

GRANBURY HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009-2010

DRAFT

September 14, 2009

Draft Vision Statement

September 14, 2009

The vision of Granbury High School is to meet the needs of each student while offering all students the same learning opportunities. We vow to support individual students as they learn, grow and mature while attending our school. For our faculty we will offer a stimulating professional environment with educators who enjoy acquiring new knowledge, are committed to student success and have a passion for teaching. We will grow to be an exemplary school that will operate as a professional learning community.

In order to transform our vision into a shared reality, all stakeholders will commit to the school's mission, vision and values. All staff members will work in collaborative teams that engage in reflection of questions on teaching and learning. We will be clear in our expectations for what students should know and be able to do as a result of their education. We will work together to design authentic assessments that will provide evidence of student learning. We will continually monitor student mastery of intended outcomes or learning goals, share ideas and learn from one another as we work to increase effectiveness.

In order to prepare our students for the world beyond school, our goal is to help them become thoughtful and productive in all subject areas. We must prepare our students to apply their knowledge and understanding in order to solve problems they will face in our twenty-first century world.

Concern for individual students will be evident in our school. Our belief that all students can learn and achieve success in an academically rigorous environment will be supported by an effort-based approach and support for individual students. We will help each student transition to and through our school. We will provide our students with the information, assistance and support needed to enable them to develop appropriate educational and career goals. We will monitor the academic progress as well as the emotional well-being of each student in our school. Additionally, we will initiate services and support to enable all students to achieve their goals. Once our students meet their goals, we will recognize and celebrate their individual effort and achievements.

We will create support systems for all staff. New teachers will be provided mentors to assist them in learning about the school, daily procedures and teaching methodologies. Veteran teachers will participate in peer observations programs designed to help them become reflective practitioners. Each staff member will be provided support in developing and implementing a plan for personal professional development linked to school and district goals. The staff will participate in regularly scheduled learning walks and will receive specific feedback in order to develop cyclic professional development based on the needs of students, teachers, and the school or district. All staff will be assigned to professional learning and mentor groups to provide them with someone to turn to and talk with when confronted with a problem, or when they seek reactions to new ideas and strategies. Our staff is committed to ensuring a positive work environment where solutions, rather than problems, are the focus of our conversations.

District Goals 2009-2010

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.

This plan has been developed through the collaborative efforts of campus stakeholders and will be monitored periodically for effectiveness according to a schedule and system established by the campus Site-Based Management Team.

SITE-BASED DECISION MAKING TEAM

Name	Position	Signature
1. Donna Jefferies	Principal	
2.		
3.		
4.		
5.		
6.		
7.		
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10.		
11.		
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17.		
18.		

CAMPUS PLANNING TEAM

Name	Position	Signature
1. Tony Edwards	Science Department Chair	
2. Jana Reid	ELA Department Chair	
3. John Hohnstrieter	Math Department Chair	
4. Nancy Peterson	Social Studies Department Chair	
5.		
6.		
7.		
8.		

Campus Mission Statement
2009-2010
Draft

The mission of Granbury High School
is to provide equity and excellence
in a rigorous, yet supportive learning environment
where all students are prepared
to be contributing members in the ever changing world
of the Twenty-first Century.

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A. Performance Goal for Literacy (Reading) (Writing)

District Goal One

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

Data Identified Problem:

	Obj. 1	Obj. 2	Obj. 2 OEQ*	Obj. 3	Obj. 3 OEQ*	Obj. 3 OEQ*	Obj. 6
10th Total	93	87	48	92	57	17	89
White	94	88	48	93	57	15	90
Hisp	87	79	45	85	61	30	81
ECD	89	82	47	87	56	22	82
LEP	71	62	30	70	45	35	60
SPED	82	71	33	78	40	18	68
11th Total	89	85	75	86	64	38	91
White	91	86	77	87	65	38	92
Hisp	81	76	74	76	57	40	83
ECD	83	78	73	79	54	38	85
LEP	63	55	31	52	23	8	60
SPED	71	69	52	65	52	24	70
	Obj. 4 & 5* (Composition)						
10th Total	92						
White	93						
Hisp	84						
ECD	85						
LEP	65						
SPED	69						
11th Total	95						
White	96						
Hisp	84						
ECD	89						
LEP	46						
SPED	70						

Student Expectations for Focus: SE 3B, SE 7E,

Campus Goal:

To increase student performance in Reading and Writing on TAKS to at least 80 percent in each subgroup.

