Public Meeting

Monday, September 15, 2025 5:00 PM
Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048

1. **CALL TO ORDER**
2. **CONVENE IN CLOSED SESSION**

a. Personnel
Texas Government Code 551.074 -To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.

1. Staff Recommendations

b. Consultation with Attorney
Texas Government Code 551.071: Consultation with Attorney regarding real property, including but not limited to potential sale of 86 acres, more or less, of unimproved property in Hood County, described as Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury, Texas 76049.

c. Real Property
Texas Government Code 551.072. To deliberate the purchase, exchange, lease of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. Discuss and deliberate regarding real property, including but not limited to the potential sale of 86 acres, more or less, of unimproved property in Hood County, described as Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury, TX 76049.

3. **RECONVENE IN OPEN SESSION - 6:00 PM**
4. **INVOCATION**
5. **PLEDGES**
6. **SCHOOL UPDATE- BRAWNER ELEMENTARY**
7. **ACHIEVEMENT SPOTLIGHT**

a. Community Donations
b. Shottenkirk Senior of the Month
c. Paola Lumbreras- one of the Top 300 Junior Innovators Nationwide

8. **SUPERINTENDENT'S REPORT**
9. **PUBLIC COMMENTS**

Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.

10. **Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION**

a. Approve Staff Recommendations
b. Discuss and possible action, including adoption of a resolution, to approve the sale of real property (surface only), described as 86 acres, more or less, of unimproved property in Hood County, described Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury TX 76049.

11. **CONSENT AGENDA ITEMS**

a. Approve past meeting minutes: August regular meeting and August special called meeting
b. Approve two MOU's with Region 11 Service Center to be our approved provider for LASO.
c. Approve Budget Amendments
d. Approve Annual Utility Costs

12. **DISCUSSION/ACTION**

a. Discuss and take action on the campus improvement plans.

b. Discuss and possible action to nominate people for the Parker County Central Appraisal District Board.

c. Discuss and possible action to nominate people for the Johnson County Central Appraisal District Board.

13. **REPORTS**

a. Strategic Plan Priority 2 - Human Capital

b. Academic Update - Bluebonnet Parent Portal

c. Procurement Calendar Update

d. Financial Statements for period ending August 31, 2025

e. Cash Flow and Investment Report for period ending August 31, 2025

14. **ADJOURN**

2024-2025
Budget Amendment #1
General Operating

Other Donations from Community:	
Donation from Granbury Optimist Club to the Emma Roberson campus activity fund for the purchase of car tags for the drop off/pick up line	1,500.00
Donation from MDM Landscaping to Acton Elementary in the form of new landscaping and tree trimming	12,000.00
Donation from an anonymous donor to the GMS campus activity account to purchase PE t-shirts	1,000.00
Donation from Lauren Brown to the GMS campus activity account to purchase PE t-shirts	200.00
Donation from the Pirate Crew (Billy Martin) to the GMS campus activity account to fund Saturday Scool lunches	500.00
Donation from Wendy's (Leticia Rodiguez) to the GMS campus activity fund account in the form of "Frosty's" for staff meeting	279.72
Donation from AMS PTO to AMS campus activity fund in the form of microwaves for lunch periods	550.00
Donation from Granbury Optimist Club to the GHS Jr. Optimist Club student activity account for the purchase of uncrustables for athletics	400.00
Donation from Ducks Unlimited (Bob Locke) to the GHS Ag mechanics campus activity fund from auction proceeds from sale of swing	750.00
Donation from Lakeside Baptist Grace Class to eht GHS Robotics student activity account in support of the program	200.00
Donation from Pro-Cad Plus to the GHS Robotics student activity account to supplement competition fees	1,000.00
Donation from Will Steed Homes (Will Steed) to the GISD CTE department campus activity account to purchase additional tools	500.00
Donation from Constellation Energy to the Special Programs department campus activity account to purchase additional equipment for the Occupational Therapy Team	1,500.00
Total Donations from Community	**20,379.72**

For:	Board of Trustees
Date:	September 15, 2025
Action:	Consent

To:	Board of Trustees	From:	Board Secretary
RE:	Previous Board Meeting Minutes for Approval		

SUMMARY:

Previous Board Meeting Minutes for your approval:

August Regular Board meeting & August Special Called Meeting

RECOMMENDATION:
The recommendation is to approve all as presented.

Respectfully,

Billy Wimberly
Board Secretary

Public Meeting Minutes
August 25, 2025 5:00pm

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Karen Lowery:	Present
Mike Moore:	Present
Barbara Townsend:	Present
Billy Wimberly:	Present

1. CALL TO ORDER- Meeting was called to order at 5:00 pm.

2. CONVENE IN CLOSED SESSION- Board adjourned into executive session at 5:01 pm.

2.a. Personnel

2.a.1. Discuss Staff Recommendations

2.a.2. Discuss Second job Disclosures (HB 3372)

2.a.3. School Marshal List for your review

3. RECONVENE IN OPEN SESSION-Reconvened at 6:00 pm

4. INVOCATION-Led by Mike Moore

5. PLEDGES-Led by AES

CHANGE IN AGENDA ORDER: REPORT -School Update- Acton Elementary School was presented before the public hearing right after the pledges.

6. PUBLIC HEARING ON BUDGET AND TAX RATE-Emmett Whitefield presented the annual budget and tax rate report.

7. ACHIEVEMENT SPOTLIGHT

7.a. Community Donations
From State Farm- Angela Parker, HEB- Pat Wilson, Brookshires- Matt Owens, Kroger- Hillary Baker, Bass Roofing- Keith Kellar, Stonewater Church's Serve our Schools Initiative, Russell Feed and Supply, GHS Volleyball Booster Club, Pirate Touchdown Club, A1 Donuts, Shottenkirk Hyundai with community donations totaling $22,706.09

7.b. Be An Angel- SPED grant presentation
Grant for equipment for our students with special needs totaling close to $70,000!

8. BOARD COMMITTEE UPDATE-None at this time

9. SUPERINTENDENT'S REPORT
Current enrollment as of last Friday was 7865 students.
Rollout of student view- transportation tracking, coming soon with elementary families
FIRST rating preliminary score 100
New TX law prioritizing district parent comments first during public comments at an opening meeting.

DRAFT

10. PUBLIC COMMENTS
Parents:
Amy Forrest- 12J out of state band travel
Mrs. Haye- Acton Elementary UIL Homeschooling committee, and how amazing Acton Elementary School is.
Stuart Neal- UIL policy 13b, band parent
Community members:
Monica Brown- items 12,
Jim Brown- Budget
Denise Rives- 13C
Randy Rives- 13C
Greg McCrary- 13C
Brandon from Insurance One- 13C
David Rogers- will yield time to the insurance company, 12
Madaline Cano- 13C- not here

11. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

11.a. Approve Staff Recommendations

Move to approve staff recommendations as presented. This motion, made by Mike Moore and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

11.b. Take action on the second job disclosures (HB 3372)

Move that the board of trustees approve the outside employment of administrator Jessica McNeal Johnson, who works part-time as a waitress at Pecan Plantation Country Club Restaurant, as disclosed under HB3372, and the Board finds this arrangement will not harm the district, does not present a conflict of interest, and will be performed entirely on personal time. This motion, made by Billy Wimberly and seconded by Barbara Townsend, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0
Move that the Board of Trustees approve Lacey Clark, Assistant Principal, to engage in outside employment as an adjunct professor at Tarrant County College, as disclosed under HB3372, and that the Board finds this arrangement will not harm the District, does not present a conflict of interest, and will be performed entirely on personal time. This motion, made by Karen Lowery and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12. CONSENT AGENDA ITEMS
Motion to approve **all consent agenda** items as presented. This motion, made by Tim Bolton and seconded by Nancy Alana, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.a. Approve Meeting Minutes

12.b. Approve a revision for LOCAL Policy EFB- Instruction, Instructional Resources: Library Materials

12.c. Approve a revision for LOCAL Policy CFB-Business and Support Services, Accounting: Inventories.

12.d. Approve a revision for LOCAL policy CH: Business and Support Services, Purchasing and Acquisition.

12.e. Approve the Extra Duty Pay Schedule 2025-2026

12.f. Employee Handbook Updates for your Review

12.g. Approve a Staff Development waiver for 2025-2026.

- This waiver allows the staff to train on various high quality instructional materials and educational strategies designed to improve student performance in lieu of a maximum of:
- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes.
- The staff development dates are currently set in the calendar for:

August 29, September 22, October 31, February 16, April 24

12.h. Approve a Device Recycling contract for 2025-2026.

12.i. Approve the Communities in Schools contract for 2025-2026.

12.j. Approve (5) Out of State Travel Requests: (1) GHS Band & (4) MCJROTC

12.k. Approve the Hood County 4-H Extracurricular and Adjunct Faculty Request for 2025-2026.

12.l. Approve Budget Amendments

12.m. Approve the Walsh Gallegos contract for 2025-2026.

12.n. Approve a Safety and Security Resolution for 2025-2026

13. DISCUSSION/ACTION ITEMS

13.a. Discuss and take action on the Student Code of Conduct for 2025-2026.
Move to approve the Student Code of Conduct for 2025-2026 as presented. This motion, made by Billy Wimberly and seconded by Mike Moore, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

13.b. Discuss and take action on the revision to LOCAL policy FD: Students-Admissions.
Move to approve the revised policy FD (LOCAL) as presented and opt out of the UIL participation of homeschoolers and form a committee to discuss a pilot program in 2026-2027. This motion, made by Billy Wimberly and seconded by Tim Bolton, Passed.
Nancy Alana: Nay, Mike Moore: Nay, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 5, Nay: 2
Nancy Alana: Nay, Mike Moore: Nay

Secondary motion made: to opt out for the next two years. This motion, made by Mike Moore and seconded by Nancy Alana, Failed.
Tim Bolton: Nay, Courtney Gore: Nay, Karen Lowery: Nay, Barbara Townsend: Nay, Billy Wimberly: Nay, Nancy Alana: Yea, Mike Moore: Yea

Yea: 2, Nay: 5
Nancy Alana: Yea, Mike Moore: Yea

Discussion after first motion:
Superintendent Morawski updated the people in attendance; a committee met that included parents, staff & board members.
Dr. Morawski is recommending not to opt-in this year, but to consider forming a committee at this time. The committee would then have the goal to bring a recommendation to the board in March 2026 with the hope of starting a pilot program for 2026-27.
Pres. Gore- what was the feedback from the committee? what would the pilot program look like? unsure at this time, but the committee can discuss and design.
Mrs. Alana- part of the committee, heavily weighted against homeschool students joining GISD UIL activities.
Mr. Bolton- in favor of students joining and in favor of the recommendation presented tonight
Mr. Wimberly- Knowledge of Weatherford ISD's experience and small numbers that have joined their UIL activities.
Pres. Gore- her biggest concern is possibly homeschool students trying out but not making the cut and the community seeing that as discrimination.
Mrs. Townsend- agree and in favor of what committee is recommending at this time.
Mr. Moore would like to amend the motion to opt-out the next two years.

13.c. Discuss and take action on the Renewal of the Property, Crime, General Liability, Educator's Legal Liability, and Automobile Insurance with Texas Political Subdivisions (TPS)

Move to accept the proposal by TEE as the broker for 2025-2026 coverage. This motion, made by Tim Bolton and seconded by Karen Lowery, Failed.
Nancy Alana: Nay, Courtney Gore: Nay, Mike Moore: Nay, Barbara Townsend: Nay, Billy Wimberly: Nay, Tim Bolton: Yea, Karen Lowery: Yea
Yea: 2, Nay: 5
Tim Bolton: Yea, Karen Lowery: Yea
Discussion:
Emmett: The insurance companies received our asset listing. Aug. 5 and Aug. 19 were the dates we received the TEE quotes.
The business office solicited bids from three insurance companies.
The decision (board action) must be made by September 1.
All the board had questions. A few of the specific questions were:

- Are the staff recommended company on Buyboard?
- What did we do to get these bids(process)?
- Were any RFP's sent out for bids?
- Who filled out the online application for TEE?
- Was everything sent out to vendors the same information for bidding purposes?
- Who received on staff handles bids, RFP's, etc.?
- Do we know why the company has a reduction on premiums compared to last year?
  and much discussion. They did not feel adequately prepared to take action tonight. No decision made; no action taken.

This sole agenda item (Discuss and take action on the Renewal of the Property, Crime, General Liability, Educator's Legal Liability and Automotive Insurance with TPS) will be discussed further & the board will take action at a SPECIAL CALLED MEETING scheduled for

Friday, Aug. 29 at 8am.

13.d. Discuss and take action on an adoption of an order authorizing defeasance and redemption of a portion of Granbury Independent School District unlimited tax refunding bonds.
Move to adopt the order authorizing the defeasance and redemption of a portion of Granbury Independent School District. This motion, made by Barbara Townsend and seconded by Billy Wimberly, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

13.e. Discuss and take action on the adoption of the 2025-2026 General Operating, Child Nutrition, and Debt Service Budgets

Move to adopt the 2025-2026 General Operating, Child Nutrition, and Debt Service budgets as presented. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0
**Debt services budget was incorrect in the budget summary in boardbook; however, it was correct in the budget hearing documents and the document presented during the meeting. The board adopted the correct budget and the correct budget summary (debt services) is in boardbook and will be filed with the minutes, once approved.
13.f. Discuss and take action on the adoption of the 2025-2026 Tax Rate

Motion to adopt tax rate as recommended. Specifically, “I move that the property tax rate be increased by the adoption of a tax rate of $0.9296, which is effectively an increase in the tax rate.” This motion, made by Billy Wimberly and seconded by Nancy Alana, Passed.
Tim Bolton: Abstain (Without Conflict), Karen Lowery: Abstain (Without Conflict), Nancy Alana: Yea, Courtney Gore: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 5, Nay: 0, Abstain (Without Conflict): 2

13.g. Discuss and take action on a resolution committing Fund Balance
to approve as presented and commit the fund balance. This motion, made by Nancy Alana and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

13.h. Discuss and take action on delegating authority to the Superintendent to obligate the school district under Chapter 49
For the 2025-2026 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) $11.1511 (c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, $48.257 and TEC, Chapter 49 Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, $49.006. This included approval of the Agreement for the Purchase of Attendance Credit. This motion, made by Billy Wimberly and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

13.i. Discuss and take action on the Technology purchases for 2025-2026.

Move to approve all Technology purchases as presented. This motion, made by Nancy Alana and seconded by Tim Bolton, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

14. REPORTS

Strategic Plan Priority 1 Student Achievement was presented by Stacie Brown, Director of Teaching and Learning.

Support Services Report was presented by Director of Support Services, Bryan Johnson.

Categorical Spending Report was presented by Emmett Whitefield followed by presenting the other two financial reports: Financial Statements & Cash Flow & Investment Report for period ending July 31, 2025.

15. ADJOURN-Pres. Gore called the meeting adjourned at 9:10 pm.

DRAFT

Public Meeting Minutes
August 29, 2025 8:00am

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Karen Lowery:	Present
Mike Moore:	Present
Barbara Townsend:	Present
Billy Wimberly:	Present

1. CALL TO ORDER-Meeting was called to order at 8:04 am.

2. INVOCATION-Led by Board Trustee Mike Moore.

3. PLEDGES - Led by Board President Courtney Gore.

4. PUBLIC COMMENTS-Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.

Parents:
Jessica Wark- Insurance
Stuart Neal- Insurance
Adrienne Martin- not present

Community members:
Mark Lowery- Bid process for insurance
Parent Adrienne Martin worked in- TEE
Connie Lessman- Insurance
Monica Brown- Insurance
Jim Brown- Insurance
Beverly Cheney- Choices of insurance
Dr. Barbara Herrington- Insurance and Board Policy
Tony Mobly- TEE
Nancy Bennett- Insurance decision
Denise Rives- Insurance irregularities
Randy Rives- Insurance irregularities
David Rogers- Insurance

Out of District Speakers:
Brandon McCrary- Insurance One agent brokers for TEE
Lindsey Lyons- Chief Insurance Manager introducing IPMG
Paula Burns- TEE program Benefits
John Petree- Clarifying details for TEE proposal, president for TEE

DRAFT

5. DISCUSSION/ACTION

a. Discuss and take action on the Renewal of the Property, Crime, General Liability, Educator's Legal Liability, and Automobile Insurance with Texas Political Subdivisions (TPS)

SUPERINTENDENT REPORT & RECOMMENDATION

Move to accept the proposal to renew with TPS by the recommendation as presented. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.
Tim Bolton: Nay, Karen Lowery: Nay, Nancy Alana: Yea, Courtney Gore: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 5, Nay: 2
Tim Bolton: Nay, Karen Lowery: Nay

6. ADJOURN-Meeting adjourned at 9:05 am.

DRAFT

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

TEACHING AND LEARNING

TO: Dr. Courtney Morawski, Superintendent **FROM**:Stacie Brown

DATE: September 15, 2025

RE: MOU-ESC Approved Provider LASO Grants

SUMMARY:

We are seeking approval for the proposed Memoranda of Understanding (MOUs) with Education Service Center (ESC) Region XI to serve as Granbury ISD's approved provider for the implementation of the LASO Cycle 3 Strong Foundation Planning and Implementation Grants. The attached MOUs clearly outline the duties and responsibilities that ESC Region XI will provide in alignment with the program guidelines of the LASO grants.

Funding Compliance
The LASO program guidelines require that 50% of each grant allocation be spent on services with an approved provider. ESC Region XI has been selected as our provider, and the attached MOUs ensure full compliance with these requirements. All costs associated with the MOUs will be paid exclusively with LASO Cycle 3 grant funds.

Action Requested
We respectfully request approval of the attached MOUs with ESC Region XI as Granbury ISD's approved provider for the LASO Cycle 3 Strong Foundation Planning and Implementation Grants.

Respectfully submitted,

Stacie Brown

Stacie Brown

Director of Teaching & Learning

MEMORANDUM OF UNDERSTANDING

BETWEEN EDUCATION SERVICE CENTER REGION 11
AND Granbury Independent School District
(*District, Charter, ESC Name*)

THIS Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between the Education Service Center Region 11, ("ESC Region 11") and Granbury Independent School District ("Receiving Party") (collectively referred to as the "Parties" or individually as a "Party") acting herein by and through their respectively authorized officers or employees. This Agreement shall be effective on the date it is executed by all the Parties ("Effective Date").

PREMISES

WHEREAS Chapter 791 of the Texas Government Code authorizes governmental entities, including education service centers and independent school districts, to contract with each other to provide governmental functions and services; and

WHEREAS, Receiving Party has a fully executed Master Interlocal Agreement ("MIA") on file with ESC Region 11; and

WHEREAS, the Parties wish to enter into this Agreement for the purpose(s) outlined below and the Parties agree to follow the agreed upon terms to provide the services in this Agreement; and

WHEREAS, each Party, in performing the governmental functions or in funding the performance of governmental functions set forth in this Agreement, shall make that performance or those payments from current revenues legally available to that Party; and

WHEREAS, each Party finds that the performance of this Agreement is in the common interest of the Parties, that the MOU will benefit the public interest, and that the costs set forth herein fairly compensates the performing party for the services or functions under this Agreement.

NOW THEREFORE, the Parties to this MOU mutually agree to the following:

AGREEMENT

1. **DESCRIPTION OF SERVICE:** Strong Foundations Implementation Grant Support **(***ex. School Board Training***)**
2. **PURPOSE / REASON**
   ESC Region 11 will support and assist the LEA in the Implementation of Bluebonnet Learning K-Algebra 1 Math during the 2025-26 school year as a Strong Foundations Implementation Approved Provider.
3. **DUTIES AND RESPONSIBILITIES**

3.1 ESC REGION 11 Duties and Responsibilities.
ESC Region 11 will provide the following Technical Assistance:
Product Academy Bluebonnet Learning Math (Day 1) (all levels of leadership may attend)
Product Academy Bluebonnet Learning Math (Day 2) (all levels of leadership may attend)
Facilitation of PLCs focused on internalization of the Texas OER instructional materials, including support for campus PLC facilitator
Campus Leader Walkthrough with Debrief/Data Support (4 visits)
District Leader Walkthrough with Debrief/Data Support (2 visits)
Dedicated District Implementation Advisor and Planning Advisor
Implementation Plan Support and Ongoing Consultation
Instructional Vision Data Analysis and Alignment Stepback
Bluebonnet 101/introduction to Internalization for Leaders
RBIS training for those who have not participated
District Dashboard
Customizable services to meet the needs of your district while ensuring grant compliance.

3.2 Granbury Independent School District **(***District or Charter name***) Duties and Responsibilities.**
Execute a completed MOU with ESC Region 11, recognizing ESC Region 11 as their Strong Foundations Implementation Approved Provider
Ensure district and campus administrators support the initiative through planning and implementation by providing educators with appropriate time to participate in activities
Ensure educators support the initiative through activities, such as:
Participating in the evaluation, design, and fidelity of implementation
Practice effective communication with stakeholders participating in this process
Provide campus-level PLC facilitator
Adhere to Grant Guidelines as outlined by TEA

4. TERM OF AGREEMENT

This Agreement shall be effective as of the date of authorized signatures of both parties to:
September 1, 2025 to May 31, 2026 (TBD) (*list specific date range and/ or end date*)

5. TERMINATION

A Party may terminate this Agreement for any reason by providing the other party thirty (30) days prior written notice of the cancellation. The Receiving Party shall be responsible for all obligations to make payments to ESC Region 11 for all services rendered until termination of services.

6. AGREEMENT AMOUNT AND COMPENSATION

For and in consideration of the services to be provided by ESC Region 11 under this Agreement, the Receiving Party will pay ESC Region 11 a total amount of $ $476,000.00.

Basis for allocation of total amount listed above:
50% of the total award amount for the Strong Foundations Implementation Grant. Total awarded to Granbury ISD was $952,000.00.

Note: House Bill 462 (HB 462, 83rd Regular Session, Tex. 2013) prohibits the adoption and/or use of the Common Standards at the state, regional, and local levels. The Parties agree to refer only to the Texas Standards and refrain from referencing or using material aligned with the Common Core Standards during presentation(s).

Note: The Parties acknowledge and agree that all content to be delivered will adhere to Senate Bill 3 (SB3, 87th Second Called Session, Tex. 2021), which outlines instructional requirements and prohibitions for educators in Texas.

7. STATE CERTIFICATIONS

7.1 Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, the Parties represent and warrants that:

(a) All conduct under this Contract shall be administered and performed in a neutral manner without regard to race of persons;
(b) A Party shall not, in the specific performance of this Agreement, elevate one individual person over another, or advantage any one person over another, due to race;
(c) A Party shall not, in the specific performance of this Agreement, employ practices or engage in any advancement of the programs known as diversity, equity and inclusion, critical race theory, affirmative action, or other similar, divisive agendas;
(d) The Parties' staff, agents, and subcontractors that are selected and employed in the specific performance of this Agreement shall be selected and employed solely on merit and the ability to perform; and
(e) The Parties shall ensure that any subcontractors participating in the specific performance of this Agreement represent and warrant to the provisions of this Clause.

7.2 Biological Sex and No Preferred Pronouns: Each Party represents and warrants that it shall ensure that all actions in specific performance of this Agreement shall comply with federal and state law and reflect that there are only two sexes. A Party's employees, officers, representatives, subcontractors, and agents shall not, in performance of this Agreement, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations

7.3 Executive Orders: The Parties will comply, or continue to comply, with all applicable Federal and State executive orders. These orders include, but are not limited to:

(a) Exec. Order No. 14214, 90 Fed. Reg. 9949 (2025), which prohibits schools and other educational institutions that receive federal financial assistance from conditioning student enrollment on COVID-19 vaccination status;

(b) Exec. Order No. 14168, 90 Fed. Reg. 8615 (2025), which prohibits the use of Federal funds in the promotion of gender ideologies and further requires that intimate spaces (e.g., restroom) are designated according to one's biological sex;

(c) Exec. Order No. 14190, 90 Fed. Reg. 8853 (2025), which prohibits the use of Federal funds for direct or indirect activities or educational instruction related to discriminatory equity ideology or social transitioning;

(d) Exec. Order No. 14201, 90 Fed. Reg. 9279 (2025), which requires Title IX of the Education Amendments Act of 1972 be applied on the basis of biological sex, not gender identity, and prohibits transgender-identifying athletes from participating in all-women sports teams;

(e) Exec. Order No. 14173, 90 Fed. Reg. 8633 (2025), which requires that grant recipients (which, in the State of Texas, extends to subrecipients by virtue of this assurance) agree that adherence to Federal anti-discrimination laws is material to the government's payment decisions and further requires that recipients certify that it does not operate any programs promoting DEI in a manner violative of Federal anti-discrimination laws (which, by virtue of this assurance, the subrecipient certifies);

(f) Texas Exec. Order No. GA 55, which requires all people be treated equally, regardless of race; and

(g) Letter from Governor Greg Abbott to Chairmen and Executive Directors (Jan. 30, 2025), which requires Texas agencies to take actions on the basis of biological sex and not gender identity.

8. VENUE

This Agreement is made according to the laws of the State of Texas. The Parties expressly agree that this Agreement is governed by and will be construed and enforced in accordance with Texas law. Both Parties agree that the venue for any dispute arising from this Agreement shall be proper in the state and federal courts having jurisdiction in Tarrant County, Texas.

By executing this Agreement, each Party acknowledges that the person executing this Agreement below on its behalf has been or is duly authorized to sign it and to bind the Party to actively abide by its terms.

Granbury Independent School District	EDUCATION SERVICE CENTER REGION 11
District, Charter, ESC Name	
_____	_____
Signature Date	Clyde W. Steelman, Jr. Date Executive Director
Print Name: _____	
Title:_____	

Authorized Representative of the Receiving Party shall sign this Agreement and return to the ESC Region 11 contact listed below to be countersigned. You will receive one completed copy prior to the scheduled event.

ESC Region 11 Contact: Heather Ward email: hward@esc11.net

Ph #+1 (817) 740-7621

MEMORANDUM OF UNDERSTANDING

BETWEEN EDUCATION SERVICE CENTER REGION 11
AND Granbury Independent School District
(*District, Charter, ESC Name*)

THIS Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between the Education Service Center Region 11, ("ESC Region 11") and Granbury Independent School District ("Receiving Party") (collectively referred to as the "Parties" or individually as a "Party") acting herein by and through their respectively authorized officers or employees. This Agreement shall be effective on the date it is executed by all the Parties ("Effective Date").

PREMISES

WHEREAS Chapter 791 of the Texas Government Code authorizes governmental entities, including education service centers and independent school districts, to contract with each other to provide governmental functions and services; and

WHEREAS, Receiving Party has a fully executed Master Interlocal Agreement ("MIA") on file with ESC Region 11; and

WHEREAS, the Parties wish to enter into this Agreement for the purpose(s) outlined below and the Parties agree to follow the agreed upon terms to provide the services in this Agreement; and

WHEREAS, each Party, in performing the governmental functions or in funding the performance of governmental functions set forth in this Agreement, shall make that performance or those payments from current revenues legally available to that Party; and

WHEREAS, each Party finds that the performance of this Agreement is in the common interest of the Parties, that the MOU will benefit the public interest, and that the costs set forth herein fairly compensates the performing party for the services or functions under this Agreement.

NOW THEREFORE, the Parties to this MOU mutually agree to the following:

AGREEMENT

1. **DESCRIPTION OF SERVICE:** LASO Cycle 3 SF Planning Grant Support **(***ex. School Board Training***)**
2. **PURPOSE / REASON**
   ESC Region 11 will support and assist Granbury ISD as an approved provider for the Strong Foundations Planning Grant in the area of K-5 RLA for the 2025-2026 school year
3. **DUTIES AND RESPONSIBILITIES**

3.1 ESC REGION 11 Duties and Responsibilities.
Strong Foundations Planning Grant Supports:
RBIS RLA for K-5 for Teachers and Leaders,
Leadership Launch,
Leadership Collaboratives
Mid-Year Stepback Meeting
Ongoing Planning Advisor Support
Instructional Framework Writing Support and Ongoing Consultation
Collective Learning and Communication Plan Support andvOngoing Consultation, Instructional Vision Data Analysis and Alignment Stepback
Strong Foundations Planning Gap Analysis and Ongoing Consultation, Implementation Plan Support and Ongoing Consultation, Dedicated District Dashboard

3.2 Granbury Independent School District **(***District or Charter name***) Duties and Responsibilities.**
Granbury ISD agrees to contract with ESC Region 11 as their Approved Provider for the 2025-2026 school year to support the Strong Foundations Planning grant in RLA.
Granbury ISD agrees to create a roadmap, communications plan, and a district framework in RLA that will be both planned and implemented.
Granbury ISD's District Framework Committee/Leadership Team will attend the Collective Learning Series (RBIS).
In addition, Granbury ISD agrees to follow and adhere to all timelines/ milestones of the Strong Foundations Grant.

4. TERM OF AGREEMENT

This Agreement shall be effective as of the date of authorized signatures of both parties to:
September 1, 2025 to May 29, 2026 (TBD) (*list specific date range and/ or end date*)

5. TERMINATION

A Party may terminate this Agreement for any reason by providing the other party thirty (30) days prior written notice of the cancellation. The Receiving Party shall be responsible for all obligations to make payments to ESC Region 11 for all services rendered until termination of services.

6. AGREEMENT AMOUNT AND COMPENSATION

For and in consideration of the services to be provided by ESC Region 11 under this Agreement, the Receiving Party will pay ESC Region 11 a total amount of $ $80,000.00.

Basis for allocation of total amount listed above:
One half of total Strong Foundations planning grant award ($160,000) = $80,000.

Note: House Bill 462 (HB 462, 83rd Regular Session, Tex. 2013) prohibits the adoption and/or use of the Common Standards at the state, regional, and local levels. The Parties agree to refer only to the Texas Standards and refrain from referencing or using material aligned with the Common Core Standards during presentation(s).

Note: The Parties acknowledge and agree that all content to be delivered will adhere to Senate Bill 3 (SB3, 87th Second Called Session, Tex. 2021), which outlines instructional requirements and prohibitions for educators in Texas.

7. STATE CERTIFICATIONS

7.1 Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, the Parties represent and warrants that:

(a) All conduct under this Contract shall be administered and performed in a neutral manner without regard to race of persons;
(b) A Party shall not, in the specific performance of this Agreement, elevate one individual person over another, or advantage any one person over another, due to race;
(c) A Party shall not, in the specific performance of this Agreement, employ practices or engage in any advancement of the programs known as diversity, equity and inclusion, critical race theory, affirmative action, or other similar, divisive agendas;
(d) The Parties' staff, agents, and subcontractors that are selected and employed in the specific performance of this Agreement shall be selected and employed solely on merit and the ability to perform; and
(e) The Parties shall ensure that any subcontractors participating in the specific performance of this Agreement represent and warrant to the provisions of this Clause.

7.2 Biological Sex and No Preferred Pronouns: Each Party represents and warrants that it shall ensure that all actions in specific performance of this Agreement shall comply with federal and state law and reflect that there are only two sexes. A Party's employees, officers, representatives, subcontractors, and agents shall not, in performance of this Agreement, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations

7.3 Executive Orders: The Parties will comply, or continue to comply, with all applicable Federal and State executive orders. These orders include, but are not limited to:

(a) Exec. Order No. 14214, 90 Fed. Reg. 9949 (2025), which prohibits schools and other educational institutions that receive federal financial assistance from conditioning student enrollment on COVID-19 vaccination status;

(b) Exec. Order No. 14168, 90 Fed. Reg. 8615 (2025), which prohibits the use of Federal funds in the promotion of gender ideologies and further requires that intimate spaces (e.g., restroom) are designated according to one's biological sex;

(c) Exec. Order No. 14190, 90 Fed. Reg. 8853 (2025), which prohibits the use of Federal funds for direct or indirect activities or educational instruction related to discriminatory equity ideology or social transitioning;

(d) Exec. Order No. 14201, 90 Fed. Reg. 9279 (2025), which requires Title IX of the Education Amendments Act of 1972 be applied on the basis of biological sex, not gender identity, and prohibits transgender-identifying athletes from participating in all-women sports teams;

(e) Exec. Order No. 14173, 90 Fed. Reg. 8633 (2025), which requires that grant recipients (which, in the State of Texas, extends to subrecipients by virtue of this assurance) agree that adherence to Federal anti-discrimination laws is material to the government's payment decisions and further requires that recipients certify that it does not operate any programs promoting DEI in a manner violative of Federal anti-discrimination laws (which, by virtue of this assurance, the subrecipient certifies);

(f) Texas Exec. Order No. GA 55, which requires all people be treated equally, regardless of race; and

(g) Letter from Governor Greg Abbott to Chairmen and Executive Directors (Jan. 30, 2025), which requires Texas agencies to take actions on the basis of biological sex and not gender identity.

8. VENUE

This Agreement is made according to the laws of the State of Texas. The Parties expressly agree that this Agreement is governed by and will be construed and enforced in accordance with Texas law. Both Parties agree that the venue for any dispute arising from this Agreement shall be proper in the state and federal courts having jurisdiction in Tarrant County, Texas.

By executing this Agreement, each Party acknowledges that the person executing this Agreement below on its behalf has been or is duly authorized to sign it and to bind the Party to actively abide by its terms.

Granbury Independent School District	EDUCATION SERVICE CENTER REGION 11
District, Charter, ESC Name	
_____	_____
Signature Date	Clyde W. Steelman, Jr. Date Executive Director
Print Name: _____	
Title:_____	

Authorized Representative of the Receiving Party shall sign this Agreement and return to the ESC Region 11 contact listed below to be countersigned. You will receive one completed copy prior to the scheduled event.

ESC Region 11 Contact: Heather Ward email: f

Ph #+1 (817) 740-7621

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 15, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
Chief Financial Officer
DATE: September 5, 2025
RE: Budget Amendments

SUMMARY:

Attached are the monthly general fund budget amendments for Board approval. The first page is the budget amendment for the current period and indicates any increases to revenue as well as increases/decreases to each function and the overall net effect of the amendment totals to the budget. The second page is a summary and indicates how the current amendment will impact the overall general fund budgets as well as how any previous amendments have impacted these budgets.

BUDGET IMPACT: As indicated on the attached.

RECOMMENDATION:

I recommend the Board approve the amendments as presented.

