

**Acton Middle School  
Granbury Independent School District**

**Campus Improvement Plan**

**Goal #1: The GISD 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>1. Twenty-five percent more students will arrive at class on time, turn library books in on time, turn in assignments on time, and stay for the full day (without checking out early).</p> <p><b>A.Strategy:</b> Students will compete as 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teams to have the fewest tardies, late books, late assignments, zeros, and early check-outs. The winner for each six weeks period will be announced to the school. The grade level winning the most six weeks' periods will get a reward at the end of the school year.</p>	<p>Attendance software Follett Software Computers</p> <p>PTO Student Incentive Funds will award student winners.</p>	<p>Teachers Librarian Assistant Principals Attendance Clerk</p>	<p>Aug. 08 to June 09</p>	<p>Skyward Tardy Reports Follett Library Checkout Data Monitor Student numbers in ZAP (Zeros Aren't Permitted) Attendance Data Student Failure Rate Common Assessment Data</p>
<p>2. Students will work together to solve problems.</p> <p><b>A. Strategy:</b> Teachers will implement cooperative learning strategies with tasks that require students to apply content and solve problems in relation to real world situations. Teachers will use issues, problems, and science news to create activities that require an application of content to the solution of problems.</p>	<p>Academic Planning time for all core teachers.</p>	<p>Teachers Instructional Specialist</p>		<p>Snapshot Data Review Dept. Head's monitoring instruction Review Academic Planning Collaboration with peer teachers. Review Blooms from Snapshot Data. Review Lesson Plans in correlation with Student Daily Objectives.</p>
<p>3. Increase "highly engaged" instruction by 25% from the end of the first grading period to the end of the school year.</p>	<p>AMS Pirate's Journal RISE</p>	<p>Assistant Principals Teachers Cindy Stewart</p>		<p>Discipline Referrals Academic Planning Collaboration</p>

<p>Decrease back office referrals and RISE attendance by 25% from the end of the first grading period to the end of the school year.</p> <p>A multi-pronged approach will be used to help students manage their behavior and make better decisions. Teachers will be encouraged to keep students actively engaged during lessons. In addition, the school newspaper will publish reminders for parents to replenish school supplies and partner with teachers so that students have the support and resources they need to be successful. Also, a variety of strategies will be used to remind students of school rules. Finally, teachers sending many students to the back office, detention, or RISE will be provided with classroom-based options for keeping students learning in the classroom.</p>	<p>Detention</p> <p>Televisions/Video equipment for announcements</p> <p>Character Ed. Lessons via TV announcements</p> <p><u>Staff Development:</u>  General: \$1000  Science: \$1900  Social St.: \$1000  Math: \$1800  ELA: \$3600</p>	<p>Scott Green  Parents  Detention staff  Counselors</p>		
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**Campus Improvement Plan**

**Goal #2: The GISD 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>1. Students will keep their study materials organized.</p> <p><b>A. Strategy:</b> Teachers will model for students how they need to keep their course materials organized, post a class list of binder contents (notes, assignments, labs, tests, etc.) and grade binders for contents and organization at the end of the grading period.</p>	<p>Study Skills classes</p> <p>Study Skills Scope</p> <p>TAKS Lab</p> <p>Thinking Maps training</p> <p>Academic Coaching</p>	<p>Study Skills Teachers</p> <p>TAKS Lab Teachers</p> <p>Teachers</p> <p>Instructional Specialist</p>	<p>Aug. 08-June 09</p>	<p>Regular Teacher Binder Checks</p>
<p>2. Students will use study strategies to prepare for tests.</p> <p><b>A. Strategy:</b> Teachers will model and implement Combination Notes with their students. Since this strategy requires students to take verbal notes, create a graphic organizer, and write a summary, students will be using three highly effective learning tools to support content learning. Students will be expected to keep their Combination Notes in their binders and use them for study purposes before their tests.</p> <p><b>B. Strategy:</b> Teachers will provide students with a study guide for each common assessment. Each grade level subject area will be expected to design a study guide for common assessments.</p>	<p>Study Skills classes</p> <p>TAKS Lab</p> <p>Web pages</p> <p>Triand</p>	<p>Study Skills Teachers</p> <p>TAKS Lab Teachers</p> <p>Academic Coaches</p> <p>Teachers</p> <p>Instructional Specialist</p>	<p>Aug. 08-June 09</p>	<p>Common Assessment Data.</p> <p>Chapter / Section Test Data</p> <p>TAKS Data</p>

These will be distributed at least a week in advance of the common assessment (so that the students will have plenty of time to do their part of the study guide). Parents will be informed of these study guides so that they may hold their child accountable for completing/using them and may review their child with them, if desired.