Campus Performance Goal

Grade/Subgroup	Present	Target
10 Hispanic	W: 32% earned a 3 OER: 30% earned a 2 or higher on "Connecting"	W: 35% OER: 35%
10 ED	W: 37% earned a 3 OER: 22% earned a 2 or higher on "Connecting"	W: 40% OER: 25%
11 Hispanic	W: 49% earned a 3 OER: 40% earned a 2 or higher on "Connecting"	W: 52% OER: 45%
11 ED	W: 47% earned a 3 OER: 38% earned a 2 or higher on "Connecting"	W: 50% OER: 42%
Two Year Plan		
Two Year Plan		Plan Revised: September 14, 2009
Staff Development		
Staff Development Topic		Funding Source
Writing Workshops to help target ED and Hispanic students (Gretchen Bernabei)		\$165/per person with five minimum attendees
Kilgo Training for Scope and Sequence, Data Driven Decisions and Assessment Writing		Site Based Travel Budget Curriculum Budget
Open Ended Response training (with a specialist in that area such as Pat Jacoby)		Perhaps Pearson
Curricular Planning days with GISD Curriculum Coordinator.		GISD Curriculum Budget

A. Literacy (Reading) (Writing)

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	The department will devise a TAKS Strategies Plan to improve student performance including: Students Double Dipped for TAKS (TAKS Classes) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Saturday in Feb. Boot Camp for TAKS After School ESOL 2 student support meetings Daily TAKS Warm Ups, essay and OER practice	Teacher Sections for DD classes - Materials for TAKS classes Cost: Salary Pay Sat. Boot Camp Cost:	Linda Eikenberry Jana Reid ELA teachers	Benchmark Dates: Six week pull out dates:
Benchmark Results TAKS Results CA Results Student Grades	The ELA department will use data to make informed decisions about student instruction. Teachers will move to the SE level of the TEKS in looking at student performance. Teachers will 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 Cost: Data Driven Decisions Cost: Assessment Writing Cost:	Donna Jefferies Linda Eikenberry Amy Gilbert Jana Reid ELA Teachers	S&S: Sept. 18, 2009 DDD: Oct. 21, 2009 Assessment: Nov. 18
Benchmark Results TAKS Re Test Results Tutoring Attendance	The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers. Students Double Dipped for TAKS Student Conferencing Extended Day Tutoring Parent Letter	Teacher Sections for DD classes – Materials for TAKS classes Cost: Salary Pay for Ext. Day Cost:	Donna Jefferies Linda Eikenberry Jana Reid ELA Teachers	Monthly Tutoring Totals October Re-Test
Student Grades CA Results Learning Walks Walk Through Doc.	Teachers will incorporate the use of the Principles of Learning into classroom practice. There will be evidence of effort-based instructional practices. Clear Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	Teacher Prof. Dev. Time with Mrs. Jefferies	Donna Jefferies Linda Eikenberry Jana Reid ELA Teachers All Administrators	Learning Walks every week beginning September 28, 2009 Every Six Weeks Every Nine Weeks
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	Our Advanced Academic classes will model the belief that effort creates ability. Teachers will: practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, provide relevant and realistic assignments.	Teacher Prof. Dev. Regular Meetings w/ Debo Guest Speaker: Joy Barnhart	Donna Jefferies Sherri Debo Linda Eikenberry Jana Reid ELA teachers	August, Sept, Dec. and March Enrollment Every 6 weeks

B. Performance Goal for Mathematics

District Goal One

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

Campus Goal:

To increase student performance in Math on TAKS to at least 80 percent in each subgroup.