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: September 5, 2025

2024-2025
Budget Amendment #1
General Operating

	September 15, 2025 Meeting Proposed Budget Amendment #1	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	0	0	
5800		0	0	
5900		0	0	
	Total	**0**	**0**	**0**
Function	**Expenses**			
11	**Overall effect on Function 11**	**0**	**0**	**0**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	**Overall effect on Function 13**	**0**	**0**	**0**
21	**Overall effect on Function 21**	**0**	**0**	**0**
23	**Overall effect on Function 23**	**0**	**0**	**0**
31	**Overall effect on Function 31**	**0**	**0**	**0**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	**Overall effect on Function 33**	**0**	**0**	**0**
34	**Overall effect on Function 34**	**0**	**0**	**0**
36	**Overall effect on Function 36**	**0**	**0**	**0**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	Finance - Amend funds for Projected Utility Increases	200,000	0	
	Overall effect on Function 51	**200,000**	**0**	**200,000**
52	Finance - Amend funds for Projected Utility Increases	0	200,000	
	Overall effect on Function 52	**0**	**200,000**	**(200,000)**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**200,000**	**200,000**	**0**

Granbury Independent School District

Fiscal Year 2024-2025

		Adopted Budget	Prior Budget Amendments	Budget Amendment 9/15/2025	Revised Budget
	REVENUE				
5700	Local Revenue	78,106,917	-	-	78,106,917
5800	State Revenue	18,594,361	-	-	18,594,361
59/7900	Federal Programs/Other Sources	1,418,946	-	-	1,418,946
	Total	**98,120,224**	**-**	**-**	**98,120,224**
	EXPENDITURES				
11	Instruction & Instr. Related Services	57,593,420	-	-	57,593,420
12	Instructional Resources & Media Serve	780,889	-	-	780,889
13	Curriculum & Instr. Staff Development	904,173	-	-	904,173
21	Instructional Leadership	1,292,508	-	-	1,292,508
23	School Leadership	4,737,619	-	-	4,737,619
31	Guidance, Counseling & Evaluation Serve	2,664,894	-	-	2,664,894
32	Social Work Services	-	-	-	-
33	Health Services	557,367	-	-	557,367
34	Student (Pupil) Transportation	4,933,332	-	-	4,933,332
35	Food Service	-	-	-	-
36	Co curricular/Extracurricular Activities	2,080,619	-	-	2,080,619
41	General Administration	3,262,007	-	-	3,262,007
51	Plant Maintenance and Operations	10,114,337	-	200,000	10,314,337
52	Security & Monitoring Services	1,632,150	-	(200,000)	1,432,150
53	Data Processing Services	1,538,673	-	-	1,538,673
61	Community Services	55,140	-	-	55,140
71	Debt Service (M&O)	219,850	-	-	219,850
81	Facilities Acquisition	-	-	-	-
91	Contracted Instruction Services - Chapter 41	3,889,767	-	-	3,889,767
93	Shared Services Arrangement		-	-	-
99	Other Governmental Charges	1,863,479	-	-	1,863,479
00	Other Uses		-	-	-
	Total Budgeted Expenditures	**98,120,224**	**-**	**-**	**98,120,224**
	Excess Revenue over (Under) Expenditures	**-**	**-**	**-**	**-**

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 15, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: September 5, 2025
RE: Annual Utility Costs

SUMMARY:

TEC 44.031 Exempts Utilities from competitive bidding, however, our projected expenditures in this category will exceed $50,000 and requires board approval of the budgeted amounts. In addition, Board Policy CH(LOCAL) requires board approval on purchases in excess of $50,000. The policy states, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in this policy.

The Superintendent is not required to obtain Board approval for the following types of budgeted purchases costing less than $100,000, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;
2. A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract."

The district budget covers payment of utilities across the District. Since the cost of these services will exceed $50,000, we are bringing these expenditures to the Board so purchase orders in excess of $50,000 may be issued as needed for utilities during the 2025-2026 fiscal year without additional Board approval.

Anticipated cost for the following utilities is budgeted and is presented for your information and authorization to issue any purchase order that exceeds $50,000 as needed for the 2025—2026 fiscal year.

Electricity -	$1,758,703 (Granbury Municipal Utilities, United Cooperative Services, Tri-County Cooperative)
Water -	$236,175 (Granbury Municipal Utilities, Acton Municipal Utility District)
Gas -	$143,000 (Atmos Energy)
Waste Management-	$122,500

BUDGET IMPACT: $2,160,378

RECOMMENDATION:

It is recommended that the utility purchases described above be approved as presented.

Respectfully submitted,



Emmett Whitefield, RTSBA
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield
Hailey Veron

Date Submitted: September 5, 2025

GRANBURY ISD

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**September 15, 2025**
Action:	**Action**

TO: Board of Trustees
From: Tammy Clark
Date: September 15, 2025
RE: Consider Campus Improvement Plans

SUMMARY:

Principals, their administrative teams, and their campus leadership committees have met in order to set performance objectives and strategies to align to the strategic plan goals that are applicable for their respective campuses for the 2025-2026 school year. The campus goals and objectives mirror the district goals and objectives as set forth through strategic planning and refined this past summer in a board workshop. This ensures that all campuses are aligned with the overarching goals set by the district. Each principal has also prepared a campus plan at-a-glance as a summary of their strategies within the district strategic plan framework. This process of development as well as the presentation to you and board approval is completed in accordance to TEC 11.251 and Board Policy BQB.

RECOMMENDATION:

It is recommended that the Board approve the Campus Improvement Plans as presented.

Respectfully submitted,

Tammy Clark
Assistant Superintendent

CAMPUS IMPROVEMENT PLANS

Tammy Clark | Assistant Superintendent

September 15, 2025

CAMPUS IMPROVEMENT PLANS:
ALL PIRATES INSPIRING EXCELLENCE, ROWING IN THE SAME DIRECTION

Topic: GISD schools' 2025-2026 Campus Improvement Plans

Purpose: To Inform

How campus principals determine campus needs: CNA

What is the focus of the CIP and why

Texas Education Code / Policy:

TEC 11.251 requires both district improvement plans and campus improvement plans be developed based through a needs assessment, reviewed, and revised annually. The plans must be mutually supportive and approved by the board of trustees.

BQB both Legal and Local address the requirements regarding planning and decision making process for the campus level.

Campus Improvement Plan

Continuous Improvement Cycle of Review, Reflection and Intentionality for Goals

CNA

June

Campus Improvement Plan Design

July -August

Presentation to board for approval

September

Reflection through ongoing formative reviews

November, February, Apriil

End of year data review

March to June



BASED ON A CAMPUS NEEDS ASSESSMENT: DATA DRIVEN

What data is Considered?

Student data

Human Capital Data

Projected Budgetary Needs

Community Connection Data

What is the timeline?

March- begin projected staffing

April- Budgetary needs to include staffing shifts

End of May- end of year numerical data
student,
human capital,
staff/student/family/community
engagement data

June- Compile data for campus needs assessment

CAMPUS IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Campus students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future ready skills

Goal 1: Student Achievement

Obj 1.1: Academic Achievement / Growth

1.2: CCMR- College, Career, and/or Military Readiness

1.3: Safety, Well-being, Connection

1.4: Student involvement

Campus Strategy Examples:

1.1- Instructional Specialists, PLCs
Intervention, Tutoring, Enrichment
Progress Monitoring

1.2- TSIA, Texas College Bridge, IBCs,
Career days,
College Visits, Recruiter visits

1.3- CKH Practices, Student Celebrations
Mandatory Drills, Intruder/DVA Audits
Community resource connections

1.4- Clubs, Academic UIL, Interest surveys
Incentives, Leadership roles

CAMPUS IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Campus staff will be highly effective, well-supported, and valued both personally and professionally.

Goal 2: Human capital

Obj 2.1: Recruitment systems

2.2: Retention systems

2.3: Training & Development systems

Campus Strategy Examples

2.1- Partnership with Tarleton Teach Residency program, Grow your Own, GISD Job Fair, TIA

2.2- Mentor program, New teacher meetings, CKH, staff recognitions / incentives, TIA, Monitor campus climate, staff feedback

2.3- Instructional coaching IS/Admin, PLCs, Instructional rounds, Learning walks, Monthly CLT/ILT meetings, Targeted PD, TTESS evaluation process

CAMPUS IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Campus students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Goal 3: Granbury culture

Obj 3.1: Student and family culture

3.2: Staff culture

3.3: Community relationships and transparency

Campus Strategy Examples:

3.1- weekly newsletters, Student recognition
Family engagement events,
Parent/Family engagement coordinator,
Purple star activities

3.2- Staff spotlights, staff surveys,
Elicit community support of staff,
Leadership opportunities

3.3- Community partnerships, Partner spotlights, Career connections / speakers,
Campus tours,
Purple star community outreach

CAMPUS IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Campus will be well-maintained, secure, and prepared for future growth

Goal 4: Facility and financial stewardship

Obj 4.1: Long-range facility and asset plan

4.2: Transparent and effective budget processes

4.3: Alternative revenue sources

Campus strategy examples:

4.1- Participate in long-range planning, plan/replacement playground equipment
EOP, Safety audits, Safety trainings
Monitor and share enrollment data

4.2- Staff training budget/resource allocation
Club/Activity budget/finance trainings,
Periodic budget/fund check-ins,
Title I funds, Master scheduling

4.3- GEF grants, local business supports,
Local non-profit connections

WHAT TO EXPECT FROM HERE

Formative checkpoints and new data checkpoints

Living document for campus

Continuous process

QUESTIONS?

Acton Elementary Campus Plan At-A-Glance

2025 - 2026

GISD Vision

Granbury I.S.D. inspires excellence and empowers all students to be future ready and positive contributors to their community.

GISD Community Beliefs

Positive partnerships with family and community are important for student success. Students should be future ready.

Acton Elementary School's Mission

Acton Elementary in partnership with the community has high expectations and is committed to: reaching hearts, building character, growing learners, and embracing families.

Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.	**Goal 2: Acton Elementary staff will be highly effective, well supported, and valued both personally and professionally.**	**Goal 3: Acton Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience.**	**Goal 4: Acton Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.**
Objective 1: Strengthen Academic Achievement and Growth ● **Instruction -** Instructional Specialists Support, Standards-Aligned Lessons, Uniform Lesson Plan Template, Bi-Weekly PLC, Alignment to Scope and Sequence and Approved Curriculum Resources ● **Intervention & Enrichment -** Targeted Pirate Time Intervention, Use of GISD Intervention Resources, UIL A+ Academics, GT Pull-Out Program ● **Student Data & Motivation -** Student Data Tracking, Academic Growth Incentives (2-1-None, Club 5, Medals for Mastery) ● **Progress Monitoring -** Utilize Branching Minds & Ellevation, Frequent Special Programs Meetings **Objective 2: College, Career, & Leadership Readiness**	**Objective 1: Strengthen Recruitment Systems for Highly Qualified Staff** ● **Recruitment -** Partner with Tarleton State University Teacher Residency Program, Host Campus tours for Prospective Teachers, Attend and participate in the Granbury ISD Job Fair **Objective 2: Strengthen Retention Systems for Highly Qualified Staff** ● **Teacher Support-** Provide Mentoring for New Teachers Through the District Mentorship Program, Monthly New Teacher Meetings, Targeted Professional Development, Fund Instructional Specialists, Resources, and STAAR Tutoring to Support Teachers ● **Coaching -** Observe Teacher and Offer Feedback Using the Get Better Faster Model	**Objective 1: Strengthen Student and Family Culture & Engagement** ● **Family Engagement –** Host School-Wide Events to Engage Families and Foster Community ● **Parent Input –** Gather Feedback Through Surveys, PTO, and Campus Leadership Team ● **Communication –** Share Weekly Updates via Pirate Press, Positive Parenting Newsletter, Learning Connect, Class DOJO, Remind, and Social Media, Hold Parent Conferences in October ● **Attendance –** Promote Attendance Through Incentives, Classroom Displays, RaaWee Monitoring, and Attendance Mentoring **Objective 2: Strengthen Staff Culture** ● **Leadership Opportunities –** Provide Staff Roles on CLT, ILT, Process	**Objective 1: Create/Refine Long-Range Facility & Asset Plans** ● **Strategic Planning –** Participate in District Long-Range Planning Teams to Address Enrollment and Facilities ● **Data Collection –** Collect and Share Family and Staff Survey Data to Support Demographic Studies **Objective 2: Refine and Commit to Transparent & Effective Budgeting Processes** ● **Staff Training –** Attend District-Level Budget Trainings for Financial Procedures and Resource Allocation ● **PTO Transparency –** Participate in PTO/Booster Financial Trainings and Conduct Monthly PTO Financial Reviews **Objective 3: Explore/Expand Alternative Revenue Sources**

• **CCMR Experiences–** Career Day, Pirates with Purpose, College Visits, Leadership Expo, Community Guests **Objective 3: Ensure Safety, Well-Being, and Connection** • **Student Connectivity & Well-Being -** Red Ribbon Week, Start With Hello Week, Anti-Bullying Assemblies, Lunch Bunch, Mentorship Program, Bedford the Dog, Family Huddles, Class Circle Times, Positive Office Referrals, CKH Character Lessons, TCHATT • **Capturing Kids Hearts -** Character Lessons, Morning Greeters, Good Things, Launches, Social Contracts, Restorative Circles • **Celebrating Student Character -** Pirate Proud Awards, Kiwanis' Super Citizen, Gold Coin Recipients, Positive Office Referrals, "Good News Call of the Week," Student Shout-Outs • **Community Agencies/Family Resources** – Acton Methodist Church, Anchor Fellowship, Child Advocacy Center, Cook's Children's, Neighbors Feeding Neighbors, Tarrant Area Food Bank, Heavenly Closet • **Safety** – Drills, Fast Passes/Raptor Screening, Stop the Bleed & CRASE training, Timely Communication, Emergency Operations Plan Compliance, Behavior Threat Assessments Consistency	• **Feedback -** Collect Staff Feedback Through Mid-Year Surveys and Stay Interviews • **Incentives -** Recognize and Retain High-Performing Teachers Through Texas Teacher Incentive Allotment (TIA) **Objective 3: Strengthen Professional Training & Development Systems** • **Professional Development -** Facilitate bi-weekly PLCs to Unpack Standards, Design Common Assessments, Analyze Data, Provide Campus PD, and Plan Interventions/Extensions, Implement Tiered Professional Growth Opportunities Including Get Better Faster Coaching, Instructional Rounds, Learning Walks, and Model Teaching, Hold Monthly Instructional and Campus Leadership Team Meetings • **State Mandated Training -** Train Instructional Specialists, and Administrators in STR and Bluebonnet Math Yearly	Champion Team, Mentor Teachers, and District Committees • **Campus Culture –** Strengthen Staff Connections Through Sunshine Committee, Acton Nights Out, Staff Luncheons, Summer Swim Parties, Affirmations, and Staff Shoutouts • **Community Support –** Recognize and Celebrate Staff Through Partnerships with StoneWater Church, PTO, Families, and Local Businesses **Objective 3: Increase Community Relationships & Transparency Practices** • **Campus Tours –** Invite Community Members to Attend Tours Highlighting Instruction, Safety, and Culture; Promote Transparency Through Social Media • **Student Opportunities –** Partner with Chamber of Commerce to Provide 5th Graders Entrepreneurial Experiences Through Lemonade Day • **Community Partnerships –** Collaborate with YMCA, Brazos River Authority, Cast for Kids, and Unified Champion School to Promote Inclusion, Leadership, and Enrichment; Support Mission Granbury, Beau Bear Foundation, Rancho Brazos, United Way, and Others**;** Partner with StoneWater Church to Provide Morale Boosts, Meals, Funeral Support, and SLC Respite Night Meals	• **Grant Funding –** Pursue Grants Through the Granbury Education Foundation, Support Staff in Identifying Needs, Writing Proposals, and Submitting Applications
2026 STAAR Campus Performance Goals by Performance Indicators:	**Reading Approaches** = 88% to 90% **Reading Meets** = 67% to 70% **Reading Masters** = 37% to 40%	**Math Approaches** = 85% to 90% **Math Meets** = 58% to 60% **Math Masters** = 28% to 30%	**Science Approaches** = 91% to 93% **Science Meets** = 60% to 65% **Science Masters** = 27% to 30%
2026 A-F Accountability Goals:	**Domain 1, Student Achievement:** 92 (+2 from 2025)	**Domain 2, School Progress:** 88 (+3 from 2025)	**Domain 3, Closing the Gaps:** 94 (+2 from 2025)

Granbury Independent School District

Acton Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

WE BELIEVE: Positive partnerships with family and community are important for student success. Students should be future ready.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 5
School Culture and Climate 8
Staff Quality, Recruitment, and Retention 10
Family and Community Engagement 12
Priority Problem Statements 14
Goals 15
Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 15
Goal 2: Acton Elementary staff will be highly effective, well supported, and valued both personally and professionally. 24
Goal 3: Acton Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience. 29
Goal 4: Acton Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 35.
Title I 38
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 38
1.1: Description of CNA Process 38
1.2: Location for Evidence of Multiple Meetings Held 38
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 38
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 38
2.2: Stakeholders 1114(b)(2) 39
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 39
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 39
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3) 39
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 39
Title I Personnel 40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Acton Elementary ended the 2024-25 school year with 824 students in Kindergarten through 5th grade. Based upon current enrollment numbers and the current number of incoming Kindergarten students, anticipated enrollment numbers for the 2025-2026 school year is 850 students. The breakdown per grade level for the 2025-2026 school year is: 6 sections of Kindergarten, 6 sections of 1st grade, 7 sections of 2nd grade, 7 sections of 3rd grade, 8 sections of 4th grade, and 6 sections of 5th grade. We also will also have 3 structured learning classrooms with a total of approximately 25 students.

In May of 2025, 44.2% of our students qualified for free or reduced lunches.

The enrollment by ethnic background was 72.2% White, 20% Hispanic, 2% Black, 0.4% American Indian, .4% Asian, 4.4% two or more races. 76 students were newly enrolled at Acton Elementary during the 2024-2025 school year.

Strategies for the 2025-2026 School Year:

The campus goal is to have an average daily attendance at or above 96%. Acton Elementary ended the year with an average daily attendance of 95.23% (up from the 2023-24 average of 94.71%). We will continue to look for creative ways to incentivize and motivate students to be at school each day. Additionally, we will continue to educate families on the importance of good attendance. We will also have mentoring opportunities for our chronically absent students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Yearly combined attendance is below 96%
Root Cause: Shifting family mindsets to prioritize daily attendance is a long-term effort. While we have implemented a variety of strategies--including the use of Raawee, targeted incentives at the student, classroom, and grade levels, and the renewed use of truancy court--our overall attendance rate remains below that of peer districts with similar size and demographics. Additionally, the Winter 2024-25 season

Student Achievement

Student Achievement Summary

Overall STAAR 2025 Results:

- Reading Approaches - 88%
- Reading Meets - 67%
- Reading Masters - 37%
- Math Approaches - 85%
- Math Meets - 58%
- Math Masters - 28%
- Science Approaches - 91%
- Science Meets - 60%
- Science Masters - 27%

Overall TELPAS 2025 Results:

Of the 19 Emergent Bilingual students:

- 11% were in the “Beginning” range
- 42% were in the “Intermediate” range
- 42% were in the “Advanced” range
- 5% were in the “Advanced High” range

1 Emergent Bilingual student exited needing ESL services due to their performance on TELPAS and STAAR

Overall mClass 2025 Results:

Kindergarten

- Well Below Benchmark - 18%
- Below Benchmark - 11%

- At Benchmark - 28%
- Above Benchmark - 43%

1st Grade

- Well Below Benchmark - 18%
- Below Benchmark - 21%
- At Benchmark - 29%
- Above Benchmark - 32%

2nd Grade

- Well Below Benchmark - 17%
- Below Benchmark - 16%
- At Benchmark - 29%
- Above Benchmark - 38%

Strategies for the 2025-2026 School Year:

- Strengthen foundational literacy in Kindergarten through 3rd grade through implementation of Benchmark Phonics Instruction and Benchmark Phonics Intervention programs.
- Implement Pirate Time, a dedicated 30–45 minute daily block for targeted reading and math interventions based on student data.
- Ensure vertically aligned writing instruction that prepares students for STAAR short and extended constructed response item types.
- Leverage Instructional Specialists to support teacher teams in delivering high-quality Tier 1 instruction, developing common formative assessments, and designing effective Tier 2 and Tier 3 interventions to meet diverse student needs.
- Utilize bi-weekly PLC meetings to analyze progress monitoring data, collaboratively plan targeted, data-driven interventions for Pirate Time, and build collective teacher understanding of the new math adoption, Bluebonnet OER.
- Use district workdays and professional development days for “Big Picture Planning,” which includes deep internalization of the math adoption, Bluebonnet OER, and ensures alignment with scope and sequence, instructional materials, and assessment tools.
- Continue small group instruction across all core subjects, using formative assessment data to guide intervention and extension tailored to each student.
- Support Emergent Bilingual students through the Summit K12 program and a dedicated interventionist, with a focus on ELPS mastery and

TELPAS growth.

- Promote least restrictive environments for Special Education students to maximize access to and achievement in grade-level curriculum.
- Maintain weekly GT instruction through the continued rotation of the district GT teacher to serve AES students.
- Grow participation in the GISD Elementary Academic UIL competition, continuing to host and expand this enriching academic opportunity for students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After reviewing 2025 STAAR scores, specific areas of concern are: A significant gap remains between "Meets" and "Masters" across all subjects. Fewer students are reaching grade-level proficiency in Math compared to Reading and Science. Large gaps exist between "Approaches" and "Meets" in Math and Science.
Root Cause: One likely root cause is the need for increased focus on rigorous, high-quality Tier 1 instruction that challenges students beyond basic recall and procedural understanding. While students are demonstrating foundational knowledge (Approaches), they may not be consistently engaged in tasks that require critical thinking, application, and problem-solving--skills needed to reach the Meets and Masters

School Culture and Climate

School Culture and Climate Summary

Strategies for the 2025-2026 School Year:

- Maintain a strong focus on campus safety and security through ongoing initiatives such as the Stop the Prop campaign, heightened visitor awareness, refined front office procedures, clear protocols for large-scale events, and routine safety drills.
- Utilize the behavior/reset room as a proactive tool to reduce disruptive behaviors and preserve valuable instructional time for all students.
- Strengthen our character education efforts through the continued use of Capturing Kids' Hearts principles, paired with targeted counselor lessons during bi-weekly PLCs and whole-class character instruction.
- Implement restorative circles in classrooms on a regular basis to nurture strong peer and teacher relationships, and use them intentionally to navigate conflict or support classroom dynamics when needed.
- Celebrate student achievements through positive office referrals and uplifting phone calls home, reinforcing a culture of encouragement and partnership with families.
- Deepen relationships with community partners and local organizations to strengthen the bond between our campus and the greater community.
- Participate in both grade-level and school-wide service learning opportunities that promote kindness, compassion, and civic responsibility.
- Empower our student ambassadors to lead campus tours and welcome new students, families, and visitors, supporting smooth transitions and a strong sense of belonging.
- Provide meaningful student leadership opportunities through programs like Student Council and Student Ambassadors, cultivating responsibility, confidence, and a voice in shaping campus culture.
- Continue sharing weekly family newsletters from campus administration that include principal updates, counselor tips, academic support strategies, and upcoming events to keep families informed and engaged.
- Continue hosting student-led parent conferences in the fall semester to foster meaningful dialogue between home and school about student progress and goals.
- Continue to host campus tours for current and prospective families as well as for community members interested in learning more about the innovative and engaging work happening on our campus.
- Partner with schools across the country to exchange fresh, innovative ideas and strategies, continually evolving our practices through collaboration and shared learning.
- Leverage mid-year and end-of-year surveys for families and staff, along with stay interviews, to gather feedback and guide Campus Leadership Team decision-making.

- Keep the momentum of our monthly Family Huddle, an all-school morning meeting in the pit, to build school spirit, celebrate student growth, and recognize staff achievements.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1:
Sustaining and enhancing a positive school culture is an evolving journey that demands ongoing collaboration, dedication, and a focus on continuous growth--especially after maintaining a strong culture over time.
Root Cause: Our positive school culture remains a significant strength and source of pride. However, to avoid complacency, we must intentionally explore fresh and innovative strategies to nurture and expand this culture moving forward.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Strategies for the 2025-2026 School Year:

- All instructional staff will hold appropriate certifications and meet all qualifications for their assigned content areas and grade levels
- First-year teachers and those new to Acton Elementary will be paired with a mentor teacher. This partnership, along with monthly "New Teacher Meetings," will help orient new staff to campus culture and expectations. Mentoring will follow the guidelines of the Granbury ISD Mentoring Program.
- Teachers new to the profession and/or Acton Elementary will participate in an observation-feedback coaching model, receiving a minimum of three positive shifts in their first year. These coaching cycles will support growth in classroom management and instructional rigor.
- Teachers will be included in either the T-TESS evaluation rotation or an observation and feedback coaching cycle. Each teacher will receive 2–3 walkthroughs annually, based on TIA eligibility.
- T-TESS goal-setting meetings, along with pre-conferences, post-conferences, and summatives, will serve as coaching opportunities for reflective conversations around instructional practices and professional growth.
- Using data from the observation-feedback global tracker and T-TESS tools, the Instructional Leadership Team will identify the highest leverage problems of practice prior to the start of the 2025–26 school year to inform a year-at-a-glance professional learning plan.
- Teacher teams will continue to have a 45-minute daily common planning period, with Instructional Specialists present to offer support and guidance during weekly meetings.
- Bi-weekly 60-minute PLC sessions will bring together grade-level teams, the Instructional Specialist, and administrators to internalize lesson plans, design common formative assessments, analyze student learning, and plan for timely interventions and enrichment.
- Designated professional development days will continue to be used for collaborative "big picture planning," allowing teacher teams to align instruction with curriculum goals and upcoming assessment windows, with support from instructional leaders.
- Through our partnership with Tarleton State University, Acton Elementary will continue participating in the US Preparation Intern Program, hosting one intern during the 2025–26 school year.
- We will continue to host interns, student teachers, and observers from local universities to help develop future educators and support their training.
- Teachers will be supported in obtaining or maintaining required certifications through alternative pathways, including GT, ESL, and Reading Academy.
- The Acton Elementary admin team will carry on our established teacher appreciation efforts throughout the school year. These include gratitude rings, uplifting notes, staff shout-outs, favorite snacks, drinks, and desserts, as well as Acton Night Outs, treat carts, jeans/athleisure days, staff meals, and fun recognition initiatives. We'll also bring back our December and February calendars full of daily games and treats, and continue to celebrate our team during Teacher Appreciation Week.

- We will maintain partnerships with families, local businesses, our PTO, and StoneWater Church's Serve GISD team to support ongoing staff appreciation and encouragement.
- Staff surveys and stay interviews will continue to be conducted annually to gather input and guide decision-making by the admin team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The addition of multiple structured special education programs over the last three years has increased the number of specialized staff (teachers and paraprofessionals), creating new demands for training, collaboration, and support systems.
Root Cause: As these specialized programs are new to Acton Elementary, consistent structures for onboarding, coaching, and professional development specific to behavior intervention, sensory regulation, and instructional strategies for students with significant needs are still being developed and refined.

Family and Community Engagement

Family and Community Engagement Summary

Strategies for the 2025-2026 School Year:

- Continue to use Class Dojo for teacher and campus-wide communication to maintain consistent, real-time updates between families and school staff
- Continue the use of Remind for important school-wide announcements and time-sensitive reminders
- Continue using campus social media platforms (Facebook, Instagram, YouTube, TikTok, and Twitter/X) to highlight student success, share campus events, promote school culture, and inform stakeholders
- Continue publishing the weekly "Pirate Press" digital newsletter from the administration team to families with highlights, reminders, and updates
- Continue "The Learning Lounge: The Acton Elementary Podcast" to strengthen communication, provide learning insights, and build a culture of family-school connectedness
- Continue to foster a thriving Parent Teacher Organization (PTO) that offers numerous volunteer and leadership opportunities for families throughout the school year
- Continue hosting monthly Family Huddles that showcase student achievement, celebrate staff accomplishments, and build a strong campus community
- Student music performances will continue to be featured during Family Huddles and at separate designated events for broader family attendance and enjoyment
- Host student-led parent conferences during the fall semester to deepen the partnership between families and educators by focusing on student goals, growth, and academic progress
- Continue partnering with the Granbury Chamber of Commerce and local businesses to participate in Granbury Lemonade Day, helping students learn entrepreneurship and community engagement
- Maintain the following volunteer opportunities to increase parent involvement:
    - Classroom Volunteer
    - Library Volunteer
    - Field Trip Chaperone
    - PTO Officer or Committee Member
- Continue hosting family engagement events organized through the Family Engagement Committee, including literacy nights, math nights, and curriculum showcases
- Continue organizing community outreach efforts, including but not limited to:
    - Rancho Brazos Registration Event
    - Cresson POD Registration Event
    - Penny War, in support of The Beau Bear Organization

    - Canned Food Drive, in conjunction with Mission Granbury
    - “Cereal Domino Challenge”, new cereal boxes distributed to various local non-profit organizations
    - Blanket Drive, distributed to various local non-profit organizations
    - Blessing Box donations, distributed to various local non-profit organizations
- Continue our partnership with Neighbors Feeding Neighbors and Acton Methodist Church to provide weekend backpack snacks to students in need
- Maintain our partnership with Anchor Fellowship Church, where mentors work one-on-one with students who need additional social-emotional support
- Partner with the StoneWater Church Serve GISD team for special projects and campus support days
- Collaborate with district departments to promote and increase participation in special population events, such as Emergent Bilingual Family Night, Dyslexia Parent Training, and Autism Awareness events
- Distribute parent/family surveys at mid-year and end-of-year to gather meaningful feedback, identify strengths and areas for growth, and drive decisions aligned with stakeholder needs
- Host campus tours for prospective families, community members, and local organizations interested in learning more about Acton Elementary’s unique programs and culture
- Partner with schools across the state and country to exchange innovative practices and enhance family-school engagement through new perspectives and shared learning
- Provide leadership opportunities for students through Student Council and Student Ambassadors, both of which help welcome guests, lead service initiatives, and represent the campus at events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: While many families are engaged through school-wide events, some parents still do not actively participate in academic conversations about their child's learning progress
Root Cause: A need for increased individualized, student-centered engagement opportunities, such as goal-setting conferences, student-led parent conferences, and academic workshops, that empower families to play a more active role in student learning.