**C. Strategy:** Teachers will use silent reading strategies that engage students in asking questions and reading for answers, writing while they read, and thinking critically while reading. These strategies include DRTA, Coding, ReQuest Procedure, Active Comprehension, Anticipation Guide, QAR, etc.

3. One hundred percent of all students taking common assessments will use writing as a test-taking strategy on the fifth common assessment and spring benchmark test.

**A. Strategy:** Teachers will model test-taking strategies with teacher-made tests, released common assessments, and released TAKS Tests. They will encourage students to underline important information in test questions, take notes in margins when appropriate, interpret graphic images, and eliminate distracters.

4. Ninety-two percent of eighth grade math students (in all subgroups) will pass the TAKS Math Test.

**A. Strategy:** Teachers will use

Study skills course

TAKS lab

Index cards

Stick-on notes

Overhead projectors

TAKS Practice materials

Triand

TAKS practice materials

Teachers  
TAKS Lab Teachers  
Study Skills Teachers  
Academic Coaches  
Instructional Specialist

Teachers  
TAKS Lab Teachers  
Study Skills Teachers  
Instructional Specialist  
Academic Coaches

Math Teachers  
Math Inclusion co teachers

Aug. 08-June 09

Aug. 08-June 09

Aug. 08-June 09

Reading Benchmark Data

Common Assessment Data  
Teacher / Student Review of CA  
Student Data Folder reviews

TAKS Exam  
Common Assessment Data

common assessments to reteach TEKS each six weeks. Small group tutoring done in labs, class, and pull-out sessions will be used to keep students caught up with TEKS so that their learning of concepts and skills can build throughout the school year. year.

5. Students in the economically disadvantaged and Hispanic subgroups will use homework resources to support their learning of TEKS.

**A. Strategy:** Administer a survey to AMS students to identify students who do not have homework resources at home. Allow students needing homework resources to check out (for the year) the materials they need. Allow them to choose from a dictionary/thesaurus, Spanish-English dictionary, atlas, writer's guide, history encyclopedia, science encyclopedia, math folder formula cards, math dictionary, and math manual for parents. They will be able to use these resources to support their completion of homework and broaden their vocabulary.

After-school homework help

Materials for re-teaching centers

Dictionaries

Thesauri

Atlases

Spanish-English Dictionaries

Check-out system

Dept. Supply Funds:

Science: \$6000

Social St.: \$1500

Math: \$4100

ELA: \$1800

Instructional Specialist  
Teachers  
PEIMS Clerk

Aug. 08-June 09

Student Daily Work Data  
Review Student Numbers in Study Hall  
each morning in the library.

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Campus Improvement Plan**

**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>1. Students will exhibit 25% more ethical, law abiding, engaged, productive behavior than they did at the same time last year.</p> <p><b>A. Strategy:</b> Student Council members, theatre arts students, and others will role-play situations (including peer pressure and ethical dilemmas) that students encounter (or could encounter) in their daily lives. They'll show different ways of responding and help students learn how to think through these situations and make good choices.</p> <p><b>B. Strategy:</b> Academic coaches, lab teachers, study skills teachers, the RISE teacher, counselors, and other designated mentors will assist students who struggle with making good behavioral and academic decisions or need a stronger support system. Counselors will recommend other ways that teachers can monitor and mentor these students. Mentor teachers will document their efforts with the student(s) they mentor. Students can enter mentoring at any time. They will be monitored for fewer referrals to the back office, failing grades, zeros on assignments every 12</p>	<p>TVs, video equipment for broadcasting announcements</p> <p>RISE</p> <p>Student Council members</p> <p>Theatre Arts students</p> <p>Counselors</p> <p>Academic coaches</p> <p>TAKS Lab teachers</p> <p>Study Skills class teachers</p> <p>Counselor Behavior Luncheons</p> <p>Asst. Principal Luncheons</p>	<p>Assistant principals</p> <p>Student Council sponsors</p> <p>Theatre Arts students</p> <p>Counselors</p> <p>Academic coaches</p> <p>TAKS Lab teachers</p> <p>Study Skills teachers</p> <p>PTO Incentive Coordinator</p>	<p>Aug. 08-June 09</p>	<p>Discipline Referrals – Comparisons of last two years referrals</p> <p>RISE Data</p> <p>Behavior / Detention Data</p>