Data Identified Problem

11th grade

TAKS Objective 6 “Demonstrate an understanding of geometric relationships and spatial reasoning.”

TAKS Objective 10 “Demonstrate an understanding of mathematical processes and tools used in problem solving.”

10th grade

TAKS Objective 5 “Demonstrate an understanding of quadratic and other nonlinear functions.”

TAKS Objective 6 “Demonstrate an understanding of geometric relationships and spatial reasoning.”

TAKS Objective 7 “Demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.”

Grade	Objective	Total	White	Hispanic	ECD	LEP	AA
11th	1	82	84	73	73	51	40
	2	79	81	72	71	51	0
	3	78	80	73	76	53	60
	4	83	85	76	79	58	60
	5	79	81	67	69	42	0
	6	71	73	59	63	40	29
	7	78	80	71	72	52	57
	8	72	74	60	62	45	29
	9	73	75	63	62	44	40
	10	71	73	62	62	30	33
10th	1	74	76	68	65	42	67
	2	64	65	56	54	41	60
	3	73	75	64	63	50	53
	4	68	70	57	60	33	73
	5	62	64	54	55	36	53
	6	64	66	53	52	41	53
	7	81	83	72	75	63	73
	8	66	69	53	55	34	43
	9	66	68	55	55	37	40
	10	72	74	62	63	53	59

Student Expectations:

Campus Performance Goal

Grade/Subgroup	Present	Target
10 Hispanic	54%	62%
10 ED	55%	62%
10 LEP	28%	33%
10 White	77%	85%

Grade/Subgroup	Present	Target
11 Hispanic	64%	70%
11 ED	64%	70%
11 LEP	27%	33%
11 White	80%	85%

Two Year Plan Plan Revised: September 14, 2009

Staff Development

Staff Development Topic	Funding Source
Kilgo Training	TBD
Kagan Training	TBD
CAMT	TBD
Capturing Kids Heart	TBD

B. Mathematics

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	The department will devise a TAKS Strategies Plan to improve student performance including: Students Double Dipped for TAKS (TAKS Classes) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups	Teacher Sections for DD classes - Materials for TAKS classes Cost:	Donna Jefferies Patti Sanderson John Hohnstreiter Math Teachers	Benchmark Dates: Six week pull out dates:
Benchmark Results TAKS Results CA Results Student Grades	The department will use data to make informed decisions about student instruction. Teachers will move to the SE level of the TEKS in looking at student performance. Teachers will 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 Data Driven Decisions Cost: Assessment Writing Cost:	Donna Jefferies Patti Sanderson John Hohnstreiter Math Teachers	DDD: Sept. 28, 2009 Assessment: Nov. 16
Benchmark Results TAKS Re Test Results Tutoring Attendance	The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers. Students Double Dipped for TAKS Student Conferencing Extended Day Tutoring Parent Letter	Teacher Sections for DD classes – Materials for TAKS classes Cost: Salary Pay for Ext. Day Cost:	Donna Jefferies Patti Sanderson John Hohnstreiter Math Teachers	Monthly Tutoring Totals October Re-Test
Student Grades CA Results Learning Walks Walk Through Doc.	Teachers will incorporate the use of the Principles of Learning into classroom practice. There will be evidence of effort-based instructional practices. Clear Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	Teacher Prof. Dev. Time with Mrs. Jefferies	Donna Jefferies Patti Sanderson John Hohnstreiter Math Teachers Administrators	Learning Walks every week beginning September 28, 2009 Every Six Weeks Every Nine Weeks
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	Our Advanced Academic classes will model the belief that effort creates ability. Teachers will: practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, provide relevant and realistic assignments.	Teacher Prof. Dev. Regular Meetings w/ Debo Guest Speaker: Joy Barnhart	Donna Jefferies Sherri Debo Patti Sanderson John Hohnstreiter Math Teachers	August, Sept, Dec. and March Enrollment Every 6 weeks

C. Performance Goal for Science

District Goal One

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

Campus Goal:

To increase student performance in Science on TAKS to at least 80 percent in each subgroup.