Priority Problem Statements

Goals

Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During weekly content planning meetings, Instructional Specialists will assist teachers in creating high-quality lessons and learning activities and will facilitate the use of lesson planning templates that ensure 100% of instructional materials and assessments are aligned with state standards, researched best-practices, and STAAR assessment items. **Strategy's Expected Result/Impact:** Increased vertical alignment, student engagement, consistency with district scope and sequence, and alignment to state standards. **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will provide targeted interventions and extension opportunities to ensure the academic success of all students through daily campus-wide Pirate Time interventions, Academic UIL and GT pull-out to ensure 100% of students are learning at appropriate levels of rigor. The following programs and resources will be utilized for teacher planned small group activities and personalized learning plans: IXL, iReady, Amplify, Benchmark Phonics Intervention, Learning Ally, and Reading by Design. **Strategy's Expected Result/Impact:** Increase in performance in Domain 2 (Student Progress) and Domain 3 (Closing the Gaps) **Staff Responsible for Monitoring:** Campus administrators and Instructional Specialists **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will track their data after all beginning, middle, and end-of-year assessments, as well as district assessments administered throughout the year. They will also engage with motivating incentives such as 2-1-None Club, Club 5, and Medals for Mastery to promote mastery-level performance and celebrate growth. In addition, hands-on field trips will help students build schema and background knowledge. **Strategy's Expected Result/Impact:** Improved student motivation and work ethic, both extrinsically and intrinsically; higher percentages of students achieving grade-level mastery; and a minimum of 35% of students performing at the Masters level on all STAAR assessments. **Staff Responsible for Monitoring:** Campus administrators and Instructional Specialists **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Utilizing Branching Minds and Ellevation, we will set goals, document interventions, and progress monitor and document the growth and achievement of all students, with specific emphasis on students in special programs (EB,504, SPED, MTSS and At-Risk). **Strategy's Expected Result/Impact:** Decreased gaps in achievement between all students and students in special student groups **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, 504 Coordinator, SPED Coordinator **Title I:** 2.51, 2.52, 2.533 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will host a Career Day where students are exposed to a wide variety of career pathways available to them and partner with local businesses, workforce representatives, and community organizations to provide hands-on learning experiences, interactive presentations, and real-world insights into different professions. This event will help students begin exploring their interests and making connections between their current learning and future opportunities. **Strategy's Expected Result/Impact:** Students will gain a broader understanding of the career options available to them, increase their awareness of the skills needed for different professions, and be better equipped to set personal goals for their future. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will strengthen College, Career, and Military Readiness (CCMR) by developing leadership and future-ready skills through our Pirates with Purpose group, which serves 3rd-5th grade boys. This group, led by Mrs. Jernigan, meets monthly to focus on work ethic, goal setting, etiquette, and conflict resolution--skills that will equip them for long-term success. In addition, members will participate in enrichment opportunities such as a field trip to a local college and sessions with guest speakers from the community, providing real-world connections and inspiration for their futures. **Strategy's Expected Result/Impact:** Students participating in Pirates with Purpose will demonstrate increased confidence, improved leadership and interpersonal skills, and stronger goal-setting abilities. By connecting with community leaders and experiencing post-secondary environments, students will begin to see themselves as future-ready learners prepared to pursue college, career, or military pathways. **Staff Responsible for Monitoring:** Campus administrators and school counselor				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will ensure safety, well-being, and student connection through intentional campus-wide programs and practices, including Red Ribbon Week, Start with Hello Week, Nana Puddin' Anti-Bullying Assemblies, Lunch Bunch, mentorship program, partnering with Pet Partners and Bedford the Therapy Dog, Family Huddles, Class Circle Time, Positive Office Referrals, counselor-taught character lessons, and teacher-led Capturing Kids' Hearts lessons. **Strategy's Expected Result/Impact:** Increased student sense of belonging, connectedness, and safety on campus; decreased office referrals and bullying incidents; increased positive behavior recognition through Positive Office Referrals. **Staff Responsible for Monitoring:** Campus administrators, school counselor, classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will teach character development and leadership skills utilizing the Capturing Kids' Hearts and Restorative Practice principles through bi-weekly character lessons, daily greeting at the door, sharing and celebrating good things, launches at the end of each day, classroom and staff social contracts, weekly classroom circles, bi-weekly PLC time, restorative circles with administrators, and weekly video announcements involving student leaders. **Strategy's Expected Result/Impact:** Decrease in number of negative office referrals, increase in number of positive office referrals, improved classroom and campus culture as reflected on end of year student survey **Staff Responsible for Monitoring:** campus administrators, school counselor and classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will celebrate positive student behaviors in the following ways: Pirate Proud awards connected to Capturing Kids' Hearts character traits, monthly Kiwanis' Super Citizen, weekly golden coin recipients, positive office referrals connected to character trait, "Good News Call of the Week", student shout outs, and brag tags. **Strategy's Expected Result/Impact:** Students will feel recognized and valued for displaying positive behaviors, which will increase motivation, strengthen connections to character traits, and promote a school-wide culture of respect and responsibility. **Staff Responsible for Monitoring:** campus administrators, school counselor and classroom teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will partner with the following community agencies to provide families with necessary resources and support: Acton Methodist Church, Anchor Fellowship Church, Child Advocacy Center, Cook's Children's Hospital, Neighbors Feeding Neighbors Hood County, and the Tarrant Area Food Bank. A specific partnership with Rancho Brazos will be fostered in order to serve Acton Elementary students and families that live in the Rancho Brazos and Sandy Beach neighborhoods. Acton Elementary will also maintain a Heavenly Closet on campus, allowing students to access new clothing, shoes, and personal hygiene items when needed. **Strategy's Expected Result/Impact:** Increased ability to meet the needs of students facing challenging situations. **Staff Responsible for Monitoring:** Campus administrators and school counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: We will strengthen student and family well-being by increasing access to mental health supports through timely referrals to the Texas A&M Telehealth Counseling and Telepsychiatry (TCHATT) program. The campus will provide information, guidance, and follow-up to families to ensure students receive needed services, reduce barriers to care, and promote academic and social-emotional success. **Strategy's Expected Result/Impact:** Increased number of appropriate referrals to TCHATT; improved student well-being reflected in counselor logs, attendance, and academic engagement; positive family feedback on access to mental health supports. **Staff Responsible for Monitoring:** Campus administrators, school counselor, classroom teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will maintain ongoing safety procedures by conducting all state-required drills and reinforcing proficiency with students and staff through monthly staff meetings, classroom discussions, and weekly emails to both staff and parents. Additionally, we will use FAST Passes and Raptor to screen all campus visitors. Our goal is to increase awareness of safety and security for all stakeholders and achieve a 100% passing score on the TEA security audit. **Strategy's Expected Result/Impact:** Increased proficiency and improvement in response time on safety drills throughout the school year; enhanced awareness of safety protocols among students, staff, and families; and a passing indicator on the TEA security audit. **Staff Responsible for Monitoring:** Campus administrators, campus security officer, all campus staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: The School Safety and Security Committee will meet monthly to ensure compliance with state requirements and to review and update the campus Emergency Operations Plan. All staff members will receive training at the beginning of the year on Stop the Bleed and Active Intruder (CRASE) protocols. In addition, the Behavior Threat Assessment Team will be notified following the completion of 100% of threat assessments and will meet once per semester to review procedures, identify concerns, and address potential threats. Our administrator responsible for safety and security will also attend quarterly district safety and security meetings to stay aligned with district protocols and best practices. **Strategy's Expected Result/Impact:** Increased campus safety and security; improved compliance with state safety requirements; timely and consistent response to potential threats; enhanced collaboration among safety team members **Staff Responsible for Monitoring:** Campus administrators, School Safety and Security Committee, Behavior Threat Assessment Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Acton Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will increase student involvement and engagement in academic extracurricular activities by expanding participation in UIL. Students will have the opportunity to try out for events, attend weekly practice with their coaches, and compete in UIL. Our campus will host the Invitational UIL competition for Granbury ISD and any surrounding districts who seek participation. We will also recognize UIL student achievements during Family Huddle celebrations. **Strategy's Expected Result/Impact:** Increased student participation in UIL and other extracurricular activities; strengthened student confidence, teamwork, and academic skills; stronger sense of school pride and family engagement. **Staff Responsible for Monitoring:** Campus administrators, UIL coordinator, and UIL coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We are committed to expanding leadership opportunities for all students at Acton Elementary, empowering them to develop confidence, responsibility, and a voice in shaping their school community. To support this, our 5th graders will attend a Leadership Expo where they will learn about roles such as School Ambassadors and Student Council and may run for these positions. 5th Grade Ambassadors and Grades 3-5 Student Council members will work with their designated staff leaders to complete tasks, assist with service projects, help lead morning announcements, and serve as role models for their peers. In addition, we will establish a Principal Advisory Committee with representation from Kindergarten through 5th grade. This group will collaborate with the principal throughout the year to provide input, share ideas, and help make global decisions that guide the future of our campus. **Strategy's Expected Result/Impact:** Increased student leadership participation and engagement; stronger school culture of responsibility and service; development of communication, collaboration, and leadership skills in student leaders. **Staff Responsible for Monitoring:** Campus administrators, Leadership Expo coordinator, Student Council sponsor, and Ambassador Program sponsor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen school culture and student voice by holding regular Family Huddles where all students gather as a community. During these huddles, students will lead "good things," share character traits, participate in launches, and guide positive conversations that build belonging and leadership skills. Family Huddles will also include student celebrations and provide opportunities for each grade level to showcase their music program by singing once a month. **Strategy's Expected Result/Impact:** Increased student confidence and leadership opportunities; strengthened campus-wide sense of community; improved student understanding and application of character traits; enhanced student engagement and pride through celebrations and performances. **Staff Responsible for Monitoring:** Campus administrators, school counselor, teachers and staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Acton Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will strengthen our recruitment systems by fostering a strong partnership with Tarleton State University's Teacher Residency Program, actively recruiting Teacher Residents for vacancies to expand the applicant pool and ensure Acton Elementary is staffed with highly effective, well-supported, and valued educators. **Strategy's Expected Result/Impact:** This strategy will increase the pool of highly qualified applicants, improve retention of effective educators, and ensure Acton Elementary staff feel well supported and valued both personally and professionally. **Staff Responsible for Monitoring:** Campus administrators and classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will host campus tours during the fall and spring semesters for prospective staff, showcasing Acton Elementary's positive culture, supportive professional environment, and strong instructional practices. These tours will highlight our commitment to valuing and supporting staff both personally and professionally, while providing candidates the opportunity to experience our campus vision and community firsthand. **Strategy's Expected Result/Impact:** Fall and spring campus tours will expand the applicant pool by showcasing Acton Elementary's positive culture and support systems, helping recruit and retain highly qualified staff. **Staff Responsible for Monitoring:** Campus administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen recruitment systems for highly qualified staff by actively collaborating with and participating in the Granbury ISD Job Fair each spring. During this event, Acton Elementary leaders will engage with prospective candidates, conduct initial screenings and interviews, and highlight the positive culture and support systems at our school. **Strategy's Expected Result/Impact:** By screening and interviewing candidates at the district job fair, Acton Elementary will more effectively recruit highly qualified educators who align with our mission and positively impact student success. **Staff Responsible for Monitoring:** District administrators and campus administrators				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Acton Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide comprehensive mentoring and support for new staff in alignment with Granbury ISD Mentoring Program guidelines. Each new staff member will be paired with a campus mentor to support their acclimation to Acton Elementary. Monthly meetings will address campus-specific procedures and culture, and targeted professional development will be offered based on needs identified through walkthroughs. In addition to our traditional mentoring program, we've also developed a program specific to our SLC (structured learning classroom) and SLS (structured learning setting), partnering with the district special education department for specialized professional development. **Strategy's Expected Result/Impact:** New staff will feel supported, confident, and well-prepared to deliver high-quality instruction, leading to increased teacher retention, stronger instructional practices, and a positive campus culture. **Staff Responsible for Monitoring:** Campus administrators, mentor teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will allocate Title I resources to fund two Instructional Specialists who will provide targeted support, coaching, and professional development to teachers, helping them grow and feel supported, which contributes to increased staff retention. State Comp Education resources will fund instructional materials and STAAR tutoring to further support teacher effectiveness. **Strategy's Expected Result/Impact:** Teachers will feel more supported and confident in their instructional practice, leading to higher job satisfaction, increased teacher retention, and improved student learning outcomes. **Staff Responsible for Monitoring:** Campus administrators and instructional specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen staff retention by implementing intentional feedback systems, including mid-year surveys and end-of-year stay interviews. These tools will provide staff members with meaningful opportunities to share their experiences, ideas, and concerns in a safe and supportive manner. By actively listening to and valuing staff input, we will identify common themes, address challenges, and celebrate successes. **Strategy's Expected Result/Impact:** Increased staff satisfaction, engagement, and retention, as team members feel heard, valued, and invested in campus improvement efforts.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will participate in the Texas Teacher Incentive Allotment (TIA) to recognize, reward, and retain high-performing teachers. This will include developing and communicating clear eligibility pathways, supporting teachers with meeting T-TESS goals, and providing professional development aligned with TIA performance metrics. Our campus will also promote transparency and equity in the process to ensure that all eligible staff feel supported and valued. **Strategy's Expected Result/Impact:** Increased teacher retention through recognition of excellence in instruction; improved teacher morale and satisfaction; enhanced instructional quality through alignment with TIA performance standards. **Staff Responsible for Monitoring:** Campus administrators, district TIA coordinator, instructional specialists, and department/team leaders				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Acton Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional Specialists will provide job-embedded professional development during bi-weekly PLC meetings, ensuring teachers are supported in refining instructional practices. PLC agendas will consistently focus on four key components: unpacking standards, developing common assessments to measure mastery, analyzing assessment data using AWARE, and designing targeted interventions and extensions for Pirate Time to meet the needs of all learners. **Strategy's Expected Result/Impact:** As a result, staff efficacy and confidence will increase, instruction will become more aligned and effective, and student learning outcomes will improve through targeted support that addresses the needs of all learners. **Staff Responsible for Monitoring:** Campus administrators and instructional specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All Kindergarten through 3rd grade reading teachers, Special Education teachers, Instructional Specialists, and campus administrators will receive additional training in the Science of Teaching Reading (STR) as required by House Bill 3. In addition, all Kindergarten through 5th grade math teachers, Instructional Specialists, and campus administrators will participate in the Bluebonnet Product Academy and receive training in research-based instructional strategies to strengthen instructional practices and support student achievement. Furthermore, all math teachers will engage in job-embedded professional development provided by the Region 11 Service Center throughout the first year of Bluebonnet Math implementation. **Strategy's Expected Result/Impact:** Teachers will strengthen their instructional expertise in reading and math, leading to more consistent, research-based practices across grade levels. As a result, students will demonstrate increased mastery of foundational literacy and numeracy skills, contributing to overall growth and improved performance on local and state assessments. **Staff Responsible for Monitoring:** Campus administrators and instructional specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen professional training and development by providing tiered support of professional development for all teachers. This will include Get Better Faster observation/feedback coaching, campus and network instructional rounds, instructional coaching cycles, learning walks, model teaching, and monthly Instructional and Campus Leadership Team meetings. **Strategy's Expected Result/Impact:** Teachers will demonstrate stronger instructional practices in both rigor and classroom management and will foster continuous growth, collaboration, and consistency across classrooms, ultimately leading to higher student achievement and mastery of grade-level standards.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Acton Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Acton Elementary will foster connections among students, staff, and families by offering a variety of engaging events. In partnership with our PTO, we will host activities such as a Back-to-School Book Prom/Title I Parent Meeting, Grandparents' Day Lunches, Turkey Trot, Christmas Extravaganza, SLC Respite Night, Sweetheart Dance, STAAR-themed night, Summer Connect Events for students and families, and other family-centered events throughout the year. **Strategy's Expected Result/Impact:** These engagement activities will strengthen relationships between students, families, staff, and the community, increase family participation in school events, foster a sense of belonging and pride, and enhance overall student and family support for the educational experience at Acton Elementary. **Staff Responsible for Monitoring:** Campus administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will strengthen student and family engagement by gathering parent feedback through annual surveys and actively involving parents in decision-making and campus initiatives via committees such as the PTO, Campus Leadership Team, and Title 1 Parent Engagement parent representatives. **Strategy's Expected Result/Impact:** Increased family engagement, stronger partnerships between home and school, and enhanced alignment between parent input and campus initiatives.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will enhance communication and engagement with families through multiple channels, including Mrs. Walton's weekly Pirate Press, Mrs. Jernigan's monthly Positive Parenting newsletter and parent connection opportunities, teacher Learning Connect updates each grading period, Class DOJO and Remind messaging, and a strong social media presence. Weekly communications will also include tips for academic support at home, attendance reminders, counselor information, and other resources to support families. Additionally, we will host parent conferences for all families in late October. **Strategy's Expected Result/Impact:** Families are well-informed, feel connected to their child's learning, and have increased opportunities to actively engage with the campus community. **Staff Responsible for Monitoring:** Campus administrators, campus counselor, classroom teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will promote improved student attendance through individual, classroom, and grade-level incentives each grading period, weekly family communications emphasizing the importance of attendance, and the use of the RaaWee attendance system to address chronic absenteeism, truancy, and tardiness. A visual display near the front office will allow students to track their classes' weekly attendance, and attendance will be highlighted each week during morning announcements to encourage participation. Additionally, we will implement an attendance mentoring program, pairing specials teachers with students who struggle with chronic absenteeism. Our goal is to achieve an average daily attendance (ADA) rate of 96% for the 2025-26 school year. **Strategy's Expected Result/Impact:** Improved attendance will increase instructional time, strengthen student engagement, and support higher academic achievement. Weekly visibility and recognition of attendance, combined with mentoring support, will motivate students to consistently attend school and build a culture of accountability.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Acton Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will provide staff with meaningful leadership opportunities across campus to strengthen staff culture and engagement. Staff will have the opportunity to serve on the Campus Leadership Team, contributing to decisions about campus-wide procedures, activities, and initiatives, the Instructional Leadership Team, collaborating to ensure high levels of academic achievement and instructional alignment, and the Process Champion Team, leading Capturing Kids' Hearts implementation. They'll also have the opportunity to serve as a mentor teacher, as part of our Acton Elementary Mentoring Program, and to host Tarleton Teacher Residents and Granbury High School teacher interns in their classrooms. They're also encouraged to serve in leadership roles at the district level, on committees such as the District Advisory Committee, the Professional Development Committee, and the Teacher Incentive Allotment Committee. **Strategy's Expected Result/Impact:** By providing these leadership opportunities, staff will feel empowered, valued, and connected to campus-wide decision-making and initiatives. This will foster a stronger sense of ownership, collaboration, and professional growth, leading to increased staff satisfaction, retention, and the continued development of a positive culture. **Staff Responsible for Monitoring:** Campus administrators, teacher leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will maintain and strengthen a positive campus culture by providing intentional opportunities for staff connection, recognition, and celebration. This will include the Sunshine Committee, monthly staff meetings, monthly Acton Night Outs, common grade-level lunch periods, bi-monthly staff luncheons, summer staff swim parties, staff shoutout submissions for the weekly newsletter, and facilitation of "good things," affirmations, and launches in all planning meetings, PLCs, and staff meetings. Additionally, we will leverage our social media platforms to highlight and celebrate the efforts and achievements of our staff members. **Strategy's Expected Result/Impact:** Staff will feel valued, supported, and connected, leading to increased morale, stronger collaboration, and a positive, unified campus culture that benefits both staff and students. **Staff Responsible for Monitoring:** Campus administrators, sunshine committee, process champions				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen staff culture by leveraging community partnerships to provide recognition and appreciation throughout the year. This includes support from StoneWater Church, our Parent Teacher Organization, families, and local businesses to sponsor treats, meals, and special events that celebrate and honor our staff's hard work and dedication. **Strategy's Expected Result/Impact:** Staff will feel appreciated and supported, boosting morale, fostering a sense of community, and reinforcing a positive and collaborative campus culture.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Acton Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will invite community members to participate in scheduled school tours as part of ongoing efforts to promote transparency and build trust. Social media platforms and school communication channels will be used to share opportunities and provide sign-up access for interested community members. Tours will highlight instructional practices, student engagement, safety measures, and campus culture. **Strategy's Expected Result/Impact:** Strengthened community trust and transparency; increased understanding of school operations, safety measures, and instructional practices; improved relationships between the school and community stakeholders; enhanced community engagement and support for the school. **Staff Responsible for Monitoring:** Campus administrators, front office staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will partner with the corporate Lemonade Day program, the Granbury Chamber of Commerce, and Chick-fil-A to provide 5th grade students with authentic entrepreneurial experiences. Students will follow the Lemonade Day curriculum, work with local businesses to secure investors and retail space for their stands, and learn directly from business leaders about operations, marketing, and customer service. **Strategy's Expected Result/Impact:** 5th grade students will develop entrepreneurial skills, financial literacy, and real-world business experience while strengthening school connections with local businesses and community partners. **Staff Responsible for Monitoring:** Campus administrators and 5th grade classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will strengthen community relationships and increase transparency by expanding partnerships that enhance student opportunities and support. Our Structured Learning Classrooms (SLC) will partner with the YMCA to plan monthly activities for SLC students, host a "Kick for Kids" fundraising event to benefit Cast for Kids, and collaborate with the Brazos River Authority to provide life jackets for student participants. We will also invite KidLinks to sing with SLC students, and continue our work as a Unified Champion School to promote inclusion, leadership, and community engagement. **Strategy's Expected Result/Impact:** Increased student access to community-based learning and enrichment activities; stronger relationships between the school and community organizations; enhanced inclusion and opportunities for SLC students; greater transparency in how partnerships benefit students and families. **Staff Responsible for Monitoring:** Campus administrators, SLC teachers, counselor, community partners				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The campus will strengthen community partnerships through a variety of service projects and collaborations. Students and staff will support Mission Granbury by donating canned food items for the annual Live Thankfully food drive and will raise funds for the Beau Bear Foundation through the annual Penny War. Rancho Brazos Community Center will be supported by donations of teaching supplies, snacks, and other essential items, with second graders leading an outreach effort by delivering food, blankets, and additional resources. Student Council will create Birthday Blessing Boxes to provide party kits for children in need, which will be distributed through United Way. In addition, the campus will partner with StoneWater Church, whose members will serve on campus, provide morale-boosting activities for staff, support families in times of tragedy by offering meals and resources, assist with funeral arrangements, and donate gift cards to cover meals for parents during SLC respite nights. The campus will also collaborate with the Hood County News to share stories from our school and recognize the achievements and contributions of our staff members. **Strategy's Expected Result/Impact:** Increased community engagement and partnerships; strengthened student understanding of service, empathy, and civic responsibility; enhanced support for families and children in need; improved teacher morale and retention through ongoing encouragement and resources; stronger connections between the school and local organizations. **Staff Responsible for Monitoring:** Campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Acton Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Acton Elementary staff will participate in the district strategic planning/long range planning team to address increased enrollment and facility overcrowding and to help cast vision for the future of the district **Strategy's Expected Result/Impact:** District decision-making will reflect staff, student, family, and community input. **Staff Responsible for Monitoring:** Campus administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will support district facility initiatives by collecting and providing necessary data from family and staff surveys to support demographic studies as directed by district administration. **Strategy's Expected Result/Impact:** District decision-making will reflect staff, student, family, and community input. **Staff Responsible for Monitoring:** Campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Acton Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Acton Elementary staff members who have relevant job responsibilities will attend all district-level budget trainings to ensure they are fully informed about financial procedures, resource allocation, and best practices. **Strategy's Expected Result/Impact:** Staff will be equipped with the knowledge and skills needed to make effective, data-informed decisions that support the campus's instructional and operational goals. **Staff Responsible for Monitoring:** Campus administrators and school secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Acton Elementary PTO members, along with a campus representative/administrator, will attend the annual PTO/Booster training to ensure they are fully informed about financial procedures and best practices. Additionally, transparent financial reviews will be conducted at each monthly PTO meeting to keep all members informed and engaged in resource allocation and decision-making. **Strategy's Expected Result/Impact:** PTO members and campus representatives will have a clear understanding of financial procedures and resource allocation, fostering transparency, accountability, and trust. **Staff Responsible for Monitoring:** District representatives, campus representative, PTO volunteers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The campus administration team will meet with the school secretary on a bi-monthly basis to review the annual budget and monitor expenditures. When necessary, they will consult with the Federal Programs Coordinator to ensure compliance and alignment with funding requirements. **Strategy's Expected Result/Impact:** Improved budget oversight and financial accountability, ensuring expenditures align with campus priorities and funding guidelines, and timely identification of any adjustments needed to stay on track. **Staff Responsible for Monitoring:** Campus administrators, Federal Programs Coordinator, school secretary				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Acton Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will pursue grant opportunities through the Granbury Education Foundation to fund innovative programs and provide enriching academic and extracurricular experiences for students. Staff will be encouraged and supported in identifying needs, developing grant proposals, and submitting applications aligned with campus goals and student interests. **Strategy's Expected Result/Impact:** Increased access to funding for student-centered programs and activities; expanded learning opportunities beyond the standard curriculum; enhanced student engagement through innovative and meaningful experiences. **Staff Responsible for Monitoring:** Campus administrators, grant-writing committee, teacher leaders, and the Granbury Education Foundation				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Acton Elementary will collaborate with our Parent-Teacher Organization (PTO) to plan and execute schoolwide fundraisers throughout the year. Funds raised will be used to support student field trips, enhance classroom and campus experiences, and facilitate family engagement events, ensuring that resources are maximized to benefit both students and the broader school community. **Strategy's Expected Result/Impact:** Increased funding to support enriched student experiences, expanded family engagement opportunities, and enhanced campus programs, allowing Acton Elementary to provide more diverse and meaningful learning and community experiences for students and families. **Staff Responsible for Monitoring:** Campus administrators and school secretary				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment was conducted on June 4, 2025 and examined campus culture, parent engagement and communication, student achievement, and instruction using assessment data, and staff and family end-of-year surveys. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing behind.

The CNA identified:

- Continued concern in student attendance, with overall attendance below 95%
- Academic strengths in reading and science (STAAR, mClass and TELPAS); academic weaknesses in math
- Continued focus on individual student growth (Domain 2 of State Accountability)
- Continuously working to improve and build upon positive school culture

1.2: Location for Evidence of Multiple Meetings Held

We provided multiple opportunities for families to receive Title I information by offering sessions at various times to accommodate different schedules. On September 9th, we shared information during our Open PTO Meeting held from 1:45–2:45 PM, as well as during our Back to School Bash that evening from 5:30–7:00 PM. In addition, we created a Title I information video that was shared with all families through multiple platforms, including email, Remind, and social media, ensuring that every family had access to the information.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

A comprehensive improvement plan was developed on June 4, 2025 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

- All title funds were used for Instruction and Intervention Specialist and tutoring during the school day and after school, funding an Instruction and Intervention Specialist position, as well as providing needed supplies for Parent and Family Engagement nights.
- For 25-26 school year we are continuing to fund two Instructional Specialists, one focusing on K-2 and the other on 3-5.
- Increased use of diagnostic online assessment tools (iReady, mClass, iready)

Maggie Walton, Mallory Myers, Haley Briggs, Jill Jernigan, Tiphanie Ferrer, Karin Garcia, and the CAC School Team.

2.2: Stakeholders 1114(b)(2)

Maggie Walton (Principal) Mallory Myers (AP), Haley Briggs (AP), Jill Jernigan (Counselor), Tiphanie Ferrer (IS), Karin Garcia (IS), Marisa Pugh (Teacher), Natalee Sommerfeld (Teacher), April Soos (Teacher), Stevi Binford (Teacher), Aimee Heimer (Teacher), Aubrey Allen (Teacher), Heather Hughes (Teacher), Payton Johnson (Teacher), Kiley Richards (Parent)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format, in both English and Spanish.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies and increased learning time from CIP:

- Intervention time (HB4545) AIP minutes
- Increased tutoring outside of the instructional day
- Alignment of academic vocabulary in K-5, specifically in Science and Academic Vocabulary
- Consistent implementation of the new Bluebonnet Math curriculum to gauge growth throughout the school year.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be reviewed regularly (December, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE
Karin Garcia	Instructional Specialist	Title 1	
Tiphanie Ferrer	Instructional Specialist	Title 1	

ACTON MIDDLE SCHOOL 2025-2026

GISD MISSION STATEMENT

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future-ready.

Our AMS Family is committed to creating a safe and protective environment, treating others with kindness and respect, and using words of encouragement. We all belong here!

GOAL 1:

AMS students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

- Objective 1: Strengthen academic achievement and growth
  - Collaborate with teams to design TEKS-aligned lessons with re-teaching, intervention, and differentiation
  - Meet in bi-weekly PLCs to analyze data, unpack TEKS, and plan targeted instruction to accelerate learning.
  - Incorporate writing and academic discourse across content areas to build vocabulary and deepen learning.
  - Use PLCs to support math teachers in internalizing the Bluebonnet curriculum to ensure rigorous, aligned instruction.
  - Use interim, common, and STAAR-aligned assessments to track progress and adjust instruction to meet performance goals.
- Objective 2: Increase college, career, and/or military readiness (CCMR)
  - 7th grade Project Success to introduce CTE and endorsement pathways, connecting learning to future opportunities.
  - Incorporate virtual tours and reflection in Family Time to expand student exposure to postsecondary opportunities.
  - Maintain and expand AVID college visits with preparation and reflection to deepen student learning and goal-setting.
- Objective 3: Ensure safety, well-being, and connection for all students
  - Conduct daily door audits to ensure safety and compliance.
  - Conduct emergency drills with debriefs to strengthen safety procedures.
  - Implement CKH practices campuswide to build character, confidence, and a positive classroom culture.
- Objective 4:Increase student involvement and engagement in campus activities
  - Survey students to create new clubs and expand involvement opportunities.
  - Increase student participation through an Involvement Fair, announcements, and accessible extracurricular opportunities.

Goal	Reading	Math	Science	Social Studies
Approaches	90% (+2%)	85% (+8%)	88% (+5)	80% (+8%)
Meets	69% (+4%)	60% (+8%)	65% (12%)	50% (+3%)
% Masters	40% (+2%)	30% (+10%)	27% (+8%)	30% (+9%)

GOAL 2:

AMS staff will be highly effective, well supported, and valued both personally and professionally.

- Objective 1: Strengthen recruitment systems for highly qualified staff
  - Increase mentor teacher capacity to support Tarleton residents and strengthen the teacher pipeline.
  - Participate in the GISD Job Fair to recruit high-quality candidates and promote AMS culture and supports.
- Objective 2: Strengthen retention systems for highly qualified staff
  - Host a Welcome Back BBQ to build relationships, foster positive culture, and show staff appreciation.
  - Implement CKH campuswide to build positive relationships, communication, and a consistent classroom culture.
  - Support new teachers through the GISD Mentoring Program to build alignment, guidance, and retention.
- Objective 3: Strengthen professional training and development systems of highly qualified staff
  - Provide observation and feedback cycles for new teachers to support instructional growth and coaching.
  - Maintain frequent communication through newsletters, updates, and open-door practices to keep staff informed and supported.
  - Hold monthly faculty meetings with PD, updates, and collaboration to support growth and alignment.

GOAL 3:

AMS students, staff, families, and community will be connected, supported, respected, and value the educational experience.

- Objective 1: Strengthen student and family culture and engagement
  - Continue weekly Smore newsletters with surveys to keep families informed and engaged.
  - Host at least one family engagement event each semester to strengthen school-family connections.
  - Implement regular student recognition to reinforce a positive campus culture.
  - Establish a quarterly Student Advisory Committee to elevate student voice on climate, programs, and improvement.
  - Form a quarterly Parent & Family Advisory Committee to gather feedback, identify needs, and strengthen home-school connections.
- Objective 2: Strengthen staff culture
  - Include a monthly "Pirate Pulse" survey in staff newsletters to gather feedback and share action steps.
  - Launch a monthly "Pirate Spotlight" to recognize staff wins and birthdays, with informal and formal appreciation to boost morale.
  - Utilize the CKH Process Champions as a quarterly advisory team to support culture, feedback, and relational practices.
- Objective 3: Increase community relationships and transparency practices
  - Feature a "Partner Spotlight" in Pirate Nation to recognize community partners and share guest speaker contributions.
  - Strengthen and expand community partnerships to support mentoring, volunteering, and career connections.

GOAL 4:

AMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

- Objective 1: Create/refine long-range facility and asset plans
  - Conduct quarterly reviews of maintenance and technology work orders to identify patterns and plan long-term upgrades.
- Objective 2: Refine and commit to transparent and effective budgeting processes
  - Hold Nov-Dec budget planning with department heads to review spending and plan for next year.
  - Establish monthly budget reviews to compare projected vs. actual expenditures and make needed adjustments.
- Objective 3: Explore/expand alternative revenue sources
  - Partner with the Granbury ISD Education Foundation to host an Aug. 29, 2025 grant-writing seminar to fund facilities and program support.

Granbury Independent School District

Acton Middle School

2025-2026 Campus Improvement Plan



Mission Statement

Granbury ISD's Mission

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future-ready.

Vision

Vision: Granbury ISD inspires excellence and empowers all students to be future-ready and positive contributors to their community.

Value Statement

AMS BELIEVES IN.....

- **POSITIVE CONTRIBUTIONS**
- **RELATIONSHIP BUILDING**
- **SAFE AND CARING ENVIRONMENT**
- **QUALITY EDUCATION FOR ALL STUDENTS**

"AMS Faculty and Staff are committed to making this happen!"

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Ethnic Diversity 6
Academic and Programmatic Involvement 6
Supportive Services and Inclusion 7
Student Achievement 9
School Culture and Climate 11
Staff Quality, Recruitment, and Retention 13
Family and Community Engagement 14
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 17
Goals 19
Goal 1: Acton Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 19
Goal 2: AMS staff will be highly effective, well supported, and valued both personally and professionally. 29
Goal 3: AMS students, staff, families, and community will be connected, supported, respected, and value the educational experience. 35
Goal 4: AMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 40
Title I 43
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43
1.1: Description of CNA Process 43
1.2: Location for Evidence of Multiple Meetings Held 43
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 43
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 43
2.2: Stakeholders 1114(b)(2) 43
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 43
Title I Personnel 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Acton Middle School is comprised of:

Beginning of the 2024-2025 School Year-

- Total students-947
    - 6th grade-338
    - 7th grade-278
    - 8th grade-331
- Female-48%
- Male-52%

Ethnicity:

- Hispanic/Latino-226
- American Indian/Alaskan Native-23
- Asian-12
- African American-40
- Native Hawaiian/Pacific Islander-5

Student Indicators:

- Economically Disadvantaged-447 (23-24 SY)
- Emerging Bilingual (EB)-71
- At Risk-432 (23-24 SY)
- 504-159
- Special Education-138
- Gifted & Talented (GT)-112
- Participate in Career & Technical Education (CTE) classes-485
- Participate in Advancement via Individual Determination (AVID) classes-90

End of the 2024-2025 School Year-

- Total students-1011 (Enrolled throughout the school year)
    - 6th grade-364
    - 7th grade-294
    - 8th grade-353
- Female-47.95%
- Male-52.05%

Ethnicity:

- Hispanic/Latino-225
- American Indian/Alaskan Native-1
- Asian-6
- African American-19
- Native Hawaiian/Pacific Islander-2
- Two or More Races-29

Student Indicators:

- Economically Disadvantaged-434
- Emerging Bilingual (EB)-77
- At Risk-367
- 504-175
- Special Education-156
- Gifted & Talented (GT)-119
- Participate in Career & Technical Education (CTE) classes-482
- Participate in Advancement via Individual Determination (AVID) classes-88
- Homeless-15

Beginning of the 2025-2026 School Year-

- Total students-879
    - 6th grade-275
    - 7th grade-330
    - 8th grade-274
- Female-401
- Male- 467

Ethnicity:

- Hispanic/Latino-212
- American Indian/Alaskan Native-1
- Asian-6
- African American-18
- Native Hawaiian/Pacific Islander-2
- Two or More Races-20

Student Indicators:

- Economically Disadvantaged-n/a
- Emerging Bilingual (EB)-72
- At Risk-141
- 504-148
- Special Education-123
- Gifted & Talented (GT)-86
- Participate in Career & Technical Education (CTE) classes-692
- Participate in Advancement via Individual Determination (AVID) classes-109
- Homeless-8

Demographics Strengths

Ethnic Diversity

AMS serves a diverse student body, which enhances the school environment and promotes cultural awareness and inclusion:

- Hispanic/Latino students make up a significant portion of the student population, maintaining consistent enrollment around 22–23%.
- Representation across other groups, including African American, Asian, Native American, and multiracial students, highlights the cultural variety present on campus.

Academic and Programmatic Involvement

AMS demonstrates strengths in supporting a wide range of student needs and talents:

- Gifted and Talented (GT): Enrollment increased from 112 to 119 students, suggesting support and retention of advanced learners.
- Special Education: Growth from 138 to 156 students reflects a robust program that meets the needs of a diverse range of learners.

- Emerging Bilingual (EB) students increased slightly from 71 to 77, indicating a growing population needing language development support.
- AVID participation reflects intentional college and career readiness efforts, particularly for students who are traditionally underrepresented in higher education.
- Over half the student body participated in Career & Technical Education (CTE) at the beginning of the year showing strong engagement in real-world skills and future-ready learning pathways.

Supportive Services and Inclusion

- Section 504 Students: Totaling 159 reflect a strong commitment to meeting the needs of all learners and ensuring those with learning differences have access to the accommodations they need to succeed.
- With almost half of the student population qualifying as economically disadvantaged, the school plays a vital role in promoting educational equity by providing targeted support and resources. This consistent need underscores AMS's ongoing efforts to remove barriers to learning and ensure that all students have the opportunity to thrive academically and socially.

Summary of Demographic Strengths:

- Enrollment Growth shows stability and community trust in the school.
- Diverse Ethnic Representation enhances cultural learning opportunities.
- Expanded Gifted & Talented and Special Education Programs reflect strong identification and support systems.
- High CTE and AVID participation positions students for future success.
- Support for EB, 504, and economically disadvantaged students indicates a responsive and inclusive learning environment.

These demographic strengths position Acton Middle School to build on student diversity, expand enrichment and support programs, and cultivate an inclusive school culture that celebrates all learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Nearly half of the student body was identified as at-risk at the beginning of the school year, indicating significant need for support in academic performance, attendance, and/or behavior.
Root Cause: Gaps in early academic intervention and progress monitoring. Limited parent communication and engagement related to academic concerns. Socioeconomic barriers impacting student consistency and readiness to learn.

