CNGC	Coaches, Directors, sponsors, CTE teachers, and other visit with other campuses about their organizations at GHS and how to get involved and stay involved	Time Communication with other campuses	All Admin Counselors Judy Gentry	Meeting scheduled before end of first semester