Data Identified Problem:

	Grade 10	Grade 11	Obj.	Student Expectation	Pass %
Biology		X		1A	63
	X	X		4B	62/47
	X			4C	65
	X	X		6A	60/63
		X		6B	50
	X			6C	68
		X		7B	69
	X			10A	67
	X			12E	63
IPC		X		4D	64
	X			5A	65
	X	X		6A	59/68
	X	X		6B	64/55
		X		7A	57
		X		7E	65
	X			8A	59
	X	X		8C	66
		X		9A	68
	X			9D	62

Campus Performance Goal

Grade/Subgroup	Present	Target
10 Hispanic	48% (31/64)	75%
10 ED	62% (66/106)	75%
10 LEP	11% (2/18)	70%
10 White	81% (284/350)	90%

Grade/Subgroup	Present	Target
11 Hispanic	72% (34/47)	85%
11 ED	79% (57/72)	85%
11 LEP	17% (2/12)	70%
11 White	95% (277/291)	99%

Two Year Plan

Plan Revised: September 14, 2009

Staff Development

Staff Development Topic	Funding Source
Data-Driven Decision Making (Kilgo) – Sept. 28, 2009	High School Allotment
Assessment (Kilgo) – Nov. 16, 2009	High School Allotment
Conference for the Advancement of Science Teaching (CAST) – Nov. 5-7, 2009	\$1000 (Registration for 4 plus hotel in Galveston): GT Employee Travel (Science Budget)
AP Institutes – Summer 2010	\$1500: AP Employee Travel (Science Budget)

C. Science

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	The department will devise a TAKS Strategies Plan to improve student performance including: Students Double Dipped for TAKS (TAKS Classes) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups	Teacher Sections for DD classes - Materials for TAKS classes Cost:	Donna Jefferies Victor Saucedo Tony Edwards Science teachers	Benchmark Dates: Six week pull out dates:
Benchmark Results TAKS Results CA Results Student Grades	The department will use data to make informed decisions about student instruction. Teachers will move to the SE level of the TEKS in looking at student performance. Teachers will 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 Data Driven Decisions Cost: Assessment Writing Cost:	Donna Jefferies Victor Saucedo Tony Edwards Science Teachers	DDD: Sept. 28, 2009 Assessment: Nov. 16
Benchmark Results TAKS Re Test Results Tutoring Attendance	The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers. Students Double Dipped for TAKS Student Conferencing Extended Day Tutoring Parent Letter	Teacher Sections for DD classes – Materials for TAKS classes Cost: Salary Pay for Ext. Day Cost:	Donna Jefferies Victor Saucedo Tony Edwards Science Teachers	Monthly Tutoring Totals October Re-Test
Student Grades CA Results Learning Walks Walk Through Doc.	Teachers will incorporate the use of the Principles of Learning into classroom practice. There will be evidence of effort-based instructional practices. Clear Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	Teacher Prof. Dev. Time with Mrs. Jefferies	Donna Jefferies Victor Saucedo Tony Edwards Science Teachers Administrators	Learning Walks every week beginning September 28, 2009 Every Six Weeks Every Nine Weeks
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	Our Advanced Academic classes will model the belief that effort creates ability. Teachers will: practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, provide relevant and realistic assignments.	Teacher Prof. Dev. Regular Meetings w/ Debo Guest Speaker: Joy Barnhart	Donna Jefferies Sherri Debo Victor Saucedo Tony Edwards Science teachers	August, Sept, Dec. and March Enrollment Every 6 weeks

D. Performance Goal for Social Studies

District Goal One

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

Campus Goal:

To increase student performance in Social Studies on TAKS to at least 85 percent in each subgroup.

Data Identified Problem: Lowest Performing Student Expectations

Campus Performance Goal

10th Grade

Student Expectation	Percent Correct 2009	Performance Goal
8.1 C	51%	70%
8.3 A	60%	70%

Grade/Subgroup	Present	Target
10 Hispanic	83%	88%
10 ED	80%	85%
10 LEP		
10 White	91%	95%

11th Grade

Student Expectation	Percent Correct 2009	Performance Goal
6 D	67%	75%
3 A	72%	80%
8.20 B	74%	80%
8.16 D	72%	80%

Grade/Subgroup	Present	Target
11 Hispanic	81%	86%
11 ED	89%	94%
11 LEP		
11 White	97%	99%

Two Year Plan

Revised Plan: September 14, 2009

Staff Development

Staff Development Topic	Funding Source
Kagan Cooperative Learning	Materials:
Kilgo Data Training	Departmental Travel Budget Curriculum
Kilgo Assessment Training	Departmental Travel Budget Curriculum

D. Social Studies

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Benchmark Results TAKS Results	The department will devise a TAKS Strategies Plan to improve student performance including: Students Double Dipped for TAKS (TAKS Classes) Extended Day Tutoring SIOP and Academic Vocabulary Strategies Daily TAKS Warm Ups	Teacher Sections for DD classes - Materials for TAKS classes Cost:	Donna Jefferies Linda Eikenberry Nancy Peterson SS Teachers	Benchmark Dates: Six week pull out dates:
Benchmark Results TAKS Results CA Results Student Grades	The department will use data to make informed decisions about student instruction. Teachers will move to the SE level of the TEKS in looking at student performance. Teachers will 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 Data Driven Decisions Cost: Assessment Writing Cost:	Donna Jefferies Linda Eikenberry Nancy Peterson SS Teachers	DDD: Sept. 28, 2009 Assessment: Nov. 16
Benchmark Results TAKS Re Test Results Tutoring Attendance	The department will develop a TAKS plan with strategies focusing on the needs of the Senior TAKS re-testers. Students Double Dipped for TAKS Student Conferencing Extended Day Tutoring Parent Letter	Teacher Sections for DD classes – Materials for TAKS classes Cost: Salary Pay for Ext. Day Cost:	Donna Jefferies Linda Eikenberry Nancy Peterson SS Teachers	Monthly Tutoring Totals October Re-Test
Student Grades CA Results Learning Walks Walk Through Doc.	Teachers will incorporate the use of the Principles of Learning into classroom practice. There will be evidence of effort-based instructional practices. Clear Expectations will be visible in all classes and opportunities for Accountable Talk will occur on a daily basis.	Teacher Prof. Dev. Time with Mrs. Jefferies	Donna Jefferies Linda Eikenberry Nancy Peterson SS Teachers Administrators	Learning Walks every week beginning September 28, 2009 Every Six Weeks Every Nine Weeks
Number of Students enrolled in Pre-AP and AP classes. Student Grades AP Results	Our Advanced Academic classes will model the belief that effort creates ability. Teachers will: practice scaffolding instruction for advanced classes, support student effort with interventions and tutoring, provide relevant and realistic assignments.	Teacher Prof. Dev. Regular Meetings w/ Debo Guest Speaker: Joy Barnhart	Donna Jefferies Sherri Debo Linda Eikenberry Nancy Peterson SS Teachers	August, Sept, Dec. and March Enrollment Every 6 weeks

E. Performance Goal for Attendance, Discipline, Failure and Completion Rates

District Goal One

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

District Goal Two

Develop and implement procedures to enhance a positive school climate.

Campus Goals: Improve Attendance Rate. Lower number of discipline referrals and placements. Lower the Failure Rate. Increase the Completion Rate to Acceptable or Recognized status.

Data Identified Problem:

Campus Performance Goal

Performance Area	2008-2009 Statistics	Performance Goal
Attendance Rate		
Number of Referrals		
Number of ISS		
Number of DAEP		
Completion Rate All		
Completion Rate H		
Completion Rate Eco		
Failure Rate:10/11/12		
1 st Six Weeks		
2 nd Six Weeks		
3 rd Six Weeks		
4 th Six Weeks		
5 th Six Weeks		
6 th Six Weeks		
Back Grade to 10		
Back Grade to 11		

Two Year Plan

Plan Revised: September 14, 2009

Staff Development

Staff Development Topic

Funding Source

E. Attendance, Discipline, Failure and Completion Rates

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Number of Referrals and Placements Monthly report of daily tardy students	Publish Discipline Grid to teachers, students and parents. Fair and Consistent use of the Discipline Grid for disciplinary consequences. Implement Tardy Calculator and consistent use of tardy consequences with regular parent communication.	Tardy Calculator: \$6,900.00 Regular Parent Contact	Donna Jefferies Linda Eikenberry All Administrators	Weekly Reports during Monday Admin Meetings Monthly Reports Semester Reports
Number of Absences Attendance Rate	Create a Spreadsheet of Student Absences and run a weekly report of students with more than five absences. Initiate parent conferences and attendance action on students with excessive absences. Make appropriate interventions to encourage school attendance and prevent student dropouts.	Spreadsheet Attendance Data Weekly Meetings Parent Contact	Donna Jefferies Linda Eikenberry All Administrators	Weekly Reports During Monday Admin Meetings Monthly Reports Semester Reports
Failure Report Each Six Weeks Semester Failure Report Back Grade List	Administrators will regularly review teacher grades on Skyward and review the failure report at the end of each six weeks. Administrators will conference with teachers who have a failure rate of more than 20 percent.	Skyward System Failure Reports Teacher Conferences	Donna Jefferies Patti Sanderson All Administrators	Weekly Checks on Teacher Grades Six Weeks Failure Report Semester Failure Report
Cohort Report Master Leaver Reports Monthly Leaver Reports Folder Review	Enrollment and Withdrawal process implemented. Develop Leaver Files. Spreadsheet on class cohort groups with their leave codes. Master Leaver Report for each school year. All appropriate withdrawal documentation copied to the Leaver Files. Monthly Review of Leavers after Sept. 21. Regularly scheduled Leaver File Reviews.	Cohort Spreadsheet Master Leaver Report Monthly Leaver Reports Leaver Files	Donna Jefferies Victor Saucedo Amy Gilbert Sherri Debo Teddi Matheny Margaret McBroom Carol Pendegrass All Administrators	Weekly Reports During Monday Admin Meetings Monthly Leaver Report Review Review Master Leaver and Cohort Report before September 21, 2009
Monthly Leaver Reports	All students attempting to withdraw from GHS will meet with Linda Eikenberry before they are allowed to withdraw. Linda will provide appropriate counseling for alternative options and initiate the leave code for the student.	Individual Administrative Counseling	Donna Jefferies Linda Eikenberry Margaret McBroom All Administrators	Weekly Reports During Monday Admin Meetings Monthly Leaver Reports

F. Increased Extra-Curricular Involvement

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

Campus Goal:
 Develop baseline numbers this school year and increase participation next year.

Data Identified Problem:

Develop Baseline Data

Campus Performance Goal

Increase student participation based on baseline data.

One Year Plan

Plan Revised: September 14, 2009

Staff Development

Staff Development Topic

Funding Source

F. Increased Extra-Curricular Involvement

<i>Benchmarks</i>	<i>Activities</i>	<i>Resources</i>	<i>Staff Responsible for Implementation</i>	<i>Interim Monitoring Timelines</i>
Number of Students Participating	Develop a spreadsheet for athletic extracurricular participation.	Skyward Scheduling Participation Report from Athletic Office	Victor Saucedo Paul Galvan	Spreadsheet Due By: November 1, 2009
Number of Students Participating	Develop a spreadsheet for academic extracurricular participation.	Skyward Scheduling Participation Report from every academic club and CTE group. UIL academic participation report.	Sherri Debo Connie Barnett	Spreadsheet Due By: November 1, 2009
Number of Students Participating	Develop a spreadsheet for service oriented extracurricular participation.	Participation Report from every service oriented club	Linda Eikenberry Patti Sanderson	Spreadsheet Due By: November 1, 2009
Number of Students Participating	Meet with all coaches and sponsors to develop strategies to increase student participation.	Meeting Time	Victor Saucedo Paul Galvan Sherri Debo Connie Barnett Linda Eikenberry Patty Sanderson	First Meeting By: November 15, 2009