Problem Statement 2 (Prioritized): The EB population increased yet support structures may not be scaling effectively with this growth.
Root Cause: Inconsistent implementation of best practices for teaching EB students across classrooms. Lack of targeted professional development for content teachers on second-language acquisition strategies. Limited home-school communication in students' native languages.

Problem Statement 3 (Prioritized): High percentages of economically disadvantaged families may experience barriers to participation in school events, decision-making, and student learning supports.
Root Cause: Conflicting scheduling of school events and meetings. Communication gaps due to language, technology access, or lack of familiarity with the school system. Limited availability of community resources or school-community partnerships.

Student Achievement

Student Achievement Summary

Student Achievement Sources Reviewed:

- Early release STAAR scores
  - RLA: Masters - 38%, Meets - 64%, Approaches - 85%, Did Not Meet - 15%
  - Math: Masters - 25%, Meets - 50%, Approaches - 77%, Did Not Meet - 23%
  - Social Studies: Masters - 21%, Meets - 47%, Approaches - 71%, Did Not Meet - 29%
  - Science: Masters - 19%, Meets - 52%, Approaches - 81%, Did Not Meet - 19%

- Algebra EOC scores
  - Masters - 52%, Meets - 79%, Approaches - 97%, Did Not Meet - 3%

- Early release TELPAS scores
  - Advanced High - 19%, Advanced - 49%, Intermediate - 20%, Beginning - 13%

- Early release STAAR Alternate 2 scores
  - RLA: 100%
  - Math: 100%
  - Science: 100%
  - Social Studies: 100%

Student Achievement Strengths

- The student achievement data reveals several areas of strength across various subjects. In Reading and Language Arts (RLA), 85% of students are performing at the "Approaches" level or higher, with 38% of students mastering the content. This demonstrates a solid foundation in literacy skills, with a significant portion of students achieving proficiency.

  In Math, 77% of students are meeting the basic expectations, while 50% are performing at the "Meets" level, indicating a strong grasp of mathematical concepts. While there's room for improvement in the "Masters" category, the overall performance in math is encouraging.

  Science also shows high proficiency, with 81% of students meeting the basic expectations. More than half of the students, specifically 52%, are performing at

the "Meets" level, reflecting solid understanding and application of scientific concepts.

Algebra results are particularly impressive, with 97% of students reaching the "Approaches" level or higher. Half of these students have mastered the content, demonstrating a high level of success in this critical subject area.

In terms of English language proficiency, 68% of students have scored in the "Advanced" or "Advanced High" categories on the TELPAS, highlighting significant growth in language development for English learners.

Lastly, the STAAR Alternate 2 results are exceptional, with 100% of students in the program meeting or exceeding expectations in all subjects. This outstanding performance underscores the effectiveness of individualized support for students with special learning needs.

Overall, the data reflects strong student performance in key areas, with notable successes in literacy, math, science, algebra, and language proficiency. The consistent progress across these domains indicates that students are benefiting from targeted instruction and interventions, setting a solid foundation for continued academic growth. Common planning periods and weekly PLCs assist teachers in providing targeted instruction and interventions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While 77% of students meet basic math expectations, only 50% reach the "Meets" level, and just 25% master the content. This suggests many students lack advanced problem-solving and application skills.
Root Cause: The low "Masters" performance may be due to gaps in higher-order thinking and complex problem-solving. Instruction may focus on foundational skills without enough challenge for students ready to advance, and there may be a lack of differentiation for those needing extra support or enrichment.

Problem Statement 2 (Prioritized): While 71% of students meet basic expectations in social studies, the overall achievement at the "Approaches" level is relatively low, with 29% of students not meeting the minimum standards. This suggests a significant number of students are struggling to grasp foundational social studies concepts and may need more targeted support to reach even the basic level of proficiency.
Root Cause: The low achievement at the "Approaches" level may stem from gaps in foundational instruction and a lack of targeted support in key concepts. Students may struggle with critical skills like reading, note-taking, and making connections between historical and modern topics.

Problem Statement 3: Master scheduling at Acton Middle School is heavily influenced by shared staffing with the high school in areas like fine arts and athletics. This limits our ability to prioritize academic needs when building the schedule, making it challenging to optimize instructional time and support student achievement.
Root Cause: Because elective teachers and coaches are shared between campuses, our schedule must align with the high school's availability. This constraint forces scheduling decisions to be made around staff logistics rather than academic priorities, reducing flexibility to design a schedule that best supports core instruction and student outcomes.

School Culture and Climate

School Culture and Climate Summary

The 2024–2025 CKH End-of-Year Culture and Climate Survey results from both staff and students at Acton Middle School highlight a school community grounded in strong relationships, mutual respect, and a shared commitment to student success. Staff survey responses reflect a deeply ingrained culture of encouragement and care for students. The highest-rated statements (with average scores of 4.6) emphasized how consistently staff provide personal encouragement, express belief in students' potential, and offer support when students face challenges. Staff also reported they help students feel hopeful about their futures and recognize the importance of building strong relationships as foundational to academic and emotional success. These high ratings underscore the strength of the school's relational practices and its alignment with the CKH framework.

Similarly, the student survey results support these positive findings. Students reported positive interactions with teachers, particularly in areas related to being greeted warmly each day (3.9), being encouraged to be their best (3.9), and liking their teachers (3.8). Many also affirmed that their teachers treat them with respect (4.2), care about them (3.9), and use classroom routines like Good Things and motivational launches to create a consistent and supportive classroom experience. These practices promote trust, structure, and emotional safety—key components of a healthy school climate.

Together, the data reflect a strong foundation of student-centered relationships, mutual respect, and a belief in the power of connection. Acton Middle School's culture is built on the intentional daily practices of adults who believe in, encourage, and value their students. These strengths provide a powerful springboard for future improvement efforts aimed at deepening staff collaboration, student voice, and shared accountability.

School Culture and Climate Strengths

The data from both the staff and student End of Year CKH Culture and Climate surveys reveal several key strengths at Acton Middle School that reflect a strong foundation in building a relational and supportive campus culture. Staff responses highlight a deep commitment to fostering meaningful relationships with students. Teachers overwhelmingly agree that they provide personal encouragement, believe in students' potential, and help them feel hopeful about their futures. There is also a shared understanding among staff that strong relationships are essential for student success. The campus culture is described by staff as relational and comfortable, with many indicating that they enjoy working at the school and feel mutual respect among colleagues. Collaboration among staff is also evident, as teachers report supporting one another in and across classrooms.

From the student perspective, there are similarly positive indicators. Students feel welcomed by their teachers, who greet them warmly and treat them with respect. Many students believe their teachers care about them and are committed to encouraging them to be their best. Additionally, students express that they like their teachers and have positive relationships with them. Capturing Kids' Hearts practices such as sharing "Good Things" and launching the day with encouragement are noted as regular occurrences, which helps create a consistent and uplifting classroom experience.

Together, these data sets illustrate a campus climate that prioritizes relationships, emotional safety, and a sense of belonging. Both students and staff recognize the value of connection and support, which positions Acton Middle School well to build on these relational strengths.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students report limited opportunities to affirm and celebrate each other and experience inconsistent use of CKH strategies across classrooms.
Root Cause: Inconsistent implementation of CKH routines across grade levels and content areas. Lack of ongoing training, modeling, and accountability systems for CKH fidelity. Time constraints and competing instructional demands causing celebration and relational practices to be de-prioritized.

Problem Statement 2 (Prioritized): Teachers perceive limited opportunities for shared leadership and input in campus decisions.
Root Cause: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.

Problem Statement 3 (Prioritized): Students feel uncertain or unsupported when facing personal challenges, and there is a lack of understanding of who to go to or how to ask for help.
Root Cause: Gaps in relationship-building practices and student advocacy structures. Insufficient time for teachers to engage in one-on-one check-ins or build deeper rapport.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year, Acton Middle School saw its lowest staff turnover in recent years, a reflection of our strong campus culture. Contributing factors include the continued implementation of Capturing Kids' Hearts, a focus on building relationships, and strong staff leadership that promotes collaboration and buy-in.

While a smaller incoming 6th grade class led to the loss of four teaching allocations and some staff reassignments, we added two new Special Education positions and hired seven new staff members. All roles were filled quickly with high-quality candidates, positioning us for a successful school year.

Staff Quality, Recruitment, and Retention Strengths

- The majority of the administration team is returning for a 5th year together. With one counselor retiring, we were able to add a new Special Programs Coordinator position to assist our administration team.
- Strong campus leadership representation from all departments establishes a culture of collaboration.
- VATRE passing which increased pay for teachers.
- Job fair provided opportunities to fill positions before other districts offered contracts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff retention is impacted by teaching positions being tied to coaching roles. When coaching assignments shift to the high school, we lose strong teachers linked to athletics, making it difficult to find quality replacements in both content and coaching areas. Additionally, we lose valuable instructional minutes as coaches must travel between campuses to meet coaching requirements.
Root Cause: Teaching and coaching roles are closely connected, and district-wide coaching changes often reassign or remove teachers from our campus. This limits flexibility in hiring and affects both academic and athletic programs. The need for coaches to travel between campuses also reduces classroom instructional time, further impacting teaching and learning.

Problem Statement 2: Acton Middle School is facing staff retention challenges due to fluctuating student enrollment, which has led to the loss of teaching allocations. Teachers are being reassigned to different grades or subjects, with many now teaching multiple preps each day. This, combined with larger class sizes, has increased their workload and stress.
Root Cause: Inconsistent enrollment has reduced teaching allocations, requiring admin to reassign staff across grades and subjects. This results in heavier planning loads and larger classes, contributing to teacher burnout and lower job satisfaction.

Family and Community Engagement

Family and Community Engagement Summary

Acton Middle School is fortunate to have a strong and engaged parent community, with active involvement in the PTO, Band Boosters, and Athletic Boosters. Additionally, we receive valuable community support through partnerships with local churches and businesses. Our parents are always ready to volunteer and help out whenever necessary.

Family and Community Engagement Strengths

- High participation in on-campus parent events held throughout the year (Pirate Camp, Open Houses, Title 1 Meetings, Parent Meetings, Pep Rallies, Sporting Events, and Award Ceremonies).

  Leadership of PTO is strong and supportive.

  Support from local churches to love on and bless students and staff throughout the year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): EB parents face challenges connecting with the campus, partly due to language barriers that hinder effective communication.
Root Cause: EB parents may feel less comfortable communicating with school staff, and the feeling may be mutual. Translation apps often lack accuracy, leading to potential misunderstandings.

Problem Statement 2: As families transition into the middle school community, the consistency of engagement with the campus declines.
Root Cause: Families want to connect with the campus but engagement at middle school looks different with various sports, fine arts, and other activities taking priority over general campus activities.

Priority Problem Statements

Problem Statement 1: While 71% of students meet basic expectations in social studies, the overall achievement at the "Approaches" level is relatively low, with 29% of students not meeting the minimum standards. This suggests a significant number of students are struggling to grasp foundational social studies concepts and may need more targeted support to reach even the basic level of proficiency.

Root Cause 1: The low achievement at the "Approaches" level may stem from gaps in foundational instruction and a lack of targeted support in key concepts. Students may struggle with critical skills like reading, note-taking, and making connections between historical and modern topics.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: While 77% of students meet basic math expectations, only 50% reach the "Meets" level, and just 25% master the content. This suggests many students lack advanced problem-solving and application skills.

Root Cause 2: The low "Masters" performance may be due to gaps in higher-order thinking and complex problem-solving. Instruction may focus on foundational skills without enough challenge for students ready to advance, and there may be a lack of differentiation for those needing extra support or enrichment.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: High percentages of economically disadvantaged families may experience barriers to participation in school events, decision-making, and student learning supports.

Root Cause 3: Conflicting scheduling of school events and meetings. Communication gaps due to language, technology access, or lack of familiarity with the school system. Limited availability of community resources or school-community partnerships.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students feel uncertain or unsupported when facing personal challenges, and there is a lack of understanding of who to go to or how to ask for help.

Root Cause 4: Gaps in relationship-building practices and student advocacy structures. Insufficient time for teachers to engage in one-on-one check-ins or build deeper rapport.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: EB parents face challenges connecting with the campus, partly due to language barriers that hinder effective communication.

Root Cause 5: EB parents may feel less comfortable communicating with school staff, and the feeling may be mutual. Translation apps often lack accuracy, leading to potential misunderstandings.

Problem Statement 5 Areas: Family and Community Engagement

Problem Statement 6: Nearly half of the student body was identified as at-risk at the beginning of the school year, indicating significant need for support in academic performance, attendance, and/or behavior.

Root Cause 6: Gaps in early academic intervention and progress monitoring. Limited parent communication and engagement related to academic concerns. Socioeconomic barriers impacting student consistency and readiness to learn.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The EB population increased yet support structures may not be scaling effectively with this growth.

Root Cause 7: Inconsistent implementation of best practices for teaching EB students across classrooms. Lack of targeted professional development for content teachers on second-language acquisition strategies. Limited home-school communication in students' native languages.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Teachers perceive limited opportunities for shared leadership and input in campus decisions.

Root Cause 8: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.

Problem Statement 8 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Acton Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth

Evaluation Data Sources: BOY and MOY data, common assessments, benchmark data, STAAR/EOC data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus Instructional and Intervention Specialist (IIS) will collaborate with core content teams to design and refine rigorous, TEKS-aligned lessons that incorporate research-based instructional strategies. This support will include intentional planning for re-teaching, intervention, and differentiation to meet the needs of all learners. **Strategy's Expected Result/Impact:** Increases instructional quality and vertical alignment across content areas, supports teacher growth, and ensures students receive targeted, high-impact instruction that promotes academic achievement and growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will meet in bi-weekly Professional Learning Communities (PLCs) using a campus-wide protocol that focuses on unpacking TEKS, analyzing student data, and planning aligned instruction and assessments. PLCs will also prioritize planning for small group instruction and in-the-moment remediation, ensuring that every classroom minute is used to meet student needs and accelerate learning. **Strategy's Expected Result/Impact:** Promotes instructional consistency, maximizes learning time, and empowers teachers to respond to student needs in real time, driving academic growth and mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS, teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Incorporate structured writing tasks and opportunities for academic discourse across all content areas, emphasizing the use of sentence stems, graphic organizers, and content-specific vocabulary. Provide staff support and exemplars to model integration of writing into daily instruction. RLA-writing daily Science/Social Studies-3 times a week Electives-once a week Math-opportunities as presented in the curriculum **Strategy's Expected Result/Impact:** Improves student literacy, comprehension, and content mastery while preparing students for STAAR and real-world communication demands. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS, teachers, AVID Coordinator **Title I:** 2.51, 2.52 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use the PLC process to provide intentional support for math teachers in internalizing and delivering the new Bluebonnet curriculum. Focus will include unpacking TEKS, understanding lesson structures, aligning instructional tasks to the rigor of the standards, and planning for scaffolds, small groups, and checks for understanding. **Strategy's Expected Result/Impact:** Ensures consistent implementation of the Bluebonnet curriculum with fidelity, deepens teacher understanding of the math TEKS, and promotes improved student mastery through aligned and intentional instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS, math teachers **Title I:** 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Use interim assessments, common assessments, and STAAR-aligned practice to track student progress toward campus STAAR performance goals. Review data in PLCs to adjust instruction, reteach, and plan interventions. Campus Goals Math 6-8: 85/55/30 Algebra 1 EOC: 100/100/90 RLA 6-8: 95/65/30 Social Studies 8: 80/50/30 Science 8: 88/65/30 **Strategy's Expected Result/Impact:** Ensures students are on track to meet or exceed grade-level expectations and STAAR performance targets. **Staff Responsible for Monitoring:** Principal, APs, IIS, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Nearly half of the student body was identified as at-risk at the beginning of the school year, indicating significant need for support in academic performance, attendance, and/or behavior. **Root Cause**: Gaps in early academic intervention and progress monitoring. Limited parent communication and engagement related to academic concerns. Socioeconomic barriers impacting student consistency and readiness to learn.
Student Achievement
Problem Statement 1: While 77% of students meet basic math expectations, only 50% reach the "Meets" level, and just 25% master the content. This suggests many students lack advanced problem-solving and application skills. **Root Cause**: The low "Masters" performance may be due to gaps in higher-order thinking and complex problem-solving. Instruction may focus on foundational skills without enough challenge for students ready to advance, and there may be a lack of differentiation for those needing extra support or enrichment.
Problem Statement 2: While 71% of students meet basic expectations in social studies, the overall achievement at the "Approaches" level is relatively low, with 29% of students not meeting the minimum standards. This suggests a significant number of students are struggling to grasp foundational social studies concepts and may need more targeted support to reach even the basic level of proficiency. **Root Cause**: The low achievement at the "Approaches" level may stem from gaps in foundational instruction and a lack of targeted support in key concepts. Students may struggle with critical skills like reading, note-taking, and making connections between historical and modern topics.

Goal 1: Acton Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase college, career, and/or military readiness (CCMR)

Evaluation Data Sources: CTE course enrollment, AVID enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Leverage the 7th grade Project Success course to provide students with an overview of high school CTE and endorsement pathways. Collaborate with GHS counselors and CTE staff to connect course content to future opportunities. **Strategy's Expected Result/Impact:** Students build awareness of high school options and enter GHS with a clearer understanding of CTE pathways, endorsements, and long-term opportunities that increase postsecondary and career readiness. **Staff Responsible for Monitoring:** Counselors, Project Success Teachers, Principal, High School CTE Liaisons, CTE Director **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Incorporate virtual tours of universities, trade schools, and industries into Family Time (advisory class) to expand student exposure to postsecondary opportunities beyond in-person visits. Pair virtual tours with reflection activities (journals, discussions, or AVID one-pagers) to help students connect learning to future goals. **Strategy's Expected Result/Impact:** Students gain access to a wider variety of postsecondary options, including those out of state. Reflection activities will deepen students' understanding of how their current learning connects to long-term opportunities. **Staff Responsible for Monitoring:** Counselors, AVID Coordinator, Teachers, Assistant Principals, Principal **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Maintain and expand annual college campus visits for AVID students to provide students with firsthand exposure to postsecondary environments. Pair visits with pre-visit preparation (e.g., researching the campus, creating questions) and post-visit reflection activities (journals, AVID one-pagers, class discussions) to deepen student learning and goal-setting. **Strategy's Expected Result/Impact:** Students will build early familiarity with college settings, increase motivation toward future educational goals, and strengthen their understanding of the pathways available beyond AMS. **Staff Responsible for Monitoring:** Counselors, AVID Coordinator, Principal, District AVID Coordinator **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Acton Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students

Evaluation Data Sources: CKH survey data, discipline data, monthly safety drill data, work orders for campus repairs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: AMS School Marshals will complete daily door audits to ensure all exterior and interior doors are locked and in proper working order. These audits will be uploaded into Sentinel per TEA requirements. In addition, campus administration will review audit logs regularly and address any maintenance or compliance concerns immediately. **Strategy's Expected Result/Impact:** Maintains compliance with TEA safety requirements and strengthens overall campus security by ensuring doors function properly and remain secured. **Staff Responsible for Monitoring:** Principal, Assistant Principals, School Marshals **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct all required emergency drills with fidelity. Following each drill, staff will participate in structured debriefs to identify strengths and areas for improvement, ensuring continuous refinement of emergency procedures. **Strategy's Expected Result/Impact:** Builds a culture of safety and preparedness, ensuring that staff and students can respond effectively and confidently in real emergency situations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, School Marshals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Culture and Climate 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: AMS will implement CKH practices campuswide to build student character, confidence, and strong peer relationships. Teachers will use social contracts, affirmations, and relational practices daily to foster a safe and respectful classroom culture. CKH Process Champions will provide ongoing support to staff in modeling and reinforcing these practices. **Strategy's Expected Result/Impact:** Students will demonstrate increased respect for others and accountability for their actions, which will create a positive school climate and stronger student connections. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, CKH Process Champions, Teachers **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers perceive limited opportunities for shared leadership and input in campus decisions. **Root Cause**: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.
Problem Statement 3: Students feel uncertain or unsupported when facing personal challenges, and there is a lack of understanding of who to go to or how to ask for help. **Root Cause**: Gaps in relationship-building practices and student advocacy structures. Insufficient time for teachers to engage in one-on-one check-ins or build deeper rapport.

Goal 1: Acton Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities

Evaluation Data Sources: Sign in sheet for campus events, course enrollment in elective courses

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create and distribute a student survey to identify interest areas for new clubs such as robotics, esports, podcasting, or STEAM. Based on survey results, AMS will implement at least one new student club during the academic year to expand involvement opportunities beyond traditional offerings. **Strategy's Expected Result/Impact:** Provides students with innovative, interest-driven opportunities to engage in school life, increasing connection, belonging, and the development of future-ready skills. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Club Sponsors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase student participation in extra-curricular programs by hosting a Student Involvement Fair, promoting opportunities in the weekly advisory announcements, and using teacher recommendations to connect students with clubs, fine arts, athletics, and UIL programs. Provide opportunities that don't have course requirements attached such as intramurals, clubs, UIL academic events to ensure all students have an path for involvement. **Strategy's Expected Result/Impact:** Improves student engagement, sense of belonging, and overall campus culture by ensuring that a wider range of students are connected to AMS through extra-curricular opportunities. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Club Sponsors, Athletic Coordinators, Fine Arts teachers, CTE teachers **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Nearly half of the student body was identified as at-risk at the beginning of the school year, indicating significant need for support in academic performance, attendance, and/or behavior. **Root Cause**: Gaps in early academic intervention and progress monitoring. Limited parent communication and engagement related to academic concerns. Socioeconomic barriers impacting student consistency and readiness to learn.
School Culture and Climate
Problem Statement 2: Teachers perceive limited opportunities for shared leadership and input in campus decisions. **Root Cause**: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration. **Problem Statement 3**: Students feel uncertain or unsupported when facing personal challenges, and there is a lack of understanding of who to go to or how to ask for help. **Root Cause**: Gaps in relationship-building practices and student advocacy structures. Insufficient time for teachers to engage in one-on-one check-ins or build deeper rapport.

Goal 2: AMS staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

Evaluation Data Sources: Mentor program surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: AMS will increase mentor teacher capacity by identifying, recruiting, and training additional high-performing teachers to serve as mentors for Tarleton teacher residents. Mentor teachers will receive targeted support and professional development focused on coaching, feedback, and co-planning practices that align with campus instructional goals. **Strategy's Expected Result/Impact:** Expands the pool of skilled mentor teachers, enhances the effectiveness of the Tarleton Residency Program, and builds a sustainable talent pipeline by fostering strong mentoring relationships that support both resident development and campus retention efforts. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: AMS will continue participating in the GISD District-Wide Job Fair to connect with high-quality teacher candidates. Campus leaders will represent AMS by sharing current job openings, highlighting campus culture, and providing information about teacher support systems. **Strategy's Expected Result/Impact:** Helps attract strong candidates to AMS, supports early hiring efforts, and ensures staffing needs are met with qualified educators who are a good fit for the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers perceive limited opportunities for shared leadership and input in campus decisions. **Root Cause**: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.

Goal 2: AMS staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

Evaluation Data Sources: Campus retention numbers, CKH staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: AMS will host a Welcome Back to Campus BBQ before the start of the school year to build relationships, foster a positive staff culture, and set the tone for the year. Staff will be recognized and appreciated during the event as part of ongoing efforts to create a supportive work environment. **Strategy's Expected Result/Impact:** Boosts staff morale, builds community, and contributes to a positive campus climate that supports staff retention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Secretary, Leadership team, Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: AMS will continue to implement Capturing Kids' Hearts campus-wide to promote relational capacity, positive communication, and consistent classroom culture. Staff will use CKH strategies daily, and new staff will be trained to ensure campus-wide alignment. **Strategy's Expected Result/Impact:** Improve staff and student relationships, promote a supportive and respectful work environment, and increase teacher satisfaction and retention through a positive campus culture. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CKH Process Champions **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: New-to-profession and new-to-campus teachers at AMS will participate in the GISD Mentoring Program, receiving guidance and support from campus mentors. Campus mentors will utilize the district-created resources to ensure alignment between campus expectations and mentoring supports. **Strategy's Expected Result/Impact:** Supports early-career teacher development, improves job satisfaction, and increases retention through consistent mentoring and relationship-building. **Staff Responsible for Monitoring:** Principal, Campus mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers perceive limited opportunities for shared leadership and input in campus decisions. **Root Cause**: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.

Goal 2: AMS staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

Evaluation Data Sources: Middle of year and end of year staff survey, professional development tiers for staff members

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Observation and feedback cycles for all new-to-campus teachers and new-to-profession teachers, with a focus on instructional growth and coaching support. **Strategy's Expected Result/Impact:** Promotes instructional improvement, builds teacher confidence, and increases retention by providing meaningful, ongoing support tailored to individual needs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus leadership will maintain frequent, clear communication through weekly staff newsletters, timely updates, and open-door practices to ensure teachers are informed, supported, and included in campus decisions. **Strategy's Expected Result/Impact:** Improves staff trust, reduces confusion or miscommunication, and fosters a collaborative, transparent school culture that supports professional growth and retention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: AMS will hold monthly faculty meetings that include targeted professional development, instructional updates, and time for collaboration. Meetings will be designed to support continuous growth, recognize staff efforts, and keep the entire team aligned with campus goals. **Strategy's Expected Result/Impact:** Provides ongoing, relevant professional learning; supports alignment across grade levels and content areas; and strengthens staff collaboration and morale. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers perceive limited opportunities for shared leadership and input in campus decisions. **Root Cause**: Teacher participation in surveys and committees. Time pressures limiting opportunities for deep collaboration.

Goal 3: AMS students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement

Evaluation Data Sources: CKH surveys, campus event sign in sheets, campus event surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue and refine weekly Smore newsletters distributed via Remind and social media to keep families informed about campus events, celebrations, and key information. Provide parent feedback opportunities by including short surveys or comment sections to foster two-way communication. **Strategy's Expected Result/Impact:** Keeps families regularly informed and engaged, while providing opportunities for them to share input and feel connected to campus culture and decision-making. **Staff Responsible for Monitoring:** Principal, Assistant Principal, club and activity sponsors, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Organize at least one family engagement event each semester to build stronger connections between the school and families. **Strategy's Expected Result/Impact:** Promotes a welcoming school environment, increases parent involvement, and builds positive relationships between families and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Parent Family Engagement, **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement regular student recognition systems to reinforce a positive campus culture.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Establish a Student Advisory Committee that meets quarterly with campus leadership to provide student perspectives on school climate, programs, and improvement ideas. **Strategy's Expected Result/Impact:** Increases student voice in campus decision-making, fosters leadership, and helps campus leadership stay responsive to student needs and concerns. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Form a Parent and Family Advisory Committee composed of family representatives to meet quarterly with campus administration to share feedback, identify needs, and strengthen the home and school connection. **Strategy's Expected Result/Impact:** Builds trust, transparency, and collaborative partnerships with families, ensuring their voices are included in campus planning and culture-building efforts. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Counselors, Parent Family Engagement **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: AMS students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture

Evaluation Data Sources: CKH surveys, Sunshine committee feedback forms, campus staff retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Incorporate a monthly "Pirate Pulse" feature in the weekly staff Smore newsletter that includes a 2-3 question micro-survey focused on campus climate, workload, and communication. Follow up by sharing insights and action steps in future newsletters to close the feedback loop. **Strategy's Expected Result/Impact:** Promotes a culture of transparency and responsiveness by giving staff a regular, low-pressure way to share input. Demonstrates that leadership listens and acts, increasing trust and strengthening overall staff morale. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Launch a monthly "Pirate Spotlight" recognition program that highlights staff accomplishments, birthdays, and team wins. Incorporate informal appreciation (e.g., shoutouts, thank-you cards, snack carts) and formal recognition at faculty meetings. **Strategy's Expected Result/Impact:** Boosts morale, strengthens team cohesion, and ensures staff feel valued and seen for their efforts. **Staff Responsible for Monitoring:** Principal, Sunshine Committee, Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize the existing CKH Process Champions team to serve as a campuswide advisory group. This team, composed of staff representatives from various departments, will meet quarterly with campus leadership to reflect on staff culture, provide feedback on CKH implementation, and support strategies that align with relational practices and campus climate goals. **Strategy's Expected Result/Impact:** Leverages CKH principles to promote shared leadership, amplify staff voice, and ensure consistent focus on creating a safe, connected, and supportive school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CKH Process Champions Lead **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: AMS students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Feature a "Partner Spotlight" section in the weekly Pirate Nation to recognize contributions or volunteer partnerships from local organizations such as Acton Baptist and Stonewater Church, and share stories from guest speakers who visit AMS. **Strategy's Expected Result/Impact:** Increases community transparency and celebrates existing partnerships, encouraging greater community pride and involvement. **Staff Responsible for Monitoring:** Campus Principal, Campus Secretary, Assistant Principals, teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strengthen existing partnerships with Acton Baptist, Stonewater Church, and other local organizations by involving them in ongoing student mentoring, volunteer efforts, and campus support. Expand the network by recruiting additional community members to serve as guest speakers or career mentors through a formal outreach plan. **Strategy's Expected Result/Impact:** Builds sustainable, meaningful partnerships that directly support student development and increase the community's presence on campus. **Staff Responsible for Monitoring:** Campus Principal, Counselors, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: AMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans

Evaluation Data Sources: Campus work orders, new initiative budget planning

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Conduct quarterly reviews of maintenance and technology work orders to identify recurring issues, patterns, and infrastructure needs that may require long-term planning or upgrades. **Strategy's Expected Result/Impact:** Recurring maintenance trends will be identified and used to inform long-range facility and asset planning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Secretary, Librarian, Director of Facilities and Maintenance, Director of Technology **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: AMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hold structured budget planning meetings with campus department heads during November-December to review current spending and proactively plan for the following school year. **Strategy's Expected Result/Impact:** Promotes transparency and alignment between departmental needs and campus financial resources, resulting in more strategic and effective use of the budget. **Staff Responsible for Monitoring:** Campus Principal, Campus Secretary, Department Heads **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a monthly budget review process to compare projected vs. actual expenditures and make adjustments as needed. **Strategy's Expected Result/Impact:** Ensures accurate financial tracking and supports timely reallocation of funds when necessary. **Staff Responsible for Monitoring:** Campus Principal, Campus Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: AMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Evaluation Data Sources: GEF grants submitted

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Partner with the Granbury ISD Education Foundation to host a campus-wide grant writing seminar on August 29, 2025, for all instructional and department staff. The training will focus on securing funding for facility enhancements and program support through grant writing. **Strategy's Expected Result/Impact:** Staff will be equipped with the skills and resources to pursue grant funding opportunities. Each department will submit at least one grant application during the 2025-2026 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Campus Leadership Team (CLT) **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A Comprehensive Needs Assessment was held on June 2, 2025, and examined CKH EOY data for staff and students, EB population, STAAR blitzes/preparation for testing and the direct correlation between students who spent time out of class and who did not pass/approach in STAAR. The CNA process included information on the academic achievement of students in relation to the STAAR , particularly the needs of those students who are failing or at risk of failing, one or more STAAR tests.

1.2: Location for Evidence of Multiple Meetings Held

June 2, 2025

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The evaluation for the 2024-2025 school year and the beginning of the CNA for the 2025-2026 school year took place on June 2, 2025. From that point, staff members engaged during pre-service and it was finalized on August 22, 2025.

2.2: Stakeholders 1114(b)(2)

Community members, staff, and students

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

English and Spanish. The plan can be found on the GISD website.

Title I Personnel

Name	Position	Program	FTE
Michael Pickett	Parent & Family Engagement Liaison	Title 1	$500 Stipend
Tanna Luckie	Instruction & Intervention Specialist	Title 1	1

Brawner Elementary
Campus Plan at a Glance
2025-2026

Mission Statement

The goal at Brawner Elementary is for every student, parent, and staff member to be respectful, engaged, safe, and trustworthy.

Vision

Learning for All…Whatever it Takes!

1. Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

- **Performance Objective 1: Strengthen academic achievement and growth.**
  - TEKS-aligned high-quality instructional materials with high levels of rigor.
  - Data checkpoint every 3 and 6 weeks (CFAs, Summatives, Progress Monitoring)
  - Online testing practice specific to STAAR new item types
  - Increase writing checks for short constructed and extended constructed responses. (will bring to PLC at the end of each six weeks)
  - Document and monitor student interventions
  - Increase the use of Branching Minds
  - Increase SPED STAAR meets level and grade level target for MClass
  - Monitor student intervention progress at PLCs
  - WIN (What I Need) for 30 minutes daily
  - Instructional and Intervention Specialist in all planning meetings
  - Certified tutors and immigrant tutoring
  - Paraprofessionals focused on reading and math
  - Intervention & Instructional Specialist (IIS)

STAAR Goal 3-5
Reading – 80% (Approaches) 55% (Meets) 30% (Masters)
Math – 80% (Approaches) 50% (Meets) 30% (Masters)
Science – 80%(Approaches) 50% (Meets) 30% (Masters)
SPED – 30% (Meets)
District Long Term Goal – 90/60/30 – Every campus/Every content area

MClass K-2
Increase the blue level (Advanced) and green level (Goal) combined to 80%.
Red level(Below)to less than 20%
SPED – 30% - to meets grade level target

- **Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR).**
- **Performance Objective 3: Ensure safety, well-being, and connection for all students.**
  - Capturing Kids' Hearts
  - PBIS – Positive Behavior Intervention & Supports
- **Performance Objective 4: Increase student involvement and engagement in campus activities.**
  - Empowering students to lead

2. Brawner Elementary staff will be highly effective, well supported, and valued both personally and professionally.

- **Performance Objective 1: Strengthen recruitment systems for highly qualified staff.**
- **Performance Objective 2: Strengthen retention systems for highly qualified staff.**
  - New Staff Mentoring with veteran teachers
  - Get Better Faster (Observation Feedback)
- **Performance Objective 3: Strengthen professional training and development systems of highly qualified staff.**
  - Strengthen the alignment of the K-5 Dual Language Program
  - Benchmark Dual Language Program for K-5
  - Gomez and Gomez Professional Development

3. Brawner Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience.

- **Performance Objective 1: Strengthen student and family culture and engagement.**
  - Host Family Night
  - Host Dia de Los Ninos
  - K-5 Student-led conferences two times per year
  - Real-world experiences – Each grade level will have two
  - Holidays Around the World Event
  - Family Academic Night
- **Performance Objective 2: Strengthen staff culture.**
  - Monitor campus climate. (Staff Luncheons – 1 per six weeks, Staff Shoutouts, Weekly Starburst Winner, Monthly staff member of the month voted on by peers, birthdays posted on Brawner social media, birthday recognition on announcements
- **Performance Objective 3: Increase community relationships and transparency practices.**
  - Bilingual paraprofessional for family communication support

4. Brawner Elementary will be well-maintained, secure, and prepared for future growth.

- Emergency Operating Procedures
- School Safety and Security Committee
- Monthly Safety Trainings
- 100% TEA Safety Audit
- Behavior Threat Assessment team
- Visitors will Raptor in and out

- **Performance Objective 1: Create/refine long-range facility and asset plans.**
- **Performance Objective 2: Refine and commit to transparent and effective budgeting processes.**
- **Performance Objective 3: Explore/expand alternative revenue sources.**

Granbury Independent School District

Brawner Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

In partnership with our students, staff, families and community, Granbury I.S.D. is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students becomelife-long learners who are future ready.

Vision

Granbury I.S.D. inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 11
Staff Quality, Recruitment, and Retention 14
Family and Community Engagement 18
Priority Problem Statements 20
Goals 21
Goal 1: Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 21
Goal 2: Brawner Elementary staff will be highly effective, well supported, and valued both personally and professionally. 29
Goal 3: Brawner Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience 33
Goal 4: Brawner Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 38

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brawner Elementary ended the 24-25 school year with 765 students in K-5. The breakdown per grade level for 2024-25 is: 6 sections of Kindergarten (2 are Dual Language), 6 sections of 1st (2 are Dual Language), 7 sections of 2nd grade (2 are Dual Language), 7 sections of 3 rd grade (2 are Dual Language), 6 sections of 4th grade (1 is Dual Language), 7 sections of 5th grade (2 are dual language).
Kindergarten - 117
1st Grade - 114
2nd Grade - 142
3rd Grade - 130
4th Grade - 126
5th Grade - 132

Brawner Elementary was one of two dual-language campuses for GISD. Baccus is the other dual-language campus. We celebrate diversity as 48% of our school population is Hispanic. During the 24-25 school year there were 230 bilingual/dual language students enrolled at Brawner. We currently have 22 LEP students.

Families have to apply to receive free/reduced meals. The percentage of students who received free/reduced meals during the 24/25 school year was 69.5.

The enrollment by ethnic background was: 371- White, 344-Hispanic, 3-American Indian, 7-African American, and 12-Asian.
24 students withdrew during the 24/25 school year. 127 students enrolled during the 2022-23 school year.

Our mobility rate dropped for the 24/25 school year: 22/23 - 17.06 23/24 - 18.49% 24/25 - 16%

Special Populations: At Risk - 394 LEP - 22 Bilingual - 230 ESL - 22 SPED - 122 ECD - 532 GT - 56 IMM - 81 MIG - 0 HOM - 24 504 - 51

Attendance
The campus goal is to have an average yearly attendance at or above 97%. Brawner ended the year with an average attendance of 95.36% (up from the previous year's average of 94.70%).

Kindergarten - 93.75

1st Grade - 95.29
2nd Grade - 95.48
3rd Grade - 95.72
4th Grade - 95.83
5th Grade - 95.97

Our biggest gains were during the 5th Six Weeks for March Madness. We will continue this competition with prizes and awards every six weeks.

The Attendance Committee creates incentives for students to win the daily attendance competition such as free seating during lunch, use of electronics, extended recess, pizza parties, dance parties, bowling parties, and dodgeball tournaments against the staff.

Demographics Strengths

* Attendance percentage increased

* 5th Six Weeks saw the biggest gains with an attendance challenge

* We implemented programs to target our sub-populations - Purple Council and Blue Prints for LIFE

*We did classroom incentives for getting 10 days of 100% attendance.

* We did a grade level incentive when the grade level got 100%.

* Student Council is culturally diverse

* Administration is culturally diverse

* Staff is diverse in years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Brawner's attendance rate is below our goal of 97%.
Root Cause: Getting information out to families on the importance of attendance. We will push more attendance challenges in the 25/26 school year as that helped with our 5th Six-week attendance. We will also push more with Kindergarten as they were our lowest grade level and didn't see any growth from the previous year.

Student Achievement

Student Achievement Summary

Listed below are the preliminary (unofficial) STAAR test scores for Brawner. Percentages are figured with students who were present on snapshot day.

Preliminary STAAR 2025 Scores:

- **5th Math Approaches - 70% Meets - 36% Masters - 17%**
- **5th Reading Approaches - 65% Meets - 51% Masters - 29%**
- **5th Science Approaches - 66% Meets - 23% Masters - 5%**

- **4th Math Approaches - 75% Meets - 37% Masters - 24%**
- **4th Reading Approaches - 90% Meets - 58% Masters - 24%**

- **3rd Math Approaches - 76% Meets - 38% Masters - 6%**
- **3rd Reading Approaches - 85% Meets - 60% Masters - 29%**

Overall Reading: Approaches - 80% Meets - 56% Masters - 27%

Overall Math: Approaches - 74% Meets - 37% Masters - 16%

Target/Focus areas by demographics: (All at the Meets level)

3rd Math: All students - ~~42~~ (Goal 49) Hispanic - ?? (Goal 44) White - ??(Goal 60) ECD - ??(Goal 40) EB ~~- ??(~~Goal 45) Sped 35 (Goal 26)

4th Math: All students - ~~44 (~~Goal 49) Hispanic - ?? (Goal 44) White - ?? (Goal 60) ECD - ?? (Goal 40) EB - ?? (Goal 45) Sped ~~20~~ (Goal 26)

5th Math: All students - ~~34~~ (Goal 49) Hispanic - (Goal 44) White - ??(Goal 60) ECD -?? (Goal 40) EB - ?? (Goal 45) Sped ~~18~~ (Goal 26)

3rd Reading: All students - 57 (Goal 46) Hispanic - ?? (Goal 39) White - ?? (Goal 59) ECD - ?? (Goal 35) EB - ?? (Goal 37) Sped 42 (Goal 26)

4th Reading: All students - ~~60~~ (Goal 46) Hispanic - ?? (Goal 39) White - ?? ~~(~~Goal 59) ECD - ?? (Goal 35) EB - ?? (Goal 37) Sped 16 ~~-~~(Goal 26)

5th Reading: All students - 50 (Goal 46) Hispanic - (Goal 39) White - ?? (Goal 59) ECD - ?? (Goal 35) EB - ?? (Goal 37) Sped ~~12 ~~(Goal 26)

Preliminary Cohort information:

5th graders decreased their STAAR math scores by 3 points from 73% in 4th grade to 70% in 5th grade. 5th graders decreased their STAAR reading scores by 15 points from 80% in 4th grade to 65% in 5th grade.

4th graders increased their STAAR math scores by 6 points from 69% in 3rd grade to 75% in 4th grade. 4th graders increased their STAAR reading scores by 8 points from 82% in 3rd grade to 90% in 4th grade.

After reviewing STAAR scores and demographic/target areas, specific areas of concern are: 5th grade science performance, 3rd, 4th, and 5th math performance, and 5th reading.
* We did not meet our target of 60% at the Meets category for white math.
* Math did not meet any of our campus goals - Campus Goals - 80/50/30
* 5th Science did not meet any of our campus goals - 80/50/30
* SPED did not meet our target of 26% at the Meets category in 4th and 5th grade in reading and math
* SPED met our target of 26% -38% in reading and math.

Telpas Results:
227 students - K-5 tested. 70 students scored advanced or advanced high. 8 are able to exit the program.

MClass:

Goal: Blue/Green - 80% Red/Yellow - 20%

Kindergarten - Blue/Green - 86% Red/Yellow - 14% (Met our campus goal by 6% for blue/green and 6% for Red/Yellow)

1st Grade - Blue/Green - 77% Red/Yellow - 23% (Missed the campus goal by 3% for blue/green and 3% for Red/Yellow)

2nd Grade - Blue/Green - 70% Red/Yellow - 30% (Missed the campus goal by 10% for blue/green and 10% for Red/Yellow)

After reviewing Mclass scores, specific areas of concern are: 2nd grade blue/green percentage and Red/Yellow

MAP:

Math: - Campus Goal for Achievement: Advanced & Goal (Green/Blue) 40% Below (Red) 20%

Kindergarten: Advanced & Goal (Green/Blue) 32% Below (Red) 23%

1st Grade: Advanced & Goal (Green/Blue) 31% Below (Red) 24%

2nd Grade: Advanced & Goal (Green/Blue) 47% Below (Red) 18%

Title I resources will be used to improve student performance through tutors, books and supplies, and parent training in all target areas set by the campus.

Quantitative data from a variety of sources (common assessments, classroom based assessments such as CFAs and summatives, universal screeners, IReady, IXL, MClass, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation spreadsheet for his/her class. The data sheet will list the information needed to begin the intervention process. A copy of the data sheet will be updated and given to the Instructional Specialists, Assistant Principals, and Principal after every summative assessment. MTSS progress, teacher information, and information on data sheets will be used to identify student needs in a timely manner through Branching Minds. Student data folders will continue to be used and students will be trained to track their individual data from a variety of sources. Students will enter their answers to CFAs and summatives in DMAC. Students will work with their teachers to set individual goals and monitor progress. Staff will be trained on usage of student data folders by their teacher.

Students will receive additional instruction by Title I tutors who are certified teachers. The tutors will assist Kindergarten through fifth grade students using a variety of methods including small group instruction, small group phonics lessons, oral administration and extended time on assessments, and small group writing, math, and reading groups.

Tier 3 students will receive additional interventions from the classroom teacher, Reading/Writing Intervention paraprofessional and Math Intervention paraprofessional. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers (Assistant Principals, Instructional Specialists) every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

Other campus programs provided for students and will continue in 25-26:

- o 46 students served through MTSS
- o 56 students served through MTA
- o 51 students served through 504
- o ??? students served in the EB program
- o The math and reading intervention paras did push in support all year.

122 students were served through Special Education

Gifted and Talented students will receive 40 minutes of instruction once per week by a certified GT teacher. GT students will be challenged academically by using higher level thinking skills, studying current events and topics of personal interest, questioning, and practicing public speaking skills. Students will research a topic of their choice and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee and UIL. During the 2024-25 school year, Brawner had 56 students in GT.

Resource Allocation

Title I resources will be used to improve student achievement in reading, writing, math and science, which will substantially increase the percentage of students attaining meets or masters on STAAR. A portion of the funds will be used to improve parent participation and provide

parent training. The majority of Title 1 money will be spent on tutors (certified teachers) for each grade level.

Evaluation of Plans and Strategies

Common assessments, benchmarks, summative tests, common formative assessments and yearly Universal Screener results (IReady, MClass,) will be used on a regular basis to ensure the interventions/strategies are resulting in the intended impact on skills, knowledge and behavior of students. Brawner will continue to have assessments every 3 weeks to track data. Reading/Writing and Math STAAR tests will be given in grades 3, 4, and 5. Science will be given in grade 5 only.

Student Achievement Strengths

*Hispanic met the target areas for STAAR at the meets in all math and reading for all grade levels

* ECD met the target areas for STAAR at the Meets levels in 4/6 areas.

* EB met the target areas of STAAR at the Meets level in 5/6 areas.

* 3rd Reading beat all of our campus goals for STAAR.

* 3rd Grade met Target in SPED for reading and math.

*3rd Reading, 5th Reading, 3rd Math, 4th Math, and 5th Math met or beat the state averages for STAAR.

4th graders increased their STAAR math scores by 6 points from 69% in 3rd grade to 75% in 4th grade. 4th graders increased their STAAR reading scores by 8 points from 82% in 3rd grade to 90% in 4th grade.

MAP Strengths:

* 2nd Grade met both goals for MAP

*For Telpas - 70 students scored advanced or advanced high. 8 can exit the program.

Kindergarten - Blue/Green - 86% Red/Yellow - 14% (Met our campus goal by 6% for blue/green and 6% for Red/Yellow)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math and Science scores are an area of concern.
Root Cause: More time needs to be spent on unpacking the TEKS, looking at distractors, and vocabulary during PLC time.

Problem Statement 2: White math not meeting the target area of 60% at the meets levels in 3-5.
Root Cause: White students at Brawner are a large percentage of our low ECD students.

Problem Statement 3: SPED math and reading isn't meeting the target area of 26% at the meets level in 4th and 5th.
Root Cause: SPED teachers and classroom teachers need to work more closely with each other to make sure all areas are aligned. Google classroom, calculators use for 5th grade, graphic organizers, math tricks, problem solving, etc. More PLC time with SPED teachers.

School Culture and Climate

School Culture and Climate Summary

Activities to Ensure real-world Experiences:

Brawner students are provided with additional learning opportunities such as: Science field trips to Outdoor Learning Center, dictionaries provided by the Granbury Kiwanis Club, campus field trips, 4th grade field trip to Austin, Spelling Bee in English and Spanish, Book Fair , Learning Lab in the Library, campus tutors, Ready, Set, Teach students from GHS, and TSU year long Residents on campus. Due to the number of grants approved by Granbury Education Foundation, there are many presentations/assemblies in the spring semester to make learning come to life, such as Family Math Night, and grade level science programs about animals and space.

Coordination Between Programs

Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Day, Health Fair, Kindness Challenges, Nurse information for families, safety training provided by Assistant Principals, charity donations to Christmas for Children, Couch Surfers, Beau Bear Foundation, Second Chance Farms, weekend food bags provided by the Fort Worth Food Bank, Wear purple for month of the Military Child, Wear RED to Remember Everyone Deployed. Veteran's Day program, Jeans for Troops to benefit the Army GI fund, safety drills, Red Ribbon Week. ERES pre-K students are welcomed on our campus for the Kindergarten roundup.

Brawner provides the following programs to strengthen the academic core areas, increase learning time, and meet the needs of underserved populations:

Implementation of PLCs
Common planning time for all teachers in each grade level
Tutors for each grade level
Two full time Instructional Specialists
Full time Counselor, focusing on character development and behavior interventions
Full time Bilingual paraprofessional
Full time special education paraprofessional (3)
Three full time special education teachers
One Reading Intervention paraprofessional
One Math Intervention paraprofessional
Food Pantry for students and families
Shoes and socks for students and families
Early start time (7:10 a.m. in classrooms) to increase instructional minutes

Year at a Glance layout of the Brawner Academic Year
Social Skills groups provided by the campus Counselor
All grade levels had at least two real-world experiences
College Shirt Days
GHS students who participate in the Ready, Set, Teach program (training future educators)
TSU/Weatherford college sign-in sheets for students who are earning observation hours
TSU Residents who will student teach for an entire year on our campus
Staff members trained in Capturing Kids' Hearts

Focus for 24/25 School Year:
* Continue to have a focus on safety with knowing who is in the building, checking doors throughout the day, and Stop the Prop
* Continue with PBIS and students showing their Brawner BEST
* Decrease discipline referrals
* Continue Behavior room for students' breaks, resets, and negative student behavior. - The goal will be to get students back to class asap!
* Add in more staff luncheons
* Tightened all daily routines and procedures
* PLC to include unpacking the TEK, looking at distractors, and vocabulary
* Teacher coaching in specials for classroom management
* Continue with morning meetings where we recognize students and staff, character focuses, and showing our Brawner BEST.
* Daily restorative circles - topics given to teachers at the beginning of each week.
* Continue to partner with the community
* Have 5th-grade campus ambassadors that will greet parents and show new students and visitors around Brawner.
* Principal Advisory Committee to focus on CKH survey data
* Counseling-type lessons for after-school detention

School Culture and Climate Strengths

* Teachers that have been coached are excelling

* Armed Marshall

* PTO support

* Stonewater Serves support

* Curriculum support for K-2 testing

* Weekly counselor calming strategies

* Admin walks the building every morning after morning announcements and most times after lunch to have eyes on all classrooms every day.

* Admin did at least one thing every six weeks for staff (Cart Lady, ice cream, national days, etc)

* Every six weeks pot luck luncheon

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Daily routines and procedures need to be tightened up. (hallway, cafeteria, recess)
Root Cause: Admin not holding everyone accountable and keeping an eye on the daily routines and procedures.

Problem Statement 2: Increase in discipline numbers specifically to physical aggression.
Root Cause: Staff members not seeing the importance of building relationships with students and daily routines and monitoring aggressively in all area of the building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Stay Survey Information:

1. What is an area you want to grow in? Math - time management - and classroom management, Leadership - team lead, More documentation - for my groups - filling in IEPs - aware of where students are at, math, to be more intentional with data, math and student engagement, more positive communication with parents, classroom management, pull students while everyone is still working, knowledge of all the contents, all components of Bluebonnet, teaching social skills, adapting to change, time managment,

2 .Are you coming back next year? Out of 72 staff members, 67 are returning. (93%) The staff that are leaving are moving due to spouse jobs, opening their own music studio, going back to school, job promotions in other districts

3. As your principal, what can I do more of? Less of? You have a good balance, Check-ins with staff members - Announcements - start earlier - maybe do CKH during class times - like WIN or Friday mornings, I love working here and can't think of anything. I love working for you, you have good communication, glad I'm here, join in during centers or read a book, continue to support me and my family, have all staff on duty after school, Fridays is for open libary, encouragement, you've been fantastic and supportive, everything I ever need is given by you, more aligned sped goals, admin all using the same expectations in the cafeteria,

4. What is the best part of your job? Being with my personal children at school all day, the people and the kids, the kids--seeing their growth, working with my students and my team, my students, relationships with kids, open lines of communication, laughing and smiling with my students, love helping kids find joy in reading, the people I work with, I truly love these kids, love my coworkers like family--we can agree to disagree, goofing around with the kids, the different cultures and sharing those with the kids,

5. What do you look forward to most when you come to work every day? My students, the conversations I get to have with them, my students, every day is different, I Love the feeling of peace and when I walk in my team is open and honest with each other - everyone loves and celebrates kids, getting to watch them grow and the lightbulb moments, getting everything accomplished, the connections I've made with my students by doing Good Things, everyone is a family, I love it here, making kids feel loved and safe, the laughs--happy atmosphere, I feel comfortable being me,

6. Why do you stay working at this campus?love it- good energy, it feels like home, the atmosphere--it's very energetic, I feel at home here, it's family oriented, I don't want to work anywhere else, I love this campus, the community, the camaraderie, my team, the admin team is fair and supportive, no drama, no cliques--everyone is a team, it's the perfect fit--I will never leave, people are willing to help, no one is like you, the support system and communication, it's an infectious place to be

7. What would make your job more satisfying? 100% parent support - check dojo, student respect, 4 day work week, more money, parent support, not having all the behaviors, to make my room my own,

8. Do you feel valued and recognized on this campus? 100% of staff members said yes

9. What are we currently not doing that you feel we should be doing?
Hallway - driving a car - coming in from recess with two lines causes a traffic jam- the chaos at the end of the day is crazy - many grade levels are already at the gym before we end at 2:50, would love more jeans days, I have a pretty amazing job - this is my passion - heads up emails - heading to the counselor - emails from admin on discipline - what was the consequence - teachers can't see other referrals - bus, pe, etc., send calendar invites--not all of us are paper people, help with kinder recess, better communication between my campus and team, sped kids being held accountable to high expectations,

10. Do you have enough tools and resources to do your job well? Most staff said they had the tools and resources to do their job well. Those who didn't have what they needed, we found the supplies and/or materials on campus. If we didn't have it on campus, it was ordered for the staff member.

11 .What can I do to make your job better? Revamp Staar bootcamp--we hadn't taught everything, keep encouraging me, Staar bootcamp, continue to support me,

Focus for 25/26:

* Continue morning meeting via TEAMS every day but start at 7:25.

*Admin will continue to be in classrooms more often

* Admin will continue to make instruction a priority.

* Implementation of instructional rounds with observation feedback - 1 per semester

* All teachers will have a 50 minutes common planning time

* Both IIS will attend all grade-level planning meetings

* Continue with PLC meetings - every other week

* Continue with data checkpoints every three weeks for every grade level in every content area.

* Continue with one potluck every six weeks

* Continue with Admin doing one thing for staff each month (Snack Cart, ice cream, national days, etc)

* Continue to put teachers in their area of strength

* Partnership with Tarleton State University to have full year teacher interns. Brawner will have 1 intern next year who will be placed with a Sped teacher

* Our campus will continue to welcome teacher observers from local colleges and universities.

* Continue to partner with our PTO and Stonewater Serves to show gratitude to our staff.

* Continue to have staff surveys to give them a voice.

Staff Quality, Recruitment, and Retention Strengths

* Continue to have data checkpoints every 3 weeks in every grade and every content area.

* All teachers are ESL certified

*District offers tiered level of Professional Development

* Teacher placement by strengths

* Ongoing coaching for management and rigor

* All K-2 teachers have completed Reading Academy

* All K-5 teachers are eligible for Teacher Incentive Allottment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers and new to Brawner teachers lack training.
Root Cause: We need a solid new teacher and new to Brawner mentor program.

Problem Statement 2: Shortage in Dual Language Teachers
Root Cause: Our number of newcomers to the country is increasing. Edit Associated Areas

Problem Statement 3: Teacher retention and consistency
Root Cause: Teacher retention and consistency

Family and Community Engagement

Family and Community Engagement Summary

Focus for 25/26:

*Continue with "This Week at Brawner" through Remind, Brawner Facebook page, and Class DOJO

* Continue with sending all parent information through Remind, Brawner Facebook page, and Class DOJO

* Counselor make contact with families that have attendance concerns

* Do a counselor weekly for parents

* Continue to host a family night during each semester

* Host student led conferences for K-5 in the beginning and end of the school year.

*Continue to have parent/family copy room volunteers

* Continue to have parent/family lunch room volunteers.

* Continue Family Engagement Activities - reading and math night, Title 1 Family Night, Meet the Teachers, Scarecrow Scamper, Costume parade, Thanksgiving Feast, Christmas Around the World, Veteran's Day Ceremony, music performances for all grade levels, Dia de Los Ninos, Field Day, Awards Ceremony, Career Day, Book fair, field trips, library volunteers,

* Continue partnership with the Fort Worth Food Bank to provide snack packs to our low-income students.

* Start a partnership with Preston and Sarah Cave for "Boys Who Build" and also add in a girls group

* Progress reports and Report cards posted in Skyward

* Continue to involve families and community partners to be on our Campus Advisory Committee

.

Family and Community Engagement Strengths

* "This Week at Brawner" through Remind, Brawner Facebook page, and Class DOJO

* Sending all parent information through Remind, Brawner Facebook page, and Class DOJO

* Hosted a family night during each semester

* Hosted parent conferences during the 2nd six weeks.

* Hosted student led conferences for grades K-2 at the end of the year

*Parent/family copy room volunteers

*Parent/family lunch room volunteers.

* Family Engagement Activities - reading and math night, Title 1 Family Night, Meet the Teachers, Scarecrow Scamper, Costume parade, Thanksgiving Feast, Christmas Aroudn the World, Veteran's Day Ceremony, music performance, Dia de Los Ninos, Field Day, Awards Ceremony, Career Day, Book fair, field trips, library volunteers,

* Partnership with Fort Worth Food Bank to provide snack packs to our low-income students.

* Progress reports and Report cards posted in Skyward

* Involve families and community partners to be on our Campus Advisory Committee

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Low-income family engagement.
Root Cause: Working during the day and long hours.

Problem Statement 2: Resources needed for low-income families.
Root Cause: Communicate with families when we see a need and involve the counselor to reach out to families.

Priority Problem Statements

Goals

Goal 1: Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen the campus-wide system in which all students engage daily with TEKS-aligned high-quality instructional materials and assessments which support learning at high levels of rigor. **Strategy's Expected Result/Impact:** Students will engage daily in rigorous, TEKS-aligned instruction and assessments, leading to higher achievement, equitable access to quality learning, and measurable growth across all grade levels. **Staff Responsible for Monitoring:** Principal, ASST Principals, IIS team, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase student use of online testing practice specific to STAAR new item types **Strategy's Expected Result/Impact:** Increased student time with online tools and new item types, increased student grade level proficiency, **Staff Responsible for Monitoring:** Principal, ASST Principals, IIS Team, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increased student time with short constructed and extended constructed responses, increased student grade level proficiency, **Strategy's Expected Result/Impact:** Increased student time with short constructed and extended constructed responses, increased student grade level proficiency, **Staff Responsible for Monitoring:** Principal, ASST Principals, IIS Team, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 3 and 6 week online checkpoints (CFAs) for grades 2-5 in all STAAR tested content. **Strategy's Expected Result/Impact:** Increased student time with online tools and new item types, increased student grade level proficiency, **Staff Responsible for Monitoring:** Principal, ASST Principals, IIS Team, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: During weekly content planning meetings, Instructional and Intervention Specialists will assist teachers in creating high-quality lessons and learning activities. They will facilitate lesson planning templates that ensure 100% of instructional materials and assessments are aligned with state standards, researched best practices, and STAAR assessment items. **Strategy's Expected Result/Impact:** During weekly content planning meetings, Instructional and Intervention Specialists will assist teachers in creating high-quality lessons and learning activities. They will facilitate lesson planning templates that ensure 100% of instructional materials and assessments are aligned with state standards, researched best practices, and STAAR assessment items. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Increase the number of SPED students that will achieve the meets levels in reading and math on STAAR and grade level projection on MClass. **Strategy's Expected Result/Impact:** 30% of SPED students will achieve the meets level on STAAR in reading and math and grade level projection on MClass. **Staff Responsible for Monitoring:** Principal, Assistant Principals, IIS Team, SPED teachers, Gen Ed teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Strengthen, document, and monitor student interventions using Branching Minds.	Formative			Summative
Strategy's Expected Result/Impact: Strengthening, documenting, and monitoring student interventions will lead to more consistent support, timely adjustments, and improved academic and behavioral outcomes for all students.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: All students will participate in WIN (What I need) time for 30 minutes daily.	Formative			Summative
Strategy's Expected Result/Impact: Increased student grade level proficiency,	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
Strategy 9: Allocate Title 1 and Title 111 resources for the addition of certified tutors and immigrant tutoring for 20 hours a week.	Formative			Summative
Strategy's Expected Result/Impact: Increased student grade level proficiency.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, IIS Team, Assistant Principals, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Brawner will employ two paraprofessionals, one focused on reading and one on math, to provide targeted support for K-5 students in reaching grade-level expectations. **Strategy's Expected Result/Impact:** Students will receive focused intervention in reading and math, leading to improved achievement and greater success in meeting grade-level standards. **Staff Responsible for Monitoring:** Teachers, IIS Team, Assistant Principals, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Brawner will employ two Instruction and Intervention Specialists--one supporting grades K-2 and the other focused on grades 3-5--to strengthen instruction and intervention. **Strategy's Expected Result/Impact:** Students will benefit from tailored instructional support, resulting in improved academic growth and success across all grade levels. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR)

Goal 1: Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Brawner will continue with Positive Behavior Interventions & Support (PBIS) programs during the 2024-2025 school year **Strategy's Expected Result/Impact:** Will help students better manage their relationships with adults and peers. Classroom conduct problems will be reduced and will have a positive impact on students/ emotional well being. Skills will promote responsible decision making and Social Emotional skills for life. **Staff Responsible for Monitoring:** Counselor, Teachers, Assistant Principals, Principal **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Brawner will continue implementing Capturing Kids' Hearts strategies. **Strategy's Expected Result/Impact:** CKH will help students better manage their relationships with adults and peers. Classroom conduct problems will be reduced and will have a positive impact on students/ emotional well being. Skills will promote responsible decision making and Social Emotional skills for life. **Staff Responsible for Monitoring:** Counselor, Teachers, Assistant Principals, Principal **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Brawner Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Empower Brawner students to take on leadership roles by leading live morning announcements, sharing good things, serving as greeters, facilitating launches, and guiding the classroom social contract. **Strategy's Expected Result/Impact:** Student-led practices will build confidence, strengthen leadership skills, and increase ownership of the school culture, resulting in more positive and engaged learning environment. **Staff Responsible for Monitoring:** Teachers, Counselor, Assistant Principals, Principals **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Brawner Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

High Priority

Goal 2: Brawner Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All new teachers and teachers new to Brawner will participate in the GISD mentoring program. **Strategy's Expected Result/Impact:** Mentoring provides ongoing knowledge-based encounters that will saturate incoming teachers with a network of support to foster personal and professional success. **Staff Responsible for Monitoring:** Administrators, IIS team, Mentors and Mentees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All new Brawner teachers, probationary teachers, and those showing a need, based on walkthroughs and TTESS, will receive observation/feedback coaching from the Principal, Assistant Principal, and Instructional Specialists. They will make at least three positive changes in practice as a result of this coaching. **Strategy's Expected Result/Impact:** This strategy will help retain, train, and grow quality employees. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Brawner Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to strengthen the vertical alignment of the K-5 Dual Language Program. **Strategy's Expected Result/Impact:** Aligned K-5 dual language instruction will strengthen biliteracy, ensure consistent rigor across grade levels, and support smooth student transitions with equitable student access to content. **Staff Responsible for Monitoring:** Teachers, IIS Team, Assistant Principals, Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue implementation of the Benchmark Dual Language Program, Kindergarten - 5th grade **Strategy's Expected Result/Impact:** Strengthen the Dual Language program K through grade 5 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide professional development and in class observations on the implementation of the Gomez and Gomez model in K-5 **Strategy's Expected Result/Impact:** Strengthen the Dual Language Program from K-5 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Brawner Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience

Performance Objective 1: Strengthen student and family culture and engagement

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Family Night will be hosted within the first three weeks of the school year. Timely information will be shared on school routines and procedures. The admin team will present the parent and family engagement plan, showing the positive relationship between school and home. Grade levels will encourage reading at home, as well as math facts, to close the gaps between the grades. **Strategy's Expected Result/Impact:** Family Night will be hosted within the first three weeks of the school year. Timely information will be shared on school routines and procedures. The admin team will present the parent and family engagement plan, showing the positive relationship between school and home. Grade levels will encourage reading at home, as well as math facts, to close the gaps between the grades. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Brawner will host Dia de Los Ninos for our Dual Language Classes. **Strategy's Expected Result/Impact:** Increase school/parent relationships of our Dual Language Families. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, IIS Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All K-5 students will have a student-led conference, in the fall and spring, with a parent, guardian, or staff member. **Strategy's Expected Result/Impact:** Increase school/parent relationships **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, IIS Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Each grade level will have two real-world experiences a year. **Strategy's Expected Result/Impact:** Increase in real-world experiences. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, IIS Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Brawner will host an academic night in the spring to give students and families opportunities to engage in educational activities. **Strategy's Expected Result/Impact:** Increase school/parent relationships **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, IIS Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Brawner will host a Holidays Around the World event to celebrate family traditions and strengthen cultural awareness within our school community. **Strategy's Expected Result/Impact:** Students and families will feel valued and connected through the recognition of diverse cultures. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, Counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Brawner Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience

Performance Objective 2: Strengthen staff culture

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will work to improve campus culture by providing opportunities for staff to encourage one another and spend time with one another. **Strategy's Expected Result/Impact:** Building a positive campus culture through staff encouragement and shared experiences will increase collaboration, strengthen relationships, and boost overall morale. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: One staff potluck luncheon every six weeks, summer staff get-togethers, staff shoutout submissions from parents and community members, Weekly Starburst winners, Monthly staff member of the month voted on by peers, birthdays posted on Brawner social media, birthday recognition on morning announcements **Strategy's Expected Result/Impact:** These strategies will help retain, train and grow quality employees. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Brawner Elementary students, staff, families, and community will be connected, supported, respected, and value the educational experience

Performance Objective 3: Increase community relationships and transparency practices

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bilingual paraprofessional will support the students and parents in communicating all aspects of school-related information. **Strategy's Expected Result/Impact:** Students and parents will receive all written and verbal information in their native language (Spanish is only required language at this time - language line used for other languages.) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Bilingual Paraprofessional, Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Brawner Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Brawner will develop a campus-wide system to meet current and future facility-related needs and show transparency by communicating all needs to the community. **Strategy's Expected Result/Impact:** Timely collection of accurate data will help facilitate a quality plan that will be used for addressing campus capacity concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Secretary.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Brawner staff will be trained on the campus Emergency Operations Plan. **Strategy's Expected Result/Impact:** Clear and understandable safety procedures and expectations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Security Officer, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The School Safety & Security Committee will meet regularly to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan. **Strategy's Expected Result/Impact:** The School Safety & Security Committee will meet regularly to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Security Officer, Safety & Security Committee				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Brawner staff and students will participate in safety drills to fulfill state requirements. (Fire Drills, Secure, Lock-Down, Shelter in Place, Evacuation) **Strategy's Expected Result/Impact:** Brawner staff and students will have knowledge of emergency response plans. Procedures and expectations followed during drills as documented by the admin. Improvement in response time on all drills. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Security Officer, teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Brawner will pass TEA Security Audits with a 100%. Classroom doors will remain locked at all times and closed when students are in the room. All exterior doors will remain locked and closed at all times. (Stop the Prop) **Strategy's Expected Result/Impact:** 100% on TEA Safety Audit. Importance of student safety will be a top priority of all staff members. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Security Officer, teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: The Brawner Behavior Threat Assessment team will meet each semester and after each major event to review procedures and identify developing concerns/threats. **Strategy's Expected Result/Impact:** Provide a safe school environment for students and staff and appropriate interventions to identified individuals. **Staff Responsible for Monitoring:** Director of Security, Assistant Director of Special Education, Principal, Assistant Principals, Counselor, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: All visitors to Brawner will Raptor in and out daily. **Strategy's Expected Result/Impact:** Provide a safe school environment for students and staff **Staff Responsible for Monitoring:** Office Personnel, Principal, Assistant Principals, Campus Security Officer, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Brawner Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

Goal 4: Brawner Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Campus Improvement Plan At a Glance

Goal 1 Demonstrate/exceed grade-level proficiency & equipped with individual future ready skills	Strengthen academic achievement & growth	• Balanced literacy - focus on vocabulary, phonemic awareness, writing & numeracy - state approved curriculum • Provide intervention & enrichment • 65% of PK 4 year old students reading
	Increase college, career & military readiness (CCMR)	• Increase attendance by 3% from 90% to 93%
	Ensure safety, well- being & connection for all students	• CKH 2 & Conscious Discipline • Student achievement & leadership
	Increase student involvement & engagement in campus activities	• Positive promotion & incentives for all campus activities
Goal 2 Staff will be highly effective, well supported & valued personally & professionally	Strengthen recruitment systems for highly qualified staff	• Recruit highly qualified teachers, especially bilingual teachers, & grow your own • Encourage add'l certifications - bilingual & sped
	Strengthen retention systems for highly qualified staff	• Quality mentoring program & teacher support
	Strengthen professional training/development systems for highly qualified staff	• Quality, needs based professional development • Teacher coaching • PLC's to review data & strengthen instruction • Continue training CKH 1 & 2 along with Conscious Discipline for behavior
Goal 3 Students, staff, families, & community will be connected, supported, respected & value the educational experience	Strengthen student & family culture & engagement	• Individual meetings with family before first day & parent conferences each 6 week minimum • Invite families into CKH process • Campus family activities & parent trainings • Bilingual family interpreter
	Strengthen staff culture	• CKH 2 more champions, more staff involvement • Individual staff celebrations
	Increase community relationships & transparency practices	• Community Speakers; Granbury PD, military, BRA, dairy, CAC, Fire Dept, GHS Student groups • College interns/student teachers; GHS CTE
Goal 4 Ensure facilities are safe, secure, & well maintained, while planning for future growth & responsible financial stewardship.	Create/refine long-range facility and asset plans	• Evaluate facilities for growth including ECSE & Upbring Head Start Partnership • Adhere to all aspects of safety
	Refine & commit to transparent & effective budgeting process	• Transparent budget reporting at all CLT meetings
	Explore/expand alternative revenue sources	• Minimum of 5 GEF grants • Local business funds; ex: restaurants giving back • Non-profit organizations providing for Title I schools; ex: Operation Warm, Kids in Need, etc.

Granbury Independent School District

Roberson Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

Positive partnerships with family and community are important for student success .

Students should be future ready.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Priority Problem Statements 6
Comprehensive Needs Assessment Data Documentation 7
Goals 9
Goal 1: Emma Roberson Early Learning Academy students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 9
Goal 2: Emma Roberson Early Learning Academy staff will be highly effective, well supported, and valued both personally and professionally. 15
Goal 3: Emma Roberson Early Learning Academy students, staff, families, and community will be connected, supported, respected, and value the educational experience. 19
Goal 4: Emma Roberson Early Learning Academy will ensure facilities are safe, secure, and well maintained while proactively planning to support future growth and responsible financial stewardship. 23
State Compensatory 27
Budget for Roberson Elementary School 27
Title I 28
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 28
1.1: Description of CNA Process 28
Title I Personnel 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. **Demographics** - Data used from Skyward Reports
    - **Enrollment** - 373 total students
        - 11 Prekindergarten 4 year old classes 18 students each
            - (3 of the existing English PK4 classes will partner with Upbring Head Start and students will auto qualify when rolling up)
        - 4 Bilingual Spanish classes of 18 students each
        - 4 Prekindergarten 3 year old classes (Partnered with Upbring Head Start)
            - 3 English classes of 17 students each
            - 1 Bilingual Spanish class of 17 students each
        - 5 ECSE classes (Early Childhood Special Education (3 and 4 year old qualifying students (76 students= 46+1 homebound)

    Qualifying Criteria (Many students have more than one qualifier.)

    - Limited English Proficient 119
    - Homeless 23
    - Member Armed Forces 9
    - Foster Child 7
    - Econ Disadvantaged 331
    - Star of Texas Award 0
    - Employee Tuition Based 22
    - ECSE - special ed 46

    Home Campus Enrollment

    - Acton Elementary 45
    - Oakwoods Elementary 16
    - Baccus Elementary 54
    - Brawner Elementary 82
    - Mambrino Steam Academy 62

    Other Information

    - Male 225
    - Female 176
    - Asian 4
    - Black or African American 7
    - Nat Hawaiian or Other Pacific 0

- White 194
- Hispanic/Latino Ethnicity 180
- Multi-Racial 16
- American Ind or Alaskan 0

Attendance Rate

- 92.48%

Staff - Total 71

- Principal, Assistant Principal, Instructional Specialist
- Office Staff (Secretary, Receptionist)
- Teachers
  - Pk4 (15) Pk4 Paras (15)
  - Pk3 (4) Pk3 Paras (4)
  - ECSE (5) Paras (15)
- Speech - share 2 therapists + 1 SLPA + 1 contracted
- PE/Spanish Interpreter Para
- Music Para
- Library Para
- Nurse - LVN
- Uniformed Security

Tutors - Total 3

- Part Time Title I Funded
  - 2 English, 1 Bilingual

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Emma Roberson Early Learning Academy students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth.

High Priority

HB3 Goal

Evaluation Data Sources: BOY/MOY/EOY Assessment CLI (Children's Learning Institute), COR Advantage (Child Observation Record) ESGI (Educational Software for Guiding Instruction), Meeting Notes from teacher observation, Intervention Documentation MTSS (Multi Teared Systems of Support), Health Assessments, Six Week Progress Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to implement balanced literacy which includes a focus on phonemic awareness, phonics, vocabulary, comprehension, writing and numeracy through Frog Street Curriculum, Heggerty and Benchmark Curriculum (bilingual). **Strategy's Expected Result/Impact:** Lesson plans, Classroom Walk Through; Assessment data from CLI, COR, ESGI, BOY/ MOY/ EOY, Data Sheets. Impact measured by ESGI prepared assessments each 6 weeks over current concepts with a goal of 90% student mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instruction Specialist, Curriculum Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide supplemental instructional interventions through 1:1 , small group, parent home support and tutoring to improve student success. **Strategy's Expected Result/Impact:** Intervention Documentation (MTSS, RtI, Sped, 504, LPAC, Parent/Teacher Conferences), Results of student performance on ESGI to reach 90% end of year goal and reduction of behavior interventions that reach RtI tier 2 and 3 levels by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher, Tutors and Parents **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Certified tutors in English and Spanish - Title I (211) - $17,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide enrichment opportunities for those students above pre-kindergarten expected outcomes. **Strategy's Expected Result/Impact:** Teacher documented ESGI assessment. Impact measured by goal of 65% of Pk4 students reading CVC (consonant vowel consonant) books independently and achieving 90% on all numeracy skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers, Tutors **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title I (211)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Whole campus level emphasis on skills not reaching 90% in 2024-25 through specials classes, morning learning assembly, campus wide signage in common areas, etc. (Rote counting to 30 (84%), Upper Case Letters (84%), Lower Case Letters (79%), Letter Sounds(74%), Rhyming Words (64%), Number ID 1-10 (89%) **Strategy's Expected Result/Impact:** Tutor Schedules Impact measured by increase of 80% of students receiving tutoring reaching mastery each 6 weeks. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Tutors, Teachers **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Emma Roberson Early Learning Academy students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career and/or Military Readiness (CCMR). (Pre-k focus on readiness skills and attendance to prepare for more success in later grade levels.)

High Priority

HB3 Goal

Evaluation Data Sources: Pre-k students meeting graduation requirements with CCMR courses. Data from high school level documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increase student attendance by 3% from 90% to 93% by providing incentives each 6 weeks and increased communication with parents/guardians. **Strategy's Expected Result/Impact:** Increased attendance will result in higher academic scores on state CLI and local ESGI assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist and Teachers. **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Emma Roberson Early Learning Academy students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students.

High Priority

Evaluation Data Sources: ERELA school survey for teachers and parents will show 90% satisfactory in all areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Character Education through morning assembly, library lessons, and in classrooms. Review of CKH (Capturing Kids Hearts) Word of the Month character traits. Implementation of CKH and Conscious Discipline (Frog Street Curriculum) as the schoolwide management models to integrate social learning, discipline, and self-regulation. **Strategy's Expected Result/Impact:** Impact measured through 100% participation of all students and teachers using CKH strategies and reduced discipline referrals by 20%. Students will learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and will begin to develop and maintain productive relationships with teachers, staff and other children. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Acknowledgement and recognition of achievement as students reach academic goals and exhibit leadership skills (character and behavior). **Strategy's Expected Result/Impact:** Teacher provided awards as students reach goals. Impact measured by increase in ESGI assessment by 10% each 6 weeks until year end goal of 90% mastery is reached in all areas. Decrease in behavior referrals by 20%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Emma Roberson Early Learning Academy students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities.

High Priority

Evaluation Data Sources: Student participation logs and sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students will be encouraged through positive promotion and incentives to participate in campus activities such as Jump Rope for Heart, Oral Hygiene Learning, Boo the Flu Hand washing, Field Day, Eating Healthy Hydroponic Gardening, Experience Based Learning (camping, zoo, farm and space rooms), etc. **Strategy's Expected Result/Impact:** Result in student knowledge of health, a more positive experience at school, increased social interaction impacting higher level of learning, attendance and engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers and Paras. **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Emma Roberson Early Learning Academy staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff.

High Priority

HB3 Goal

Evaluation Data Sources: Verification of SBEC appropriate certifications of all teachers and paraprofessionals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Actively recruit teachers, especially bilingual certified teachers, and staff through job fairs, internet job postings, connections with universities and grow your own campus level support. **Strategy's Expected Result/Impact:** Number of Highly Qualified Teachers Result measured by achieving 100% highly qualified pre-kindergarten teachers. **Staff Responsible for Monitoring:** Principal, Teachers, Human Resources **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Encourage currently certified teachers and paraprofessionals to earn additional teaching credentials **Strategy's Expected Result/Impact:** Number of increased certifications, L.E.A.P. Academy Result measured by assisting a minimum of 2 teachers or paraprofessionals enrolled in courses toward advancement of career. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, District Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Emma Roberson Early Learning Academy staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff.

High Priority

Evaluation Data Sources: Maintain retention rate at or above 90%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Newly hired and/or first year teachers will be assigned a mentor to help facilitate instructional best practices and support teacher throughout their first year. District mentoring procedures will be followed. **Strategy's Expected Result/Impact:** District mentor plan support of first year and new teachers will impact teacher success and retention. **Staff Responsible for Monitoring:** Principal, Assistant Principal and mentoring teacher **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Emma Roberson Early Learning Academy staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff.

High Priority

Evaluation Data Sources: Campus professional development will reflect the needs of the campus and results will be measured through staff evaluations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will participate in high quality professional development provided by the district/campus to ensure they plan/implement effective lessons that address the needs of our students. Encourage staff to follow curriculum PD steps to the point where they can then present to staff themselves. **Strategy's Expected Result/Impact:** Effective lesson plans and teaching strategies; Impact measured by increase on assessments by 10% (ESGI) and decrease in behavior assistance needed. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialist Curriculum Dept. **Title I:** 2.53, 2.533, 2.534, 2.535 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Instructional leaders will utilize real-time feedback coaching to provide specific and actionable feedback, offer ongoing support and collaboration, and encourage teacher reflectional and self assessment. **Strategy's Expected Result/Impact:** Tracking sheet, coaching scripts, TTESS Observations, Walk throughs **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialist **Title I:** 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrative team will facilitate Professional Learning Communities (PLC's) to identify areas of needed growth based on campus and state assessments, TTESS observations, and Walk through notes. **Strategy's Expected Result/Impact:** Results will be improved lesson plans and teaching strategies. Impact measured by reaching 80% of PK4 "on track" according to CLI Data. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialist **Title I:** 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continued training through year 2 of CKH including new teachers on CKH-1. **Strategy's Expected Result/Impact:** Expect increased strategies and tools for assisting student behavior and positive interaction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CKH Champions, CKH Staff **Title I:** 2.53, 2.533				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Emma Roberson Early Learning Academy students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement.

High Priority

Evaluation Data Sources: Attendance data, survey data, parent and family activity sign in sheets, conference sign in sheets, CKH family survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host first meeting with family individually before students first day followed by parent teacher conferences each 6 weeks minimum. **Strategy's Expected Result/Impact:** Strong family engagement and positive experience during their first interaction with school. Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Invite families into the CKH process through weekly communication, family survey, and special CKH activity during each Campus Family Activity Day. **Strategy's Expected Result/Impact:** Increased student/family engagement and positive culture. Measured through parent survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal and CKH Champion Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Opportunities for family involvement through Grandparents Day, 3 Campus Family Activity Days, Parent/ Student Field Day, 4 Class Celebration Days, evening music performances/art walks, and student signing day. Monthly parent trainings offered through head start partnership for all parents. **Strategy's Expected Result/Impact:** Strong family engagement and positive student/parent interactive educational experiences. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IS, teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Family Activity Supplies - Title I (211) - $820				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Bilingual Family Interpreter para will support students and families in communication involving all aspects of education and school related information. **Strategy's Expected Result/Impact:** Increased communication in native language resulting in positive family school experiences. Measured through parent survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interpreter Paraprofessional **Funding Sources:** Bilingual split funded FTE - Title III (263)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Emma Roberson Early Learning Academy students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture.

High Priority

Evaluation Data Sources: Staff survey beginning, middle and end of year. CKH campus data reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement CKH 2 increasing teacher champions, staff involvement in engagement and launches, following and celebrating strategies with integrity more between staff. Delegating leadership of most CKH activities to staff. **Strategy's Expected Result/Impact:** Stronger staff culture and positive interaction with more awareness of true, individual staff appreciation. Measured through CKH staff survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CKH Champions **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Personal celebrations for staff accomplishments, birthdays, family events, and student successes during each staff meeting. **Strategy's Expected Result/Impact:** Stronger staff culture and positive work experiences. Measured through staff survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Staff Celebration Committee **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Emma Roberson Early Learning Academy students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices.

High Priority

Evaluation Data Sources: Community activity logs and community and family surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will utilize volunteer community speakers including Child Advocacy Center (Happy Bear Presentation), Granbury Fire Department, Brazos River Authority, Texas Dairy Assoc., and GHS Student Groups. **Strategy's Expected Result/Impact:** Increased community relations between ERELA and local partners. **Staff Responsible for Monitoring:** Principal, Assistant Principal and teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Participate in college level student teaching internships with local colleges and GHS Ready Set Teach field based classes. **Strategy's Expected Result/Impact:** Increased community relations with surrounding colleges and positive experiences for students to encourage entering the educational field as a career. **Staff Responsible for Monitoring:** Principal, college level coaches, GHS teacher and mentor teachers **Title I:** 2.53, 2.532 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Emma Roberson Early Learning Academy will ensure facilities are safe, secure, and well maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans.

High Priority

Evaluation Data Sources: Demographic data, campus and district strategic planning reports.
Enrollment trends.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus leadership team will evaluate facilities throughout the year for the continued increase in student enrollment (ending with 373 students); ECSE (early childhood special ed) due to consistent increase of qualifying students (reduced to 4 classes for this year); Upbring Head Start Partnership Grant (allows only 8 classes) now that a bilingual class was adjusted to the 3 year olds due to student need (5 classes in pk 3 and 3 classes in pk 4). **Strategy's Expected Result/Impact:** Efficiency in planning for increase in student enrollment based on student need and rooms available. (3 rooms available at this point before getting creative) **Staff Responsible for Monitoring:** Principal, Assistant Principal and CLT members **Title I:** 2.51 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Adhere to all aspects of campus safety including safety drills, inspections, trainings, timely submission of work orders, visitor safety protocols, locked exterior and interior doors during instruction with students, marshall support, fire safety and student supervision. **Strategy's Expected Result/Impact:** Expected result is a safe and secure campus and readiness in case of an unexpected emergency. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Marshalls and all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Emma Roberson Early Learning Academy will ensure facilities are safe, secure, and well maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes.

High Priority

Evaluation Data Sources: CLT budget review agenda, minutes, and sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Include transparent budget reporting at all CLT meetings which will include budget development, expenditures, adjustments and informative explanations of public educational finance. **Strategy's Expected Result/Impact:** Expected result is a clear understanding of campus funding revenue and expenditures with input from all present stakeholders. **Staff Responsible for Monitoring:** Principal, Assistant Principal and CLT Members **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Emma Roberson Early Learning Academy will ensure facilities are safe, secure, and well maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources.

Evaluation Data Sources: CLT budget review agenda, minutes and sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers/staff will write a minimum of 5 academic grants through the Granbury Education Foundation as an alternative funding source. **Strategy's Expected Result/Impact:** Expected result is alternative funded resources to support academic instruction. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: ERELA will participate in local business fundraising opportunities through restaurants, coordinate one student/ family driven fund raiser and receive various community donations such as Optimist Club, Women's Clubs, etc. **Strategy's Expected Result/Impact:** Expected result is alternative funding source to support enhanced academic instruction. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: ERELA will seek out opportunities for alternative funding and resources from local, state and national non-profit organizations that often specifically give to Title I schools such as Operation Warm (will provide every student a pair of shoes for PE for free on Sept 24), Kids in Need Foundation (ex of items rec'd are gloves, socks, student awards, school supplies, etc.), Lysol Project (pallet of lysol wipes), Optimist (sponsor parent pick up tags), Rotary, Delta Kappa Gamma, etc. **Strategy's Expected Result/Impact:** Expected result is that students/families, teachers and staff will receive needed items to support instruction through alternative means. **Staff Responsible for Monitoring:** Principal, School Nurse **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Roberson Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Academic Supplies for Students, Supplemental Learning Materials for Students

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

CNA - Prioritization Tool

Title I Personnel

Name	Position	Program	FTE
Sheri Doucet	Instructional Specialist	Title I	1
Sheri Doucet	PFE Liaison	Title I - Parent & Family Engagement	$500 Stipend

Granbury High School Campus Plan At-A-Glance

2025 - 26

GISD Vision

Granbury I.S.D. inspires excellence and empowers all students to be future ready and positive contributors to their community.

GISD Community Beliefs

Positive partnerships with family and community are important for student success. Students should be future ready.

Granbury High School's Mission

In partnership with our students, staff, families and community, Granbury High School is committed to empowering Every Pirate to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.	**Goal 2: Granbury High School staff will be highly effective, well supported, and valued both personally and professionally.**	**Goal 3: Granbury High School students, staff, families, and community will be connected, supported, respected, and value the educational experience.**	**Goal 4: Granbury High School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.**
Objective 1: Strengthen Academic Achievement and Growth • **Instruction -** Instructional Specialists Support, Standards-Aligned Lessons, Department PLCs, Alignment to Scope and Sequence and Approved Curriculum Resources • **Intervention & Enrichment -** Targeted Quest Time Intervention, Use of GISD Intervention Resources, Pirate Study • **Student Data & Motivation -** Student Data Tracking, Academic Growth Incentives • **Progress Monitoring -** Utilize Branching Minds & Ellevation, Frequent Special Programs Meetings, Classroom Focus days for APs	**Objective 1: Strengthen Recruitment Systems for Highly Qualified Staff** • **Recruitment -** Partner with Tarleton State University Teacher Residency Program, Host Campus tours for Prospective Teachers, Attend and participate in the Granbury ISD Job Fair **Objective 2: Strengthen Retention Systems for Highly Qualified Staff** • **Teacher Support-** Support New Teachers with GISD Mentorship Program, Host New Teacher Meetings, Targeted Professional Development, Fund Instructional Specialists, Resources, and STAAR Tutoring via Quest • **Coaching -** Observation Feedback Using the Get Better Faster Model • **Feedback -** Collect Staff Feedback Through Surveys and Reviews	**Objective 1: Strengthen Student and Family Culture & Engagement** • **Family Engagement –** Host School-Wide Events to Engage Families and Foster Community • **Parent Input –** Gather Feedback Through Surveys and Building Leadership Team (BLT / CIP) • **Communication –** Share Weekly Updates via Next Week at GHS, Monthly Family Newsletter, Remind, and Social Media, Hold Open House in September, Future Frosh Night in the Spring • **Attendance –** Promote Attendance Through Expectations, Incentives, Classroom Displays, RaaWee Monitoring, and Attendance Focus days for APs **Objective 2: Strengthen Staff Culture** • **Leadership Opportunities –** Provide Staff Roles on BLT, DLT,	**Objective 1: Create/Refine Long-Range Facility & Asset Plans** • **Strategic Planning –** Participate in District Long-Range Planning Teams to Address Enrollment and Facilities • **Data Collection –** Collect and Share Family and Staff Survey Data to Support Demographic Studies **Objective 2: Refine and Commit to Transparent & Effective Budgeting Processes** • **Staff Training –** Attend District-Level Budget Trainings for Financial Procedures and Resource Allocation • **Student Activity Transparency –** Participate in Annual GISD Booster Club Financial Trainings and Conduct regular Clubs / Activities budget reviews

Objective 2: College, Career, & Leadership Readiness ● **CCMR Experiences–** Military Recruiter visits, College Recruiter Visits, Junior Leadership Granbury, CTSOs & Practicums **Objective 3: Ensure Safety, Well-Being, and Connection** ● **Student Connectivity & Well-Being -** Red Ribbon Week, Anti-Bullying Messaging, Mentorship Programs, CKH Character Lessons, TCHATT. Be Involved, Work Hard, and Be Kind - Every Pirate. ● **Capturing Kids Hearts -** Character Lessons, Morning Greeters, Good Things, Launches, Social Contracts, Restorative Circles ● **Celebrating Student Character -** Senior Pirate Awards, Kiwanis' Super Citizen, Student Shout-Outs, CTSOs ● **Community Agencies/Family Resources** – Stonewater Church Serves GISD, First Priority Club, Child Advocacy Center, Cook's Children's, Neighbors Feeding Neighbors, Tarrant Area Food Bank, Heavenly Closet ● **Safety** – Drills, Fast Passes/Raptor Screening, Stop the Bleed & CRASE training, Effective Communication, Emergency Operations Plan Compliance, Behavior Threat Assessments	● **Incentives -** Recognize and Retain High-Performing Teachers Through Texas Teacher Incentive Allotment (TIA) **Objective 3: Strengthen Professional Training & Development Systems** ● **Professional Development -** Facilitate targeted PLCs to Unpack Standards, Design Common Assessments, Analyze Data, Provide Campus PD, and Plan Interventions/Extensions, Implement Tiered Professional Growth Opportunities Including Get Better Faster Coaching, Instructional Rounds, Learning Walks, and Model Teaching, Hold regular Building Leadership (BLT) / CIP Meetings ● **State Mandated Training -** Train Instructional Specialists, Teachers and Administrators in Bluebonnet Math / EB / etc. yearly	Process Champion Team, Mentor Teachers, and District Committees ● **Campus Culture –** Strengthen Staff Connections Through Sunshine Committee, Staff Luncheons, Affirmations, and Staff Shoutouts, Something Good CKH ● **Community Support –** Recognize and Celebrate Staff Through Partnerships with StoneWater Church, Families, and Local Businesses **Objective 3: Increase Community Relationships & Transparency Practices** ● **Campus Tours –** Invite Community Members to Attend Tours Highlighting Instruction, Safety, and Culture; Promote Transparency Through Social Media, Newsletters ● **Student Opportunities –** Partner with Community for internships, practicums, and other student opportunities for connection ● **Community Partnerships –** Collaborate with YMCA, Brazos River Authority, Cast for Kids, and Unified Champion School to Promote Inclusion, Leadership, and Enrichment; Support Mission Granbury, United Way, and Others**;** Partner with StoneWater Church to Provide Morale Boosts, Meals, etc	**Objective 3: Explore/Expand Alternative Revenue Sources** ● **Grant Funding –** Pursue Grants Through the Granbury Education Foundation, Support Staff in Identifying Needs, Writing Proposals, and Submitting Applications
2026 STAAR Campus EOC Performance Goal by Subject: **Every Pirate Proficient!**	**9th Grade EOC's:** **Biology** **ENG 1** **ALG 1**	**10th Grade EOC's:** **ENG 2**	**11th Grade EOC's:** **US History**
2026 A-F Accountability Goals:	**Domain 1, Student Achievement:** 90 (+4 from 2025)	**Domain 2, School Progress:** 90 (+4 from 2025)	**Domain 3, Closing the Gaps:** 94 (+2 from 2025)

Granbury Independent School District

Granbury High School

2025-2026 Campus Improvement Plan



Mission Statement

Mission: In partnership with our students, staff, families and community, Granbury High School is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Vision: Granbury High School inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

Beliefs: Positive partnerships with family and community are important for student success. Students should be future ready.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 13
Goals 15
Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 15
Goal 2: Granbury High School staff will be highly effective, well supported, and valued both personally and professionally. 20
Goal 3: Granbury High School students, staff, families, and community will be connected, supported, respected, and value the educational experience. 23
Goal 4: Granbury High School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 26
State Compensatory 29
Budget for Granbury High School 29
Personnel for Granbury High School 29
Title I 30
Title I Personnel 31
Building Leadership Team 32

Comprehensive Needs Assessment

Revised/Approved: June 12, 2025

Demographics

Demographics Summary

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
Gender		
Female	1,088	46.90%
Male	1,232	53.10%
Ethnicity		
Hispanic-Latino	641	27.63%
Race		
American Indian - Alaskan Native	8	0.34%
Asian	23	0.99%
Black - African American	36	1.55%
Native Hawaiian - Pacific Islander	9	0.39%
White	1,542	66.47%
Two-or-More	61	2.63%

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/13/2024)

	Count	Percent
CTE Attendance	2,175	93.75%
Gifted and Talented	209	9.01%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	372	16.03%
Special Education (SPED)	322	13.88%
Bilingual/ESL		
Emergent Bilingual (EB)	235	10.13%
Standard or Alternative Bilingual/ESL	230	9.91%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	231	9.96%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	230	9.91%
Title 1 Part A		
Schoolwide Program	2,320	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
Foster Care	2	0.09%
IGC Reviewed	0	0.00%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	147	6.34%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	1,058	45.60%
Free Meals	662	28.53%
Reduced-Price Meals	37	1.59%
Other Economic Disadvantage	359	15.47%
Homeless Statuses		
Homeless Status Total	31	1.34%
Shelter	0	0.00%
Doubled Up	25	1.08%
Unsheltered	1	0.04%
Hotel/Motel	1	0.04%
Shelter	4	0.17%
Not Unaccompanied Youth	15	0.65%
Unaccompanied Youth	16	0.69%

Demographics Strengths

GHS has a growing population of economically disadvantaged and Emerging Bilingual students. This year, we have had added supports and staff with Multi-Tiered Support Systems, as well as content specialists to help support Professional Learning Communities (PLCs) and instructional coaching. We have much community support and receive funding to help target student groups. We have also added a staff and student EB interventionist position to support staff and students.

Student Learning

Student Learning Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
All														
Percent of Tests														
% at Approach GL Standard or Above	86%	90%	79%	88%	100%	89%	92%	81%	78%	66%	79%	59%	97%	86%
% at Meets GL Standard or Above	63%	53%	50%	68%	100%	70%	42%	71%	51%	31%	52%	31%	67%	65%
% at Masters GL Standard	23%	18%	14%	27%	50%	44%	25%	20%	16%	5%	16%	9%	21%	24%
Number of Tests														
# at Approach GL Standard or Above	2590	44	657	1788	2	24	11	64	1296	213	1174	225	59	1817
# at Meets GL Standard or Above	1911	26	420	1383	2	19	5	56	846	100	767	117	41	1371
# at Masters GL Standard	711	9	117	553	1	12	3	16	270	16	242	36	13	507

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
Total Tests	3028	49	833	2026	2	27	12	79	1659	323	1485	381	61	2112
Reading														
Percent of Tests														
% at Approach GL Standard or Above	80%	80%	69%	85%	100%	78%	100%	69%	70%	53%	72%	42%	96%	80%
% at Meets GL Standard or Above	64%	47%	50%	70%	100%	78%	50%	61%	51%	34%	52%	30%	67%	64%
% at Masters GL Standard	15%	13%	8%	18%	0%	33%	0%	11%	9%	1%	9%	7%	13%	15%
Number of Tests														
# at Approach GL Standard or Above	993	12	249	695	1	7	4	25	491	76	452	64	23	728
# at Meets GL Standard or Above	796	7	181	576	1	7	2	22	358	49	327	45	16	579
# at Masters GL Standard	187	2	27	151	0	3	0	4	61	2	57	10	3	134
Total Tests	1244	15	360	819	1	9	4	36	698	144	629	152	24	908
Mathematics														
Percent of Tests														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
% at Approach GL Standard or Above	81%	92%	78%	82%		80%	100%	88%	72%	69%	73%	58%	93%	81%
% at Meets GL Standard or Above	44%	42%	39%	46%		40%	33%	63%	34%	27%	35%	20%	43%	46%
% at Masters GL Standard	18%	17%	13%	20%		20%	33%	31%	15%	11%	15%	9%	7%	19%
Number of Tests														
# at Approach GL Standard or Above	526	11	135	359	0	4	3	14	252	48	225	52	13	311
# at Meets GL Standard or Above	287	5	68	201	0	2	1	10	120	19	108	18	6	174
# at Masters GL Standard	117	2	22	86	0	1	1	5	54	8	47	8	1	71
Total Tests	647	12	173	438	0	5	3	16	349	70	310	89	14	382
Science														
Percent of Tests														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
% at Approach GL Standard or Above	93%	100%	90%	94%	100%	100%	75%	94%	88%	81%	90%	76%	100%	94%
% at Meets GL Standard or Above	69%	58%	52%	76%	100%	50%	25%	89%	55%	28%	56%	33%	80%	71%
% at Masters GL Standard	29%	17%	14%	35%	100%	50%	25%	28%	19%	3%	18%	11%	33%	31%
Number of Tests														
# at Approach GL Standard or Above	598	12	158	401	1	6	3	17	323	58	292	68	15	410
# at Meets GL Standard or Above	441	7	91	322	1	3	1	16	200	20	181	29	12	312
# at Masters GL Standard	187	2	25	150	1	3	1	5	69	2	60	10	5	136
Total Tests	643	12	176	426	1	6	4	18	365	72	326	89	15	437
Social Studies														
Percent of Tests														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
% at Approach GL Standard or Above	96%	90%	93%	97%		100%	100%	89%	93%	84%	93%	80%	100%	96%
% at Meets GL Standard or Above	78%	70%	65%	83%		100%	100%	89%	68%	32%	69%	49%	88%	79%
% at Masters GL Standard	45%	30%	35%	48%		71%	100%	22%	35%	11%	35%	16%	50%	43%
Number of Tests														
# at Approach GL Standard or Above	473	9	115	333	0	7	1	8	230	31	205	41	8	368
# at Meets GL Standard or Above	387	7	80	284	0	7	1	8	168	12	151	25	7	306
# at Masters GL Standard	220	3	43	166	0	5	1	2	86	4	78	8	4	166
Total Tests	494	10	124	343	0	7	1	9	247	37	220	51	8	385

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 1, 2025

Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth

Evaluation Data Sources: Walkthroughs, common assessments, STAAR, EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implementation / monitoring of high leverage best practice instructional strategies in every GHS classroom **Strategy's Expected Result/Impact:** Administration will see increased challenge, engagement and fun in every classroom. Improved Tier 1 teaching equals improved academic achievement data. **Staff Responsible for Monitoring:** Principal, associate principal, assistant principals, instructional coaches. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: * Students engaged in a warm-up lesson for each class that targets TEKS and building communication and critical thinking skills * Online courses through Edgenuity platform * Quest period provides MTSS intervention, TSI support, and additional academic support * Additional support provided to sub-populations like EB, special education, and dyslexic students to increase academic achievement * Pirate Study peer tutoring and staff tutorials to support MTSS for Every Pirate * 100% of students will show growth/an increase in their STAAR scores from their benchmark scores and/or previous years scores (if retesters). * IXL Math and Reading personalized pathways aligning with BOY, MOY, and EOY testing to remediate or accelerate students exactly where they need it * Implement WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Collaborative strategies incorporated into the classroom to support student engagement, increase social skills and communication through learning * Implement K12 Summit BOY, MOY, and EOY assessments to track the progress of our EB (Emergent Bilingual) students. * Implement EB strategies to support student learning across subjects. These strategies will support ALL students * UIL Academics * Data driven STAAR bootcamps * AVID Elective class providing an understanding of post-secondary options * CTE programming * Implement Saturday School tutoring opportunities one time monthly. Provide before/after school tutoring as needed. **Strategy's Expected Result/Impact:** Increase academic performance **Staff Responsible for Monitoring:** Curriculum Specialists, administration, MTSS coordinator, and department chairs. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR)

Evaluation Data Sources: Individual student tracking, College Bridge, IBCs, ACT, SAT, TSI, Dual Credit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize counselors to develop individualized tracking of Every Pirate for CCMR achievement over time. **Strategy's Expected Result/Impact:** Through individualized, focused tracking we will ensure Every Pirate Graduate earns his or her CCMR point. **Staff Responsible for Monitoring:** Counselors and Associate Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the preparation for students to be successful with taking TSIA2 opportunities each semester for all students on campus to show college readiness in reading and math *TSIA prep course for students prior to TSIA testing *Additional customized course in Edgenuity to increase college ready skills *Access to Texas College Bridge math and reading course available to show college readiness * Seeking to broaden elective choices that offer industry-based certifications (CCMR) * Microsoft Word and Microsoft Excel certifications available * AVID organization strategies and note-taking to encourage organization and goal setting * Increased access to the ASVAB test **Strategy's Expected Result/Impact:** Higher levels of CCMR outcomes. **Staff Responsible for Monitoring:** CTE director, Associate Principal, Counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students

Evaluation Data Sources: Student Surveys, Counseling Data, Safety Drills and Procedures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Improve Safety and Security planning resources at GHS **Strategy's Expected Result/Impact:** Improve preparedness for potential emergency evacuations **Staff Responsible for Monitoring:** Safety and Security Personnel, Assistant Principal for Safety and Security, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title III (263)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase radio communication system and the overall number / location of radios on campus **Strategy's Expected Result/Impact:** Ensure effective communication in emergency situations at GHS **Staff Responsible for Monitoring:** Safety and Security Personnel, Assistant Principal, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Granbury High School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities

Evaluation Data Sources: Be Involved Data - Arts, Athletics, Clubs and Activities rosters, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Brand campus and communicate effectively our Be Involved, Work Hard and Be Kind approach at GHS **Strategy's Expected Result/Impact:** Increase student involvement beyond the classroom **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Granbury High School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

High Priority

Evaluation Data Sources: Student Teaching Observations and monitoring systems, HR communications, ESNs and postings, Career Fair Participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide support to all teachers through instructional coaching, opportunities to be promoted, positive classroom visits, and opportunities to earn extra income for tutoring. The master schedule will be optimized to allow balanced class sizes. **Strategy's Expected Result/Impact:** More teachers will stay working on the campus. **Staff Responsible for Monitoring:** Principal and assistant principals. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Granbury High School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

High Priority

Evaluation Data Sources: Retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize walkthrough patterns, coaching sessions, assessment data, and teacher feedback, we will develop sessions tailored for specific and group professional development needs. **Strategy's Expected Result/Impact:** Teachers will gain more skills and tools to help them engage their students, as well as the opportunities for them to share what they have done to be successful for other teachers to learn from through modeling. **Staff Responsible for Monitoring:** Principal, assistant principals, curriculum department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Granbury High School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

High Priority

Evaluation Data Sources: PD plans, agendas and survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize the newly developed GISD Mentor program to best support new teachers at GHS, especially those new to the profession. **Strategy's Expected Result/Impact:** Reduce new teacher burnout or feeling unsupported **Staff Responsible for Monitoring:** Principal, Associate Principal, APs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Granbury High School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement

Evaluation Data Sources: Agendas, rosters, sign-in sheets, calendar event data, social media postings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize interactive Smore Newsletters to best communicate monthly with parents. **Strategy's Expected Result/Impact:** Improved communication will lead to strong engagement. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title I (211), CIS - Title IV (289)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Granbury High School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture

High Priority

Evaluation Data Sources: Staff survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Employ Be Involved, Work Hard and Be Kind role modeling approach to campus culture and support staff via PLCs, CKH connections like Good Things, etc. **Strategy's Expected Result/Impact:** Staff morale and feeling of support by administration will lead to a stronger staff culture. **Staff Responsible for Monitoring:** Principal and other administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Granbury High School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices

High Priority

Evaluation Data Sources: Website, social media and community survey data

Goal 4: Granbury High School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans

Evaluation Data Sources: Maintenance and Facilities planning data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Solicit feedback from families and students throughout the year and encourage parents and students to join the long-range planning teams. We will also message facts about the bond regarding facilities. **Strategy's Expected Result/Impact:** More people will be engaged and involved in the process. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Granbury High School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

Evaluation Data Sources: Campus budget communications and data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Daily walks and logs from our security team will be used to identify security or maintenance needs. **Strategy's Expected Result/Impact:** Enhanced and secure facilities. **Staff Responsible for Monitoring:** Security, Assistant Principals, maintenance crew, and Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Granbury High School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Evaluation Data Sources: Campus budget, communications, and GEF and other grant applications / opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop the master schedule to optimize the use of all spaces and effective learning. **Strategy's Expected Result/Impact:** Optimized learning time and higher engagement of students through more course offerings that they select. **Staff Responsible for Monitoring:** Principal, counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Granbury High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Granbury High School

Name	Position	FTE
Ana Diaz	ESL Paraprofessional	1
Dan Allard	ESL Instructional Coach	1
Jason Shahan	Lead AVID Teacher	1
Jeremy McFerrin	SOAR Lab Teacher	1
Kensey Gamboa	AVID Teacher	1
Tutor (Becky Evart)	Hourly Tutor	1

Title I

Title I Personnel

Name	Position	Program	FTE
Whitney Schafer	Interventionist	Title 1	.50

Building Leadership Team

Committee Role	Name	Position
Classroom Teacher	Cindy Jackson	Science Chair
Classroom Teacher CTE	Tammy Bodine	CTE Dept Chair
Classroom Teacher	Cindy Leatherman	SS Dept Chair
Classroom Teacher CTE	Scott Casey	MJROTC Instructor
Classroom Teacher	Kendra Fisher	Choir Teacher / Fine Arts Dept. Chair
Classroom Teacher	Melinda Rose	WL Dept Chair
Administrator	Brenda Pickett	Assistant Principal
Administrator	Truett Miller	Assistant Principal
Counselor	Karen Harrington	Counseling Lead
Administrator	Stefanie McKethan	Associate Principal
Administrator	Danny Guidry	Assistant Principal
Classroom Teacher	Jose Ochoa	Math Dept Chair
Administrator	Dustin Conn	Assistant Principal
Classroom Teacher	Leah Haley	Spec Ed Dept Chair
Administrator	Duane Fish	Principal

Granbury Middle School
Campus Plan at a Glance for 2025-2026
"GMS All-Star Team"

MISSION STATEMENT:
GMS will empower students to have confidence in themselves and persist through obstacles by setting clear expectations, promoting critical thinking, having rigorous standards, and meeting students where they are to individually equip all students for college and career readiness.

GMS VISION STATEMENT:
GMS inspires excellence and empowers all students to be future-ready and positive contributors to their community.

AVID MISSION STATEMENT: GMS will empower students to have confidence in themselves and persist through obstacles by setting clear expectations, promoting critical thinking, having rigorous standards, and meeting students where they are to individually equip all students for College and Career Readiness.

Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized futures.

- Formative assessments to monitor progress toward mastery of TEKS
- Implement WIN (What I Need) time during advisory to address student individual needs in all subject areas
- iReady Math and Reading personalized pathways aligning with BOY, MOY, and EOY testing to remediate or accelerate students exactly where they need it
- Implement WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Collaborative strategies incorporated into the classroom to support student engagement, increase social skills and communication through learning
- Implement K12 Summit BOY, MOY, and EOY assessments to track the progress of our EB (Emergent Bilingual) students.
- Implement EB strategies to support student learning across subjects. These strategies will support ALL students
- UIL Academics
- Data driven STAAR bootcamps
- Instructional Coaches will support teachers in the implementation of high-quality Tier 1 instruction for all students.
- AVID Elective class providing an understanding of post-secondary options
- CTE programming including Principles of Agriculture and Project Success
- Implement Saturday School tutoring opportunities. Provide before/after school tutoring as needed.

ACADEMIC TARGETS:

Achievement: Social Studies dropped significantly, EB students are lower than any other sub-pop across the board	**Growth**: Social Studies dropped significantly across the board

STAAR Achievement Goals: Goal to provide intentional interventions in order to meet the students where they are through WIN Time, in class supports, tutoring, and Saturday School opportunities. [2025 data in comparison to 2024 +/-]

Reading:	Math:	Algebra EOC:	Science:	Social Studies:
74% [+2] Approaches	61% [+6] Approaches	100% [0] Approaches	67% [+9] Approaches	50% [-9] Approaches
47% [-2] Meets	30% [+5] Meets	86% [+11] Meets	42% [+13] Meets	27% [-8] Meets
Reading Hispanic: 68% (+1) White: 76% (+2) Eco Dis: 67% (+2) EB: 55% (-6)	Math Hispanic: 58% (+10) White: 62% (+3) Eco Dis: 55% (+4) EB: 53% (+6)		Science Hispanic: 64% (+15) White: 69% (+5) Eco Dis: 59% (+4) EB: 51% (+5)	Social Studies Hispanic: 37%(-15) White: 57% (-8) Eco Dis: 40% (-16) EB: 18% (-32)

Goal 2: GMS staff will be highly effective, well-supported, and valued both personally and professionally.

- GMS will follow the District Mentor Program
- Observation Feedback coaching model for teachers
- Content-specific Instruction and Intervention Specialists to support teachers with Tier 1 instruction
- Capturing Kids' Hearts
- Effective Schools Framework training for administrators
- Team building activities led by the Project Champions team for Capturing Kids' Hearts and staff member recognition such as the "MVP" of the week
- Various forms of campus communication such as a weekly staff SMORE Newsletter, GMS Staff Remind, monthly faculty meetings, bi-weekly professional learning community meetings, and campus staff development days

Goal 3: GMS students, staff, families, and community will be connected, supported, respected, and value the educational experience.

- Community engagement through activities such as 6th Grade Family Night, Hispanic Heritage Night, Homecoming Parade, Military Family events, PTO events, etc.
- Participation in the History Fair
- Appreciation for military families and children through participation in Month of the Military Child and hosting a campus military event for GMS military families
- Recognition of students for positive character, leadership, and academic achievement throughout the school year
- Student attendance, positive behavior, and academic success celebrations
- Provide speakers from the community throughout the year to showcase various careers in areas of interest through CTE and AVID classrooms
- GMS Families will receive a weekly SMORE Newsletter to help keep them connected through Remind and email.
- Communities in Schools campus social worker will support students and families through various means.

Goal 4: GMS will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship growth.

- The Raptor System provides a safe way for campus to know who is on campus at all times
- Trained Behavioral Threat Assessment team composed of campus administration, counselors, school marshal, special education representatives as well as district level representatives, ready to respond to any type of threat.
- GMS Staff will be provided with safety training at each faculty meeting.

Granbury Independent School District

Granbury Middle School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

GMS will empower students to have confidence in themselves and persist through obstacles by setting clear expectations, promoting critical thinking, having rigorous standards, and meeting students where they are to individually equip all students for college and career readiness.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

Positive partnerships with family and community are important for success.

Students should be future ready.

AVID's Mission is to close the opportunity gap by preparing all students for college readiness and success in a global society.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 8
Staff Quality, Recruitment, and Retention 9
Family and Community Engagement 11
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 14
Goals 16
Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 16
Goal 2: Granbury Middle School staff will be highly effective, well supported, and valued both personally and professionally. 28
Goal 3: Granbury Middle School students, staff, families, and community will be connected, supported, respected, and value the educational experience. 32
Goal 4: Granbury Middle School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 38
Title I 41
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 41
1.1: Description of CNA Process 41
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 41
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 41
2.2: Stakeholders 1114(b)(2) 41
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 41
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 42
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 42
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3) 42
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 42
Site Based Decision Making Committee 43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school currently has a total enrollment of 927 students, reflecting a diverse student body.

A significant portion of our student population, over 77%, are economically disadvantaged. This presents both challenges and opportunities for our school as we strive to provide equitable access to resources and support. We are committed to ensuring that all students, regardless of their economic background, have the tools and opportunities they need to succeed academically and personally.

We are also witnessing a growing Emergent Bilingual population, which highlights the importance of providing robust language support programs. Our goal is to ensure that these students develop strong language skills that will enable them to thrive in all areas of their education. We are dedicated to fostering an inclusive environment where language diversity is celebrated and supported.

Additionally, 20% of our students are served under the Special Education umbrella. This underscores our commitment to providing individualized support and resources to meet the unique needs of these students. Our dedicated staff works tirelessly to create an inclusive and supportive learning environment that empowers all students to reach their full potential.

Demographics Strengths

Our school is experiencing continued population growth, which is a testament to the thriving community we serve. This growth brings with it an enriching diversity on our campus, allowing students to learn from one another's varied backgrounds and perspectives. Such diversity is a valuable asset, fostering an inclusive environment where all students can feel represented and respected.

In response to this growth, we have made significant strides in improving teacher-student ratios for the new school year. By hiring additional highly qualified educators, we are ensuring that each student receives more personalized attention and support. This improvement is crucial in maintaining high educational standards and providing a conducive learning environment where every student has the opportunity to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement.
Root Cause: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Problem Statement 2 (Prioritized): Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs.
Root Cause: EB students have unique learning needs that traditional instructional methods don't adequately address.

Problem Statement 3: Increased student population led to larger class sizes, which are detrimental to learning, especially in core content areas.
Root Cause: increase in student population, large class sizes in core content areas

Problem Statement 4 (Prioritized): Fewer than 60% of all students passed the Math STAAR campuswide.
Root Cause: Large class sizes negatively impacted educators' ability to address individual learning needs; learning curve of teachers new to grade level/ district/ curriculum; increased need for instructional and behavioral support; hesitancy to collaborate among some colleagues

Student Achievement

Student Achievement Summary

Reading STAAR scores have remained consistent across all grade levels, demonstrating the sustained efforts of our students and teachers in maintaining a strong foundation in literacy. This stability is crucial as reading is a fundamental skill that supports learning across all subjects.

In Science, we have observed notable improvements in our STAAR data, reflecting the effectiveness of our science curriculum and the dedication of our educators in fostering a deeper understanding of scientific concepts among our students.

Our Algebra students had a100% pass rate on their End-of-Course exam, showcasing the hard work and high-quality instruction they receive. There have been improvements in our overall math STAAR scores compared to the previous year. We recognize that there is still work to be done to reach our desired performance levels. We are committed to implementing the new curriculum and targeted strategies to support our students in achieving greater success in mathematics.

There was a decline in the 8th-grade Social Studies STAAR scores this year. This is an area that requires our immediate attention, and we will be reviewing our instructional approaches and resources to better support our teachers and students in understanding and engaging with social studies content.

Our Emergent Bilingual students have made significant gains across all TELPAS domains, which is a testament to their hard work and the supportive learning environment we strive to provide. These gains are crucial as they reflect our commitment to ensuring that all students, regardless of their language background, have the opportunity to succeed academically.

We will continue to build on our progress this year and make adjustments where needed to further enhance the educational experiences of all students, especially focusing on our ECD and EB students, as well as those students receiving support services under the Special Education umbrella. We will also continue to recognize and celebrate student achievement through Proud Pirate Breakfasts and Pirate Parties.

Student Achievement Strengths

Our STAAR Reading results have remained consistent across all grade levels, demonstrating the effectiveness of our literacy programs and the dedication of our teachers in maintaining high standards of reading proficiency. This stability is a testament to our students' hard work and the supportive learning environment we have cultivated. 24% of all students achieved Master's status.

We are particularly proud to report a 100% pass rate on the Algebra 1 End-of-Course exam. This remarkable achievement reflects the strong mathematical foundation our students receive and the commitment of our math department to ensure every student succeeds in this critical subject area.

Additionally, we have observed significant growth on the TELPAS assessments for nearly all of our Emergent Bilingual students. This progress highlights the success of our language acquisition strategies and the personalized support we provide to help these students thrive academically. Our focus on fostering an inclusive and supportive environment for all learners continues to yield positive outcomes.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met.

Root Cause: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.

Problem Statement 2 (Prioritized): GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement.
Root Cause: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

School Culture and Climate

School Culture and Climate Summary

The transition in administrative leadership presented a significant challenge for our school community. However, this change ultimately led to an enhancement in the lines of communication among all stakeholders, including parents, students, and staff. By fostering open and transparent dialogue, we have been able to create a more cohesive and supportive environment that benefits everyone involved. Continuing to build trust and positive working relationships among all stakeholders is a primary focus.

GMS's commitment to the Capturing Kids Hearts program has been instrumental in improving student relationships. Through comprehensive staff training and securing their buy-in, we have cultivated a school culture where students feel valued and understood. This positive shift in relationships has been reflected in a noticeable decrease in the number of office referrals, as our new approach to discipline emphasizes understanding and growth over punishment. However, during the end-of-year CKH refresher, staff agreed that the communication of common campus expectations and a school-wide social contract would be useful.

The opportunities available for students to engage in extracurricular activities have grown (Student Council, theater productions, UIL sports and academic events, Youth in Government, the JOI Club, etc.). These increased opportunities have not only enriched our students' school experience but have also led to greater successes and recognitions in these areas. By encouraging participation in a diverse range of activities, we are helping our students develop a well-rounded skill set and a sense of accomplishment.

School Culture and Climate Strengths

Our students exhibit a strong desire to engage in activities beyond the regular school hours, which reflects their enthusiasm for learning and personal growth. This eagerness to participate in extracurricular activities not only enhances their educational experience but also fosters a sense of community and belonging within the school.

We are committed to nurturing positive relationships through the implementation of the Capturing Kids' Hearts program. This initiative is instrumental in creating a supportive and inclusive environment where students feel valued and respected. By focusing on building strong connections, we empower our students to develop essential social and emotional skills that contribute to their overall well-being and academic success.

Our school community takes great pride in its diverse campus, which enriches the educational experience for all students. We celebrate the variety of cultures, backgrounds, and perspectives that our students bring, as it enhances our learning environment and prepares our students to thrive in a global society. This appreciation for diversity is a cornerstone of our school's values, promoting inclusivity and mutual respect among all members of our community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students and staff want increased opportunities for leadership and "voice and choice."
Root Cause: Difficulty in adjusting to leadership change; opportunities temporarily reduced during transition

Problem Statement 2: Culture and climate are undergoing a significant turnaround, but must continue to combat negative community perceptions.
Root Cause: Social media posts and years' worth of negative attention have left the school with a somewhat unfavorable reputation within the community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruiting and retaining highly qualified staff has been a top priority for our school, especially in light of the recent retirements, job promotions, and changes in leadership that have resulted in a higher than normal rate of turnover. We recognize the importance of maintaining a stable and experienced team to ensure continuity and quality in our educational offerings. Therefore, we are committed to implementing effective recruitment strategies and creating an environment that supports staff retention, including an increased number of staff-requested team-building/ get-to-know-you events.

We have strategically utilized our staff, leveraging their strengths in order to best meet the diverse needs of our students. This approach not only maximizes the potential of our educators but also enhances the learning experience for our students. To support this, we have established a mechanism for ongoing professional development, ensuring that our staff have access to the latest educational practices and resources. Growing teacher capacity and providing opportunities for leadership are vital to school improvement. Our instructional coaching and support systems continue to evolve and improve, providing our teachers with the guidance and tools they need to succeed.

However, we acknowledge that there is a need for improvement in supporting and mentoring new teachers and those who are new to our district. It is crucial that we provide these educators with the necessary support to acclimate to our school culture and expectations. By enhancing our mentoring programs, we aim to foster a nurturing environment where new teachers can thrive and contribute effectively to our school community.

Substantive changes to the district's math curriculum will require additional monitoring and support for successful implementation. Providing teachers with opportunities to work collaboratively to plan quality instruction and assess student progress will be integral.

Staff Quality, Recruitment, and Retention Strengths

Our school takes pride in its robust instructional coaching program, which is designed to support teachers in refining their teaching practices and enhancing student learning outcomes. Through personalized coaching sessions, educators receive targeted feedback and strategies that are tailored to their individual needs, fostering a culture of continuous improvement and excellence in teaching.

We are committed to providing ongoing opportunities for professional development, ensuring that our educators remain at the forefront of educational best practices. By offering workshops, seminars, and collaborative learning communities, we empower our staff to expand their knowledge and skills, ultimately benefiting our students' educational experiences.

The strategic use of staff is a cornerstone of our school's operational success. By aligning staff strengths with specific roles and responsibilities, we maximize efficiency and effectiveness in delivering high-quality education. This strategic alignment allows us to meet the diverse needs of our student body and maintain a dynamic and responsive educational environment.

Our strong instructional leadership team plays a pivotal role in guiding the school's academic vision and fostering a culture of high expectations. With a focus on data-driven decision-making and collaborative problem-solving, the leadership team ensures that our instructional practices are both innovative and impactful, driving student achievement and school improvement.

Finally, and most importantly, our school is fortunate to have a cadre of experienced and dedicated educators who bring a wealth of knowledge and expertise to the classroom. Their seasoned perspectives and proven instructional techniques contribute significantly to our students' success, creating a rich and supportive learning environment where all students can thrive.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A large number of teachers are new to the district, subject, grade level, and/or profession and need dedicated, consistent mentoring/ support.
Root Cause: New teachers struggle to meet demands of learning district/ campus procedures, curriculum, technology usage, etc.

Problem Statement 2 (Prioritized): Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS).
Root Cause: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,

Family and Community Engagement

Family and Community Engagement Summary

As a school, we have made significant strides in enhancing family communication by consistently utilizing platforms such as Smores, Reminds, and social media posts. These tools have allowed us to keep families informed and engaged with school activities and updates in a timely and efficient manner. However, while our Parent-Teacher Organization (PTO) membership is on the rise, we have observed that the responsibility of planning and executing events often falls on a small group of dedicated individuals. This highlights a pressing need for broader parent participation and support to ensure a more equitable distribution of responsibilities and to foster a more inclusive school community.

Our commitment to outreach remains steadfast, with a particular focus on engaging all stakeholders, including our bilingual families. We recognize the importance of meeting the diverse needs of our community and are actively working to enhance our communication and support systems to be more inclusive. Additionally, we are eager to expand our business and community partnerships, as these relationships are vital in providing our students with enriched learning opportunities and real-world experiences that complement their academic growth.

We are proud of our partnership with Communities in Schools, which plays a crucial role in supporting our most vulnerable families. This collaboration allows us to provide essential resources and services to those in need, ensuring that all students have the opportunity to succeed regardless of their circumstances. By continuing to strengthen this partnership, we aim to create a supportive and nurturing environment for every student and family within our school community.

Family and Community Engagement Strengths

Our school has experienced growth in PTO memberships, which reflects the increasing involvement and commitment of our parents and guardians in the educational journey of their children. This growth not only strengthens our school community but also enhances our ability to collaborate effectively on initiatives that benefit our students and staff.

We have also made strides in improving communication between all stakeholders, ensuring that parents, teachers, students, and the wider community are well-informed and engaged. By fostering open lines of communication, we are able to address concerns promptly, share successes, and work together towards common goals, creating a more cohesive and supportive educational environment.

Additionally, our partnerships with Communities in Schools have been instrumental in supporting student needs and connecting families with essential resources. These collaborations allow us to provide targeted assistance to students facing challenges, ensuring they have the support necessary to succeed academically and personally. By linking families with community resources, we help create a network of support that extends beyond the classroom, promoting overall well-being and success for our students.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events.
Root Cause: Language needs, work schedules, and transportation concerns

Problem Statement 2 (Prioritized): Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations.
Root Cause: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Priority Problem Statements

Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met.

Root Cause 1: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement.

Root Cause 2: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Problem Statement 2 Areas: Demographics - Student Achievement

Problem Statement 3: Fewer than 60% of all students passed the Math STAAR campuswide.

Root Cause 3: Large class sizes negatively impacted educators' ability to address individual learning needs; learning curve of teachers new to grade level/ district/ curriculum; increased need for instructional and behavioral support; hesitancy to collaborate among some colleagues

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS).

Root Cause 4: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations.

Root Cause 5: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Problem Statement 5 Areas: Family and Community Engagement

Problem Statement 6: Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs.

Root Cause 6: EB students have unique learning needs that traditional instructional methods don't adequately address.

Problem Statement 6 Areas: Demographics

Problem Statement 7: We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events.

Root Cause 7: Language needs, work schedules, and transportation concerns

Problem Statement 7 Areas: Family and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 29, 2025

Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: GMS will strengthen academic achievement and growth by raising students' performance levels in core content areas (Reading, Math, Science, & Social Studies) by 10-15% in approaches and by 10% in meets and masters.

High Priority

Evaluation Data Sources: STAAR and TELPAS scores, local iReady and K12 Summit tracking data at BOY and MOY, common assessments, and benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative and informative data to make decisions about student groupings and differentiated instructional strategies, and to track student growth as a basis to provide timely, skill-based acceleration and progress monitoring throughout the year. **Strategy's Expected Result/Impact:** Targeted students with deficiencies in skills will receive additional instructional opportunities within the classrooms, WIN time, tutoring, and/or Saturday School to make significant gains. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Instructional Specialist and Instructional Coach will support teachers in the implementation of high-quality Tier 1 instruction for all students. **Strategy's Expected Result/Impact:** All students will have access to quality Tier 1 instruction and high-yield teaching practices. Implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across campus. These are collaborative strategies incorporated into the classroom to support student engagement, increase social skills and communication through learning. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, and Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - Title I (211)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide targeted instructional support as well as accelerated instructional support through tutoring, WIN/ advisory time, and/ or Saturday Schools to help all students meet state academic standards and close any educational gaps. **Strategy's Expected Result/Impact:** Improved performance in all subject areas/ close learning gaps **Staff Responsible for Monitoring:** Intervention & Instructional Specialist and Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Emergent Bilinugal students will utilize Summitt K-12 on a weekly basis to improve their reading, writing, and speaking components. **Strategy's Expected Result/Impact:** Increased academic achievement and higher scores on STAAR and TELPAS testing **Staff Responsible for Monitoring:** Intervention & Instructional Specialist, Instructional Coach, and Aide **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will utilize various district approved instructional materials and purchase instructional furniture as needed to provide individualized instructional experiences. **Strategy's Expected Result/Impact:** Resources will encourage collaboration and increase the use of academic language in the classroom. Increase the fluency of vocabulary usage in the core areas. **Staff Responsible for Monitoring:** Intervention & Instructional Specialist and Instructional Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Chairs or other furniture for instructional purposes - Title I (211) - 211-E-11-6644-00-041-5-30-000 - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Targeted EB students will receive increased access to instructional support and specialized technology throughout the school day to improve second language acquisition and enhance academic performance in all subject areas. **Strategy's Expected Result/Impact:** Bolster students' academic growth and second language acquistion **Staff Responsible for Monitoring:** Administration, Teachers, Intervention & Instructional Specialist, Instructional Coach and Aide **Problem Statements:** Demographics 2 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Immigrant Technology - Title III (263) - 263-E-11-6645-IM-041-5-25-000 - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Intervention & Instructional Specialist and Instructional Coach will lead the PLC process to disaggregate data, plan instruction, and develop tier 1 interventions for the classroom. **Strategy's Expected Result/Impact:** Growth in students' academic understanding, leading to increased test scores. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, and Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The Instructional Specialist and Instructional Coach will guide programming for Tier 2 and 3 interventions, supporting teachers in disaggregating data and providing targeted instruction while looking at the students holistically. **Strategy's Expected Result/Impact:** Closing of learning gaps, increased test scores, and improved attendance. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, and Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - Title I (211)				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
Problem Statement 2: Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs. **Root Cause**: EB students have unique learning needs that traditional instructional methods don't adequately address.
Problem Statement 4: Fewer than 60% of all students passed the Math STAAR campuswide. **Root Cause**: Large class sizes negatively impacted educators' ability to address individual learning needs; learning curve of teachers new to grade level/ district/ curriculum; increased need for instructional and behavioral support; hesitancy to collaborate among some colleagues
Student Achievement
Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.
Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS). **Root Cause**: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,

Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: GMS Increase College, Career, and/or Military Readiness (CCMR)

High Priority

Evaluation Data Sources: STAAR test scores, TELPAS test scores, BOY & MOY scores, iReady, K12 Summit testing, benchmarks, and common assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: AVID students will attend 4 college recruitment trips a year. 7th and 8th grade students will attend two trip in the fall and two in the spring. **Strategy's Expected Result/Impact:** Expand the college-going culture at GMS; increased interest and opportunities lead to improved attendance **Staff Responsible for Monitoring:** AVID teacher, counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: GMS will increase student participation in CTE courses at the 7th grade level through the Project Success course. **Strategy's Expected Result/Impact:** Continue to expose students to opportunities through CTE courses/ improved attendance **Staff Responsible for Monitoring:** Administration, Counselors, CTE Director **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Student Achievement 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: GMS will increase student participation in CTE at the 8th grade level through the Principles of Agriculture and Engineering courses. **Strategy's Expected Result/Impact:** Continue to expose students to opportunities through CTE courses; increasing interest in school leads to improved attendance **Staff Responsible for Monitoring:** Administration, Counselors, CTE Director **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Family and Community Engagement 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: EB students will be encouraged to participate in the campus's AVID program, providing exposure to post-secondary educational and career opportunities, as well as an increased focus on organizational and study skills. **Strategy's Expected Result/Impact:** Increased academic growth and aptitude for learning **Staff Responsible for Monitoring:** AVID teacher, Instructional support staff **Problem Statements:** Demographics 2 - Student Achievement 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Counselors, CTE, and AVID teachers will reach out to local business and community members to speak to AVID students about career opportunities within their field. **Strategy's Expected Result/Impact:** Increased student knowledge of career opportunities; increased interest/ goals lead to increased attendance **Staff Responsible for Monitoring:** AVID teacher, counselors, CTE teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Problem Statement 2: Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs. **Root Cause**: EB students have unique learning needs that traditional instructional methods don't adequately address.

Student Achievement

Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.

Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Family and Community Engagement

Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: GMS will ensure safety, well-being, and connection for all students

Evaluation Data Sources: CKH Student survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: GMS staff will participate in monthly drills to practice required emergency procedures in fire drills, lock down, bad weather/tornado and active shooter drills. **Strategy's Expected Result/Impact:** GMS student and staff knowledge of emergency response plans **Staff Responsible for Monitoring:** Administration, SRO **Problem Statements:** Family and Community Engagement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Clear signage of room numbers and major campus locations are hung around the building to assist students, teachers, substitutes and if needed, emergency personnel. **Strategy's Expected Result/Impact:** Clear expectations and understanding of locations on campus by campus personnel. **Staff Responsible for Monitoring:** Administration, SRO **Problem Statements:** Family and Community Engagement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Classroom teachers will utilize student planners and an online hallway pass form to help monitor student movement throughout the building. **Strategy's Expected Result/Impact:** Student tracking system to see where students should be during class time. **Staff Responsible for Monitoring:** Administration, SRO, teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - Family and Community Engagement 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Trained Behavioral Threat Assessment team composed of campus administration, counselors, school marshal, special education representatives as well as district level representatives, ready to respond to any type of threat. **Strategy's Expected Result/Impact:** To identify, evaluate, and address potential threats to help our school distinguish between incidents where a student made a threat that is not actually legitimate (with no intent to harm) and other incidents in which the student does pose an actual threat of targeted violence. **Staff Responsible for Monitoring:** Administration, counselors, school marshals, special education representative, and district representative **Problem Statements:** Family and Community Engagement 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Granbury Middle School will continue to recognize military families and students at campus events. **Strategy's Expected Result/Impact:** Increase student connection and support our military families **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: CIS Program Manager will provide individual guidance, lunch groups, resource referrals, and collaborative work with counselors at all Tier levels to support student needs. **Strategy's Expected Result/Impact:** Students will improve on academics, behavior and attendance. **Staff Responsible for Monitoring:** CIS Program Manager, Administration, Counselors **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2 - Family and Community Engagement 1, 2 **Funding Sources:** - Title IV (289)				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Demographics

Problem Statement 2: Growth in GMS's EB population requires specialized instructional support to address both academic and second language acquisition needs. **Root Cause**: EB students have unique learning needs that traditional instructional methods don't adequately address.

Student Achievement

Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.

Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Family and Community Engagement

Problem Statement 1: We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events. **Root Cause**: Language needs, work schedules, and transportation concerns

Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 1: Granbury Middle School students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: GMS will increase student involvement and engagement in campus activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student success will be recognized each six weeks at Team Tailgates and Proud Pirate Recognitions, twice-a-year Scholar Celebrations, and at end-of-year awards ceremonies. **Strategy's Expected Result/Impact:** Increased attendance rate, decrease in disruptive behaviors, increase in student passing rate. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, Instructional Coach, and Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Family and Community Engagement 2 **Funding Sources:** Snacks - Title I (211) - 211-E-61-6499-00-041-5-30-240 - $713, Paper Goods for Celebrations - Title I (211) - 211-E-61-6395-00-041-5-30-240 - $200				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
Student Achievement
Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.
Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Family and Community Engagement

Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 2: Granbury Middle School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Granbury Middle School will strengthen recruitment systems for highly qualified staff.

High Priority

Evaluation Data Sources: Observations, T-TESS, Teacher Trackers (coaching), staff feedback, monthly mentorship assistance and monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: GMS will encourage and support growing teacher capacity through the implementation of the district's new mentorship program. **Strategy's Expected Result/Impact:** Increase staff effectiveness in the classroom and increased staff retention. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, Instructional Coach, and Campus mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS). **Root Cause**: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,
Family and Community Engagement
Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 2: Granbury Middle School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Granbury Middle School will strengthen retention systems for highly qualified staff.

Evaluation Data Sources: Data from District Mentor Program

Goal 2: Granbury Middle School staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Granbury Middle School will strengthen professional training and development systems of highly qualified staff

Evaluation Data Sources: Coaching Tracker, PLC and Staff Development Agendas, Observations and Walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus Administration, Instructional Specialist, and Instructional Coach will utilize the Observation Feedback coaching model to help teachers continuously improve instructional practices and their impact on student performance. **Strategy's Expected Result/Impact:** High quality instruction and aligned practices across the campus **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Staff will present instructional strategies on a regular basis that showcase and promote peer learning opportunities. **Strategy's Expected Result/Impact:** Increase instructional strategies utilized effectively on campus. **Staff Responsible for Monitoring:** Teachers, Intervention & Instructional Specialist, and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The instructional leadership team will help support the math department in the successful implementation of the state's new research-based instructional strategies and curriculum. **Strategy's Expected Result/Impact:** Measurable growth in students' understanding of mathematical concepts and application of skills. **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Fewer than 60% of all students passed the Math STAAR campuswide. **Root Cause**: Large class sizes negatively impacted educators' ability to address individual learning needs; learning curve of teachers new to grade level/ district/ curriculum; increased need for instructional and behavioral support; hesitancy to collaborate among some colleagues

Student Achievement

Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS). **Root Cause**: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,

Family and Community Engagement

Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 3: Granbury Middle School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Granbury Middle School will strengthen student and family culture and engagement

Evaluation Data Sources: Student and Family CKH surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: GMS will host parent informational nights, family fun nights, and support campus clubs and organizations to create a welcoming environment for families and community members. **Strategy's Expected Result/Impact:** Increase family and community involvement at GMS activities **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
Student Achievement
Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance
Family and Community Engagement
Problem Statement 1: We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events. **Root Cause**: Language needs, work schedules, and transportation concerns

Goal 3: Granbury Middle School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Granbury Middle School will strengthen staff culture.

Evaluation Data Sources: Staff CKH survey

Goal 3: Granbury Middle School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Granbury Middle School will increase community relationships and transparency practices use multiple platforms to communicate with all stakeholders.

Evaluation Data Sources: Student, staff, and parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: GMS will use a weekly SMORE newsletter, The Pirate Press, multiple social media accounts, school messenger, and Remind to communicate upcoming events, share updated information, and celebrate campus events **Strategy's Expected Result/Impact:** Increase parent knowledge of campus events and happenings **Staff Responsible for Monitoring:** Administration, Teachers, Intervention & Instructional Specialist, Instructional Coach, and Family Liaison **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - Family and Community Engagement 1, 2 **Funding Sources:** PFE Liaison - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: GMS Administration will host quarterly meetings with parents to discuss campus events, programs, and vision. **Strategy's Expected Result/Impact:** Improve communication between GMS and all stakeholders while building partnerships to support campus initiatives. **Staff Responsible for Monitoring:** GMS administration, Intervention & Instructional Specialist, and Instructional Coach **Problem Statements:** Demographics 1 - Student Achievement 2 - Family and Community Engagement 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Student Achievement

Problem Statement 2: GMS's attendance rate is below our goal of 95%. Chronic absenteeism and tardiness lead to interruptions in learning and increased gaps in academic achievement. **Root Cause**: Attempts to mitigate attendance issues have been inconsistent and reactive; students and their families do not understand the far-reaching impacts of poor attendance

Family and Community Engagement

Problem Statement 1: We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events. **Root Cause**: Language needs, work schedules, and transportation concerns

Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 3: Granbury Middle School students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 4: Granbury Middle School will strengthen staff, student and family culture and engagement.

Evaluation Data Sources: CKH student, staff and family surveys, feedback from CAC and Student Council

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: GMS staff will be trained and coached in Capturing Kids Hearts in order to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. **Strategy's Expected Result/Impact:** Build trust, transparency, and positive relationships to support each other in growing students. **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, Instructional Coach, and Process Champions **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Various forms of campus communication such as a weekly Staff and Family SMORE Newsletters, GMS Staff and Family Reminds, monthly faculty meetings, bi-weekly professional learning community meetings, and campus staff development days will be implemented to keep staff connected. **Strategy's Expected Result/Impact:** Clear expectations for everyone **Staff Responsible for Monitoring:** Administration, Intervention & Instructional Specialist, and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Empower students by meeting with Student Council Members each six weeks to provide student perspectives on school climate, programs, and improvement ideas. **Strategy's Expected Result/Impact:** Increase student voice in campus decision-making, foster leaderhip, and help campus leadership stay responsive to student needs and concerns. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Student Council Sponsor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: The academic performance of economically disadvantaged students consistently lags behind that of their non-economically disadvantaged peers across all grade levels and content areas, signaling that their needs are not being met. **Root Cause**: Lack of opportunities/ exposure; educators require increased instructional support and smaller class sizes to adequately meet student needs and close achievement gaps.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers require ongoing instructional support to meet ever-increasing demands, including the implementation of new curricula/research-based instructional strategies (RBIS). **Root Cause**: Increasing achievement gaps, changing curriculum; increasingly diverse student population with diverse needs,
Family and Community Engagement
Problem Statement 1: We sometimes struggle to make communications and events accessible to ALL families. Families aren't always aware or feel welcome at school events. **Root Cause**: Language needs, work schedules, and transportation concerns
Problem Statement 2: Campus expectations are being reshaped and procedures restructured under new leadership. The change process challenges existing beliefs, values, systems, and structures. Staff, students, and families must learn and adjust to changes in routines, procedures, and schoolwide expectations. **Root Cause**: Challenges associated with transitions in leadership and changing expectations/ campus climate.

Goal 4: Granbury Middle School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Granbury Middle School will create/refine long-range facility and asset plans

Evaluation Data Sources: Inventory Forms used to collect data

Goal 4: Granbury Middle School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Granbury Middle School will refine and commit to transparent and effective budgeting processes

Evaluation Data Sources: Skyward finance, club agendas/minutes

Goal 4: Granbury Middle School will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Granbury Middle School will explore/expand alternative revenue sources

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment was conducted on June 10, 2025 and examined six areas using multiple sources of data including our campus STAAR data, campus attendance, campus discipline, and the results of the campus surveys. The CNA highlighted several areas of success and identified areas of concern.

Areas of strengths included:

RLA scores stayed consistent across all grade levels. 100% of students passed the Algebra EOC exam, continued growth of parental support of student initiatives, and excellent growth noted on TELPAS in all domains.

Areas to address included:

GMS has seen an increase in the number of students identified in special populations, including special education and emerging bilingual students. Math scores at all levels need to be addressed by providing individual targeted instruction and support for students.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP will be reviewed regularly (December, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging state academic standards. The CIP will be revised at any time deemed necessary based on the students' needs, especially when progress is not being made toward the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging state academic standards.

2.2: Stakeholders 1114(b)(2)

Stakeholders included in the process were:

Principal, Assistant Principals, Specialized Instructional Support staff, Teachers, Paraprofessionals, Parents, Students, and Community Members. The sign-in sheet, agenda, and notes have been uploaded in the Plan4Learning Meeting Notes.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be located on the Granbury ISD website, thereby available to the district, parents, and the public in an understandable and uniform format.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The school will monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
- Identifying students who might be at risk for academic failure.
- Providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards, and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve conditions for student learning.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

We will address the needs of all children in the school, particularly the needs of those at risk of not meeting the State academic standards.

- *Students will be strategically placed in advisory "W.I.N. Time" classes to address identified learning needs as related to academic growth and/ or linguistic development.*
- *Increased parent and community engagement opportunities throughout the year to help support student success.*
- *Offer after/before school tutoring and Saturday School tutoring opportunities.*

Instructional strategies and increased learning time from CIP:

- *W.I.N. (What I Need) time during advisory periods, including intervention (HB4545) and enrichment*
- *Minimizing interruptions to instructional time by eliminating distractions and addressing behavioral concerns with CKH*

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Meetings will take place in the GMS library. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Site Based Decision Making Committee

Committee Role	Name	Position
Paraprofessional	Polly Kellar	Secretary
Teacher	Nicole Stevens	7th Grade RLA/ Dept. Head
Teacher	Anthony Vasquez	Band Director
Teacher	Tim Gill	Teacher/ Boys Ath. Coordinator
Teacher	Karl Kreusel	Teacher/ Girls Ath. Coordinator
Parent	Jessica Espinosa	Parent
Parent	Alison Homer	PTO Secretary/ Parent
Parent	Pam White	PTO President/ Parent
Community Member	Keith Kellar	Community Voice
Other School Leader	Kelly Eppler	Assistant Principal
Other School Leader	Ben Sherley	Assistant Principal
Specialized Instructional Support	Leslie Ghiglieri	Instructional Specialist
Specialized Instructional Support	Frenchie Garcia	Instructional Coach/ EB Interventionist
Other School Leader	Tiffany Biggs	Assistant Principal
Administrator	Julie Rohleder	Principal

2025-2026

MAMBRINO

Campus Plan at a Glance

Mambrino's Mission Statement:

Collaborate – Partnering *w*ith families, staff and students to build a strong learning community.
Educate – Empo*w*ering young minds through engaging and effective teaching.
Inspire – Encouraging every child to dream big and reach their potential.

Data Goals 2025–2026

Current Campus Rating: B (80) – Goal for 2025–2026 is B (85 or higher)

Math –
Approaches – 74% to 80%
Meets – 52% to 60%
Masters – 22% to 30%

Reading –
Approaches – 77% to 83%
Meets – 61% to 65%
Masters – 28% to 35%

Science –
Approaches – 71% to 75%
Meets – 43% to 50%
Masters – 16% to 25%

Campus Goals 2025–2026

Mambrino students will demonstrate or exceed grade level proficiency and be equipped for future ready skills.

- Strengthen academic achievement and growth
- Special programs progress monitored by Instructional Specialist
- BiWeekly content PLCs for lesson internalization
- Daily use of the Inquiry Design Process
- Targeted Intervention, GT Classes, Tutoring, Personalized learning plans
- UIL academic competitions
- Focus on Tier 1 instruction and student growth
- K-3 teachers training in the Science of Teaching Reading
- Real World experiences and connections to learning within the classroom
- Character Kids Club
- TCHATT Telehealth program for mental health needs
- Safe and Secure campus inlcuding TEA Audit and Safety drills
- Student celebrations including STEAM star, CKH trait of the month, kiwanas, book coins, and positive office referrels.
- Student leadership opportunities in a variety of settings.

Mambrino students, staff, families, and community will be connected, supported, respected, and value the educational experience.

- Family engagement through PTO family nights, literacy night, STEAM projects, and parent information meetings.
- Student/Parent conferences held twice a year for analyzing student growth and data.
- Weekly family newsletter for connection to campus events.
- Parent surveys for feedback and involvement on campus.
- Positive parent contact every six weeks.
- Implementation and focus on Capturing Kids Hearts
- Leadership opportunities for staff on and off campus.

Mambrino staff will be highly effective, well supported, and valued both personally and professionally.

- Title funds allocated for Instruction and Intervention Speciailists as well as Academic/Behavior support para-professional.
- Partnership with Tarleton Residency Program (year-long student teacher)
- Assist and promote GISD job fair
- GISD Mentoring program implemented on campus with fidelity.
- Instructional Rounds on Engaging all Students as well as Observation Feedback coaching to meet the staff where they are for professional learning.
- All staff completed state and local required trainings.
- Positive campus culture through sunshine committees, staff meetings, outtings, grade level lunches, PTO staff treats, and staff shout outs.
- Positive campus classroom walks every six weeks.
- STEAM Principal Counsel for feedback in real-time.

Mambrino will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

- Support district facility initiatives.
- Staff participation in long range planning to address enrollment and the STEAM program.
- Long range planning for replacement of playground equipment.
- PTO training annually for informed financial procedures and best practices.
- Monthly budget check in's with the campus secretary and principal.
- Consultation of district personnel on federal funds and how they can be allocated.
- Pursue grant opportunities through the Granbury Education Foundation

Granbury Independent School District

Mambrino School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Campus Vision

Mambrino policies, programs & practices will reflect our commitment to help all students learn at high levels.

We envision a school in which:

- our staff consistently works together- interdependently- in collaborative teams
- there are support systems for all staff and students
- joint accountability is demonstrated by all staff in order to ensure that all students learn at the highest level
- our staff collects and analyzes data to examine the effectiveness of student and staff support systems
- the schedules are designed to provide additional time for teachers to reflect on and plan for student success on the guaranteed and viable curriculum
- our staff supports continuous learning and professional development
- our campus has a strong partnership with parents/guardians and provides them with information they need to monitor and support the learning of their children
- staff integrates state required knowledge and skills with Inquiry-based learning systems
- campus provides individualized, interest-based enrichment opportunities

Value Statement

In order to achieve the vision of our school, each member of the Mambrino staff have made the following commitments:

- I will be a positive, collaborative, and contributing member of the Mambrino staff
- I will monitor each student's learning on an ongoing basis through formative and summative assessments
- I will use the evidence of student learning to inform and improve my practice and to better meet the needs of my individual students
- I will work with my colleagues to determine and teach the essential knowledge and skills of our curriculum

- I will seek out, utilize, and share the most effective practices to help support student learning
- I will keep parents informed of the progress of their children
- I will integrate state required knowledge and skills with Inquiry-based learning systems
- I will provide individualized, interest-based enrichment opportunities

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Achievement 8
School Culture and Climate 10
Staff Quality, Recruitment, and Retention 11
Curriculum, Instruction, and Assessment 12
Family and Community Engagement 13
Technology 14
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 18
Goal 1: Mambrino students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 18
Goal 2: Mambrino staff will be highly effective, well supported, and valued both personally and professionally. 26
Goal 3: Mambrino students, staff, families, and community will be connected, supported, respected, and value the educational experience. 32
Goal 4: Mambrino will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 37
State Compensatory 40
Budget for Mambrino School 40
Personnel for Mambrino School 40
Title I 41
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 41
1.1: Description of CNA Process 41
1.2: Location for Evidence of Multiple Meetings Held 41
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 41
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 42
2.2: Stakeholders 1114(b)(2) 42
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 42
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 42
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3) 42
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 42
Title I Personnel 43
2025-2026 Campus Site-Based Committee 44
Policies, Procedures, and Requirements 45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mambrino STEAM Academy strives to provide a variety of quality educational opportunities in an outstanding instructional program for Kinder through 5th grade. Mambrino instructional programs are designed to meet individual needs and maximize student success.

Total enrollment at the end of 23-24 was 830 students. We ended the 24-25 school year with 806 students.

The campus demographic profile is as follows (as of June 10, 2025):

Economically Disadvantaged - 45.68%

Emergent Bilingual - 2.38%

Gifted and Talented - 5.88%

Special Education - 28.04%

White - 72.72%

Hispanic - 20.4%

African American - 1%

Other - 7%

At-Risk - 30.04%

Section 504 - 6.63%

Attendance Rate - 94%

Staff & Student Counts:

The office staff is comprised of the following:

3 administrators (Principal, 2 Assistant Principals)

2 Instructional & Intervention Specialist

1 Counselor

2 Receptionists

1 Secretary

1 Nurse

2 SRO Officer

The campus has specialized staff in the following areas:

3 FTE Resource/Inclustion teachers and 4 paras

2 FTE SLS teachers and 3 paras

3 FTE SLC teachers and 6 paras plus 1 one-on-one para

2 FTE Life Skills teachers and 5 paras (1 para is shared between classes

1 FTE LID teacher and 2 paras

3 FTE Speech teachers/pathologists.

The general eductation staff is comprised of the following:

38 teachers in Kindergarten through 5th grade (6 kinder, 6 first grade, 6 second grade, 6 third grade, 8 fourth grade, 6 fifth grade)

3 teachers in Specials (PE (2), Music)

3 paraprofessionals in Library and Art and PE

3 paraprofessionals for Intervention Supports

3 MTA teachers

Focus for 24-25 School Year -

Campus Attendance Rate was 94% overall for the 24-25 school year. Our goal for the 25-26 school year will be 95% or higher. We will put in place incentives for attendance to motivate students to want to be at school by grade. We will continue to educate familes on the importance of attendance and reach other (tracking with RaaWee) to those families with excessive absences to provide assistance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Yearly combined attendance was 94%.

Root Cause: Some families do not grasp the importance of students being at school and that it is a direct coorelation to learning outcomes. Many parents went to truancy court many times dispite our efforts to contact them and work with the parents on transportation and other needs.

Student Achievement

Student Achievement Summary

Overall campus (grades 3-5 combined):
Math - 74%
RLA - 77%
Science - 71%

Here is the breakdown by grade level and subject (approaches, meets, masters):
3rd math - 67%, 42%, 22%
3rd reading - 74%, 54%, 30%

4th math - 76%, 57%, 29%
4th reading - 82%, 70%, 30%

5th math - 75%, 47%, 17%
5th reading - 75%, 58%, 29%
5th science – 71%, 40%, 16%

Focus/Strategy for 2025 - 2026:

- Audit all special education students IEPs to determine if resource or inclusion is a better fit. The goal is to close the gap in tier 1 instruction and interventions.
- Continue to strengthen phonics instruction in grades K - 3rd using the new Benchmark Phonics Instruction and Intervention. We saw alot of growth in the lower grades with this instruction.
- Incorporate a 30-45 min pirate time for targeted interventions in math, reading, science and writing.
- Use local and titles funds for tutoring in grades 2-5 to support classroom instruction.
- Track student growth through BOY, MOY, EOY assessments. Ensure we have new data when scheduling student led conferences to share with parents.
- Teacher goal setting meetings with the Principal for each assessment based on where they ended on STAAR 25-26.
- Ensure writing is aligned across all grades and is brought into instruction everyday.
- Ensure reading instruction is veritcally aligned between grades 2-4 through planning with the IIS.
- Ensure math instruction is provided by implementing Bluebonnet Math with fidelity in grades K-5, planned weekly with the IIS.
- Use Instruction and Intervention Specilialist in collaboration with grade-levels and admin to develop solid tier 1 instructional practices and analyze students data and progress on tier 2 and 3 interventions.
- Incorporate the Inquiry Design Process weekly in all grades, and all subjects as part of the STEAM curriculum.
- Use bi-weekly PLC time to discuss interventions, data, and TTESS deminsions and how they relate to Get Better Faster Coaching, as well as focused, intentional planning time facilitated by the ILT (Instructional Leadership Team member per team).
- Campus admin team walks to calibrate and ensure all instruction is aligned to TEKS and district scope and sequence.
- Hired an Academic and Behavior Para to assist in class with students who struggle to meet the plans in MTSS. This will allow us to continue instruction with our focus on tier 1 but someone giving ideas on how to help those on tier 2 and 3.
- Incorporate sentence stems in all classes daily to pull deeper conversation and writing from students. Shift the class to more student centered and less teacher centered.
- Changes to Character Huddles (based on staff feedback) to create a more inclusive environment for all types of learners and students, with a direct focus on Capturing Kids

Hearts and Character Traits.
- Shift school wide enrichment to one time month inclusive across all grades.
- Intentionally plan out and spend time on Student Led Conference data (students knowing their data and goals to achieve high growth). Last year we did 1, this year we will continue with one student led conference and add in one parent conference.
- District GT teacher will continue to rotate to our campus and work weekly with GT students in a pull out program.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After reviewing 2025 STAAR scores, specific areas of concern are Science and Math
Root Cause: Breakdown of data was done but not as detailed and individualized as needed. Individual teacher meetings need to take place to understand the individual teaching methods, as well as team planning needs to better align together.

School Culture and Climate

School Culture and Climate Summary

Focus for 2025-2026 school year:

- Continue to streamline and focus on following safety and security measures: tighten front office procedures, complete all drills, admin team ensure all classroom doors are locked every morning.
- Changes to character huddles to be more inclusive of students with special needs, with a specific focus on Capturing Kids Hearts and Character Traits.
- Kid PLC (different grades partnered) to allow more relationships building across campus.
- Move to phase 2 of Capturing Kids Hearts implementation, as our campus was named a Rising Star Campus. Goal for the 2025-2026 school year is to achieve a National Showcase CKH school designation.
- Dive into Plus/Delta on STEAM programming and tighten our focus to be on track with the districts vision.
- Continue the district initiative for CKH in regards to discipline, which will target increased student engagement, decreased office referrals, and new ways to build relationships on campus to increase student achievement and behavioral success.
- Create together and edit a Behavior Matrix (PBIS) with team buy in to hold students accountable.
- Introduce a Levels of Behavior Intervention one-pager to determine how discipline is handled.
- Weekly aligned school wide behavior cards for home/school support connection.
- Target enrichment to be more grade specific with STEAM woven in.
- Principal weekly "in the loop" for staff (one spot with all the info for the week to streamline communication)
- Implement Class Dojo school wide for parents to be in the know - this allows us to keep our students safe as well by not posting events on social media until after they occur.
- Admin team morning walks - "every classroom, everyday".
- Tighten the schedule for the Behavior and Academic Intervention Para to provide support within the classroom to those who are taking away from tier 1 instruction, also scheduling time for student independent learning when behavior removes them from the classrooms.
- Tighten PLC times and use the time to dive deeper into data and also TTESS deminsions, as well as lesson planning needs per campus identified by the Instructional Team Lead as well as last years data review for lesson plan auditing and tightening.
- Implement student brags to celebrate student successes and encourage postive moments of success on the announcements.
- Continue parent submission of student celebrations inside and outside the campus.
- Build in staff praise celebrations in classrooms and on morning announcements, as well as identifying “good things”m seen by the principal shared at monthly staff meetings.
- Staff get togethers and treats to encourage positivity and build a family - intentional activities to bring the two sides of the building.
- Set a goal for positive parent contacts by staff weekly.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Closing the gap between home and school (culture)
Root Cause: Parent communication with families is not consistent within the teams.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Focus for the 25-26 School Year:

- All teachers will be highly qualified, and have passed all ceritification requirements prior to interviewing.
- Teachers/new staff to the profession and/or new to our campus will be assigned a mentor teacher. This partnership will provide these staff members with the support needed to acclimate to Mambrino culture and procedures.
- Teachers/staff new to the profession will receive two cycles of observation feedback coaching during their first year. They will be coached on a variety of management and rigor strategies. These coaching cycles will support new teachers in tremendous ways.
- All teachers/staff will be part of two cycles of instructional Rounds, focusing on observation feedback rigor and management school-wide.
- Teachers will rotate through a three year evalutation cycle and receive TTESS evaluation and/or observation feedback coaching, depending on their cohort. All campus teachers will get three TTESS walkthroughs annually. Any staff part of the data capture for TIA will be required to have a full TTESS.
- TTESS goal setting conferences, pre-conferences, post-conferences and summative conferences will be opportunities for coaching and will allow the administrator and the teacher to reflect on instructional and professional practices.
- Using observation/feedback global tracker and TTESS evaluation and walkthrough data, the highest leverage problems of practice identified by Instructional Leadership Team prior to the beginning of the 2025-2026 school year and a year-at-a-glance professional development plan will be developed.
- Monthly staff meetings will be used as needed for school-wide professional development on the problems of practice identified by the Instructional Leadership Team.
- All teacher teams will have a 45 minute common planning period. The two instruction and intervention specialist will attend all grade level planning meetings for addional support.
- All teacher teams will have two team leads (one for instructional leadership and one for campus advisory).
- All teacher teams will have 60 min every other week to meet as a PLC. During this designated time, the teacher team, IIS, and campus admin will work to create common formative assessments, analyze student data, and create appropriate interventions and extensions.
- Professional development days at the end of each grading period will be designated for "big picture planning". With the support of the Instruction and Intervention Specialist and campus administrators, teams will work together to create an instructional plan for the upcoming grading period.
- Our campus will host student teachers and student observers from local univerisities, as well as 1 Tarleton year long resident.
- Teachers will be given assistance in maintaining or attaining certification through alternative programs, GT certification, ESL ceritification, coursework and TExES testing in order to assure all staff are highly qualified.
- The Mambrino Elementary administrator team will implement teacher appreciation strategies throughout the school year in order to maintain a positive school culture. Strategies include but are not limited to gratitude rings, positive notes of encouragement, sonic drinks, jeans/athleisure wear passes, staff shout outs in weekly newsletter, snack treat carts and staff meals, affirmation stations outside rooms, principal "I saw that" shout outs at faculty meetings, and parent sponsored treat days throughout the calendar.
- Team changes were made to reflect personalities and where we can get the best bang within our staff teams.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The majority of new hires the last several years have been new to the profession or have had very little experience.
Root Cause: Teacher burnout, high teacher turn over rate, fewer highly qualified and experienced candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a STEAM Academy, the campus has implemented Project Lead The Way (PLTW) Launch curriculum for the past five years. At the end of the 23-24 school year the campus was named as a PLTW Distinguished Launch School for the fourth year in a row, with an expected designation this year as well. The campus will continue to work towards growth in the inquiry design process as well as plan to look into new PLTW modules as budgets allow. We will align the IDP to the new science teks model for this school year. All new staff will undergo a one day IDP training and two day PLTW training at Mambrino by Mambrino faculty. Each team will plan and implement a STEAM capstone project that involves service and the whole campus.

STAAR 2026:

Overall campus (grades 3-5 combined):
Math - 73%
RLA - 77%
Science - 71%

Here is the breakdown by grade level and subject (approaches, meets, masters):
3rd math - 67%, 42%, 22%
3rd reading - 74%, 54%, 30%

4th math - 76%, 57%, 29%
4th reading - 82%, 70%, 30%

5th math - 75%, 47%, 17%
5th reading - 75%, 58%, 29%
5th science – 71%, 40%, 16%

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Grade level teams are continuing to refine their planning practices, creating well thought out powerhouse lessons based on readiness standards, as well as interventions and extensions in order to best meet the needs of our ever changing population. Additional support is needed and an additional Instructional Specialist has been hired.
Root Cause: Lack of capacity in grade level planning. Still seeing several "holes" in effective planning across classrooms, grades, and campus to campus comparison.

Family and Community Engagement

Family and Community Engagement Summary

Our PTO Board for 24-25 was very active and offered a strong partnership with campus administration and teachers. They hosted monthly breakfasts or lunches for staff, a mobile Pirate store for students who earned gold behavior coins at the end of each six weeks, and hosted Mambrino Grinchmas event for families at Christmas, Color Run, and other fun activities.

Face to face parent meetings and an increase in parents on campus for 504, SpEd, and LPAC meetings as well. Families reported feeling more engaged and in tune to their child's academic and behavioral progress due to this.

We held many in person family engagement events on campus during the 24-25 school year including: Meet the Teacher night, Title 1 family meetings, STEAM Scream, 1st responders parade, Veteran's Day breakfast, Grinchmas, Lunch with Loved Ones, Thanksgiving Feast, Awards ceremonies in the Spring, music concerts for K-5, Student Led Conferences, STEAM Literacy Night, and Field Day.

Introducing Capturing Kids Hearts to our campus has been a huge shift in the way we hold students responsible, as valuable stakeholders. We also did a parent CKH academy to grow our parents and show them how they can use the strategies at home.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Families feel they are not communicated with on schoolwide procedures as well as events on campus to be present. Continued pursuit of family communication is a focus.
Root Cause: Lack of communication between school and home.

Technology

Technology Summary

Our campus administration partnered with technology to create the landing page for all staff which housed all pertinent campus documents and processes. The campus expectation was for every classroom teacher to use DOJO to communicate, ensuring parents had one way of getting school wide and classroom information.

As we continue online testing in the 24-25 school year, we will have to be intentional about utilizing technology in all contents, in all grade levels, and with an emphasis on writing. This will be a heavy focus for our IS as they push into 3-5 and K-2 respectively and model and co-teach.

District can assist buy getting us to a 1:1 device ratio in all grades with the most up to date software compatible to our programming. Improve wifi capability in the building - it takes a long time to log on and is not always consistent.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Mambrino students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth

Evaluation Data Sources: Lesson plans checked weekly by Instruction & Intervention Specialist, PLC agendas, Data conversations and growth plans, strategic Intervention planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instruction & Intervention Specialist, along with administration, will monitor strategies to promote continuous improvement for EL, SPED, Dyslexia, 504 and At Risk students through various means including MTSS, small group instruction, MTA and tutoring, and 3 week monitoring. **Strategy's Expected Result/Impact:** Review sub pop student performance and student progress monitoring after each formative and summative assessment during each data cycle. This data will be collected in grade level data sheets and referred to in data meetings. Data Analysis will be completed and turned in for progress monitoring after each assessment, including data from our Academic Support Para on students with MTSS behavior. Review student group performance and item analysis. **Staff Responsible for Monitoring:** Campus administration, instruction & Intervention specialist, and teachers, Academic Support Para **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instruction & Intervention Specialist - Title I (211), Academic Support Para - Title I (211), Tutoring / Transportation for Tutoring - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue biweekly professional learning communities (PLC) (discussing appropriate grade level data, instruction, and best practices to improve student performance using the 4 PLC critical questions). Focus instruction around student data, lesson planning, and the coorelation of the TTESS rubric and waterfall for Observation Feedback. **Strategy's Expected Result/Impact:** All conversations revolve around increased student achievement and teacher accountability in planning and execution. Increase in STAAR Campus Scores: Reading - Currently 77% - Goal 83% or higher Math - Currently 74% - Goal 80% or higher Science - Currently 71% - Goal 75% or higher with a stretch goal of 80% **working toward the district goal of 90/60/30 **Staff Responsible for Monitoring:** Campus administration, instruction & intervention specialists, and teachers. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instruction and Intervention Specialist - Title I (211)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Continue daily implementation of inquiry design process through multiple content areas. (PLTW) **Strategy's Expected Result/Impact:** Increased student ability to solve problems and use the process of ask, explore, model, explain, and evaluate. Increased scores on multiple formative assessments, increased problem-solving ability. **Staff Responsible for Monitoring:** STEAM Coordinator, campus administration, teachers & staff **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will provide targeted interventions and extension opportunities to ensure the academic success of all students through daily campus-wide Pirate time interventions, Academic UIL and GT pull-out to ensure 100% of students are learning at appropriate levels of rigor. The following programs and resources will be utilized for teacher planned small group activities and personalized learning plans: IXL, I ready, Amplify, Benchmark Phonics, Learning Ally and Reading by Design. **Strategy's Expected Result/Impact:** Imcrease in performance in Domain 2 (student progress) and Domain 3 (closing the gaps) **Staff Responsible for Monitoring:** Admin team including Instruction and Intervention Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instruction and Intervention Specialist - Title I (211)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase all student performance on Math, Reading, and Science STAAR through targeted instruction and academic and content language alignment in K-5 by spending time in PLC with instruction & intervention specialist and admin, diving into the standards and providing specific re-teaching on TEKS lower than the district average. Math & Science will be our focus, but all subject areas shown room for growth needed. **Strategy's Expected Result/Impact:** We will see an increase in our STAAR scores and be able to give out awards for student successes **Staff Responsible for Monitoring:** Teachers and Instruction & Intervention Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instruction and Intervention Specialist - Title I (211), Awards and supplies needed for Academic success - Title I (211)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All teachers in Kinder-3rd grade, SPED, and the campus reading interventional specialist and campus administrators will receive additional training in the Science of Teaching Reading (STR) per requirements of HB3. **Strategy's Expected Result/Impact:** Increase teachers' knowledge and implementation of evidence based practices to positively impact student literacy achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instruction & Intervention Specialists, teacher and curriculum directors. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: During weekly content planning meetings, the instructional specialist will assist teachers in creating high quality lessons and learning activities and will faciitate the use of lesson planning templates to ensure 100% of instructional materials and assessments are aligned with state standards, research based best practices, and STAAR assessment items. **Strategy's Expected Result/Impact:** Increased vertical alignment, student engagement, consistency with district scope and sequence, and alignment to state standards. **Staff Responsible for Monitoring:** Campus administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - Title I (211)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Teachers will use field experts to bring in "real world" learning into the classroom. Community speakers will be utilized by each grade-level. Career day campus wide will focus on teaching students the importance of education in future careers. **Strategy's Expected Result/Impact:** Students will make connections to the real world and academic learning. They will recognize possible careers as well. **Staff Responsible for Monitoring:** Instruction & Intervention Specialists and Classroom teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Mambrino students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career, and/or Military Readiness

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: College and career readiness will be strengthened through character building lessons from the counselor, incorporating a "character kids club" allowing them to lead and serve other students through monthly character Huddles and giving valuable student feedback on school practices. **Strategy's Expected Result/Impact:** Students leadership and confidence will increase and they will be provided authentic areas to grow in leadership skills. **Staff Responsible for Monitoring:** Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will strengthen student and family well-being by increasing access to mental health supports through timely referrals to Texas A&M Telehealth Counseling and Telepsychiatry (TCHATT) program. The campus will provide information, guidance and follow up with families to ensure services needed are gained. **Strategy's Expected Result/Impact:** Improved well-being of students reflected through counselor logs and positive family feedback. **Staff Responsible for Monitoring:** Campus admin and school counselor.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Mambrino students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students

Evaluation Data Sources: Capturing kids hearts surveys and campus wide surveys, stay interviews for employees, parent feedback on what they love about our campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Admin team as well as both security officers will walk the campus in the mornings to greet all students and ensure all classroom doors are locked. In addition, they will perform mulitple checks daily. These will be noted on the safety checklist audit form and sent to the principal weekly for review. **Strategy's Expected Result/Impact:** Safe and Secure campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Officers, and staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 100% of campus staff will be well trained on campus emergency procedures. **Strategy's Expected Result/Impact:** Clear and understandable safety procedures and expectations. **Staff Responsible for Monitoring:** Principal, Assitant Principals, Campus Security Officer				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Mambrino staff and students will participate in monthly safety trainings as needed to fullfill state requirements. (Fire, Secure Drill, Lock-down, Shelter in Place, Evacuation) **Strategy's Expected Result/Impact:** Staff and students will have knowledge of emergency response plans. Procedures and expecations followed during drills as documented by admin. Improvement in time to respond throughout the school year. **Staff Responsible for Monitoring:** Admin team, campus safety officer, teachers/staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Mambrino will pass TEA Security Audits with 100%. All doors will remain locked during instruction and at all times with students present. All exterior doors will remain locked and closed at all times. **Strategy's Expected Result/Impact:** 100% TEA Audit report **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus seciruty officer, teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Mambrino Behavior Threat Assessment Team will meet each semester as necessary to review procedures and identify concerns/threats. **Strategy's Expected Result/Impact:** Provide a safe school environment for students and staff and appropriate interventions to those who need it. **Staff Responsible for Monitoring:** Assistant Director of Special Education, Principal, Assistant Principals, Counselor.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Ensure all students demonstrate digital citizenship through cyber safety training. By the end of Six Weeks 1 all students will have completed the training. **Strategy's Expected Result/Impact:** Students will exhibit responsible use of technology. **Staff Responsible for Monitoring:** Librarian				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: We will celebrate positive student behaviors in the following ways: Capturing kids hearts character trait of the month students, STEAM star student each six weeks, Kiwanas super citizens, book machine gold coin winners for character, positive office referrals, and students online shout outs. **Strategy's Expected Result/Impact:** Students will feel recognized and valued for displaying positive behaviors which will increase motivation, strengthen connections and build character, promoting a positive school wide culture of respect and responsibility. **Staff Responsible for Monitoring:** all staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Mambrino students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will increase student involvement and engagement in academic extracurricular activities by expanding participation in UIL. Students will have the opportunity to try out for events, attend practices and compete in district UIL. **Strategy's Expected Result/Impact:** Increased student participation in UIL and other extracurricular activities, encouraging teamwork and a strong sense of school pride. **Staff Responsible for Monitoring:** Campus staff, UIL coaches and UIL coordinator.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Older students will have the opportunity to apply for leadership opportunities such as STEAM ambassadors, Capturing Kids Hearts Counsel with the counselor, announcement leaders, and class ambassadors. These opportunities will provide experiences in leadership, as well as decision making on campus. **Strategy's Expected Result/Impact:** Increased student leadership participation and engagement, stronger school culture and greater communication between staff and students. **Staff Responsible for Monitoring:** Campus admin and staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will host monthly character huddles focusing on the pillar words from Capturing Kids Hearts - character lessons will be done and activities used in classes between huddles from the Capturing Kids Hearts website. Students will be nominated by their peers and awarded the character trait of the month. **Strategy's Expected Result/Impact:** positive campus culture and climate **Staff Responsible for Monitoring:** all staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Mambrino staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Allocate title and campus resources for an Instruction and Intervention Specialists. **Strategy's Expected Result/Impact:** Provide consistent support for staff in the area of curriculum and instruction for the purpose of improving academic outcomes and retaining quality staff. 1. High teacher retention rate of 90% or greater. 2. Increase academic performance (all subjects at or above the district average). **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instruction & Intervention Specialist, Academic Support para **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** Instruction & Intervention Specialist - Title I (211), Academic Support para - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Allocate campus resources for the addition of a Behavior and Academic Support Para. **Strategy's Expected Result/Impact:** Provide consistent support for staff in the area of behavior and instruction for the purpose of improving academic and behavior outcomes and providing support for classroom teachers and instruction. 1. Decrease in repetitive student behaviors. 2. Increase academic performance (all subjects at or above the district average). **Staff Responsible for Monitoring:** Academic Support para **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Academic Support para - Title I (211)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will foster a strong partnership with Tarleton State University's Teacher Residency Program and recruit Teacher Residents for vacancies to increase the applicant pool. We will additionally participate in the Granbury ISD Job Fair, actively participating in recruitment of strong candidates to Granbury ISD. **Strategy's Expected Result/Impact:** Recruitment of high-quality teachers who've already been trained on the "granbury way" **Staff Responsible for Monitoring