<p>weeks.</p> <p>2. Students will give credit for work done by others.</p> <p><b>A. Strategy:</b> Teachers will have students document references used when they are conducting library or internet research for reports or assignments. They will teach students how to cite references (in line with specifications in the TEKS). In addition to focusing on standard citation practices, teachers will use this as an opportunity to help students understand that you take credit for what you do and give credit to others when they help you. They will encourage students to always exhibit honest, ethical behavior in relation to school assignments and promote transfer into other situations. Student Council students can also perform skits during announcements on this topic.</p>	<p>Big 6 Information Literacy Program</p> <p>General Awards: \$1000</p> <p><u>General Supply Funds:</u>  Technology: \$5550  Counseling: \$500  Library: \$9000  Theater Arts: \$700</p>	<p>ELA Teachers  Librarian  Instructional Specialist</p>	<p>Aug. 08-June 09</p>	<p>Discipline Referrals  PTO Student Incentive Awards</p>
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**Acton Middle School**  
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**Goal #4: The GISD 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>1. AMS students will participate in classroom/extra-curricular activities that require them to use language to communicate ideas to and with others.</p> <p><b>A. Strategy:</b> Students will participate in cooperative learning groups involving different roles, expert groups, etc.</p> <p><b>B. Strategy:</b> Teachers will use a variety of strategies to have students present content including small group presentations, pairs, individual, poster presentations, project presentations, and PowerPoint presentations.</p> <p><b>C. Strategy:</b> Teachers will use a variety of strategies to group students for instruction and give students greater opportunities to talk. Pupil pairs, lab buddies, reteaching groups, etc. will be used to give students the opportunity to share ideas, express opinions, explain content, etc. to others in a meaningful way.</p> <p><b>D. Strategy:</b> Teachers will implement strategies that integrate reading, writing, speaking, and listening with the content they teach. Fine Arts teachers will be</p>	<p>Resources for small group activities (chart paper, index cards, markers, etc.)</p> <p>PowerPoint software</p> <p>Academic Planning for Instructional Collaboration</p> <p>Classroom Computers</p> <p>Additional Supply Funds:            Technology: \$1525            Art: \$4000            Band: \$3000            Choir: \$1700</p>	<p>Teachers            Art, theatre arts, tech apps teachers            Instructional Specialist</p>	<p>Aug. 08 – June 09</p>	<p>Snapshot Data            PDAS Technology Criteria Data</p>



involved in beginning of the school year training to help classroom teachers understand how they can use art, theatre arts, or music to enrich student understanding of the content, spark an interest in learning, and provide opportunities for students to express themselves.

**E. Strategy:** Teachers will encourage students to use technology (PowerPoint, etc.) to present content that they've researched. Teachers from various subjects will be encouraged to work with technology teachers to help students use technology to support content learning.

2. More AMS students (including students in subgroups) will participate in making televised morning announcements. They can anchor, report on games, make club announcements, introduce teachers, perform a skit, share a saying/quote, interview a classmate, review a new library book, Spanish word of the day or week, act out a Latin or Greek root, etc.

TV and broadcasting equipment  
Theater Arts Props

Instructional Specialist  
Teachers  
Dept. chairpersons  
Librarian  
Theater Arts Teacher

Aug. 08 – June 09

Begin recording data for students involved in Character Ed. and TV announcements in order to compare annually student involvement.

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**Goal #5: The GISD 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>1. Students will use skills and concepts that they learn in class to solve problems.</p> <p><b>A. Strategy:</b> As teachers work on increasing rigor in their instruction, they will provide students with opportunities to apply skills and concepts to the handling of situations, solution of problems, application to real world (jobs, careers, and situations), and interpretation of current events in relation to the subject (science in the news, famous person plagiarizing, new discovery about a document/famous person/invention, etc.)</p>	<p>Newspapers</p> <p>News web sites</p> <p>General Supply Funds: \$4750</p>	<p>Teachers</p> <p>Instructional Specialist</p>	<p>Aug. 08 – June 09</p>	<p>Common Assessment</p> <p>Snapshot Data</p> <p>TAKS Data</p>
<p>2. Students will participate in solving problems at AMS.</p> <p><b>A. Strategy:</b> During announcement time, a problem involving vandalism, student tardies, inappropriate behavior, destroyed textbooks, missing materials from someone's room, many students taking zeros because they don't turn in assignments, etc.) will be presented to the students. Homeroom teachers will be asked to engage students in activities that use different types of problem</p>	<p>TVs, broadcasting equipment</p> <p>Prizes for competitions (when held)</p> <p>Character Ed lessons</p> <p>Counseling Consultants: \$530</p> <p>School Messenger: \$2000</p>	<p>Assistant principals</p> <p>Homeroom teachers</p> <p>Teachers</p> <p>Librarian</p> <p>Counselors</p>	<p>Aug. 08 – June 09</p>	<p>Peer Intervention Data</p> <p>Discipline Referrals</p>

solving to recommend a solution. The recommendation that administrators decide to implement will be shared during announcements. Credit will be given to the class that made the recommendation.