

Granbury High School

Improvement Plan

Goal #1: The GHS graduate will possess and demonstrate the skills and attitudes necessary to secure and maintain meaningful employment.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
<p>Proficient in reading, writing, math, social studies, and science</p>	<p>TAKS Prep Classes TAKS tutoring classes Paper, pens, highlighters TAKS Prep materials \$10,000</p>	<p>Marsha Grissom All Core teachers Beth Richardson</p>	<p>2008-2009</p>	<p>TAKS All Students Passing Goals ELA 10th 82% increase to 90% ELA 11th 89% increase to 90% Math 10th 65% increase to 75% Math 11th 79% increase to 80% Science 10th 61% to 75% Science 11th 79% to 80% Social Studies 10th 89% to 90% Social Studies 11th Increase commended performance 3-5% Hispanic Targets: Science Grade 10 37% increase to 45%+ Science Grade 11 67% increase to 75%+ Math Grade 10 56% increase to 65%+ Math Grade 11 60% increase to 65%+ Increase math and science proficiency scores Economically Disadvantaged Targets: Science Grade 10 48% increase to 65%+ Science Grade 11 65% increase to 75%+ Math Grade 10 50% increase to 65%+ Math Grade 11 58% increase to 65%+ ***TAKS scores are from 2007/2008. As soon as sub pop information is released by TEA scores will be updated.</p>
<p>Prepared to pursue college with competitive ACT/SAT scores Prepared to pursue post high school training and/or certification</p>	<p>SAT and ACT prep courses Activities and programs generated by post-secondary coordinator and counselors.</p>	<p>SAT/ACT teachers Connie Barnett Victor Saucedo Victor Saucedo GHS Counselors</p>	<p>2008-2009</p>	<p>Increase scores on SAT/ACT by 5% Complete a needs assessment and student surveys.</p>

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Goal #2: The GHS graduate will be academically prepared to meet both the requirements of post secondary education and the work force.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
<p>90% passing of TAKS at the proficiency of 75% or better in all subject areas</p> <p>Establish a baseline to monitor utilization of technology in personal, scholastic, vocational, and professional contexts</p> <p>100% prepared to pursue post high school training and/or certification (through student trainings and offerings)</p> <p>Proficiency in writing TAKS and resume and application forms (80%)</p>	<p>TAKS Prep Classes TAKS tutoring classes Paper, pens, highlighters TAKS Prep materials \$10,000 Advanced Placement Courses Dual College Courses Career & Technology Student Organizations Duke Scholars Program GISD Athletics GISD Fine Arts GISD technology programs Career and Tech</p> <p>Activities and programs generated by post-secondary coordinator and counselors.</p> <p>Activities generated by teachers and Victor Saucedo to ensure completion</p>	<p>Marsha Grissom All Core teachers Beth Richardson</p> <p>Director of CTE CTE teachers AP and Dual Credit teachers All extra curricular coaches</p> <p>Victor Saucedo GHS Counselors</p> <p>English IV teachers Economics/ Government Teachers Victor Saucedo</p>	<p>2008-2009</p> <p>2008-2010</p> <p>2008-2009</p> <p>2008-2009</p>	<p>2008-2009 TAKS results</p> <p>Increased enrollment in afore mentioned classes by 3%.</p> <p>Student Surveys</p> <p>Completion of College Application Resume Job Application</p>

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Goal #3: The GISD graduate will be an ethical, law abiding, engaged, and active citizen.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
<p><i>Decrease discipline referrals 20% overall from 2006-2007</i></p> <p><i>Create a baseline that documents student and parent service, volunteerism, and other school activities</i></p> <p>10% increase in school wide community projects, school clubs and organizations.</p>	<p><i>(Raptor system, student council records, teacher documentation, program directors data, etc.)</i></p>	<p>Marsha Grissom Jennifer Bell Darrell Boedecker Barbara Calhoun Ray Horton</p> <p>Marsha Grissom</p> <p>All extra curricular coaches</p>	<p>2008-2009</p> <p>2008-2009</p> <p>2008-2009</p>	<p>AEIS data</p> <p>Data from sign in sheets, raptor system, student organization records</p> <p>Each organization should see a 10% increase in membership and participation.</p>

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Goal #4: The GHS graduate will be an effective communicator.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
<p>Articulate writing and speaking TEK standards for all students. To achieve 75% or better proficiency, students must meet performance standards in these areas.</p>		<p>All teachers All instructional support staff</p>	<p>2008-2009</p>	<p>All core Classes will write 3 essays per year</p>
<p>Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest at least at a 75% proficiency.</p>		<p>All teachers All instructional support staff</p>	<p>2008-2009</p>	<p>All classes will complete one cross curricular unit per year.</p>
<p>Organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs at least at a 75% proficiency.</p>		<p>All teachers All instructional support staff</p>	<p>2008-2009</p>	<p>All rubrics for written essays will include using clear transitions.</p>
<p>Use precise words and fluent sentence structures that support meaning in oral projects, assignments and activities.</p>		<p>All teachers All instructional support staff</p>	<p>2008-2009</p>	<p>All rubrics for written essays will include using proper grammar.</p>

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Goal #5: The GHS graduate will be an problem solver.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Target Date of Implementation	Evaluation/Measurement of this Activity
<p>Perceives and assesses problems and challenges</p> <p>Demonstrates skills in organization, analysis, interpretation, evaluation, and flexibility</p> <p>Identifies alternatives for conflict resolution and problem-solving in a timely manner</p> <p>Employs higher order thinking and sound reasoning</p>	Bloom's Taxonomy Wheels TAKS flip charts	All teachers, counselors and instructional support staff	2008-2009	Increase higher order thinking skills through the use of Blooms and common lesson planning.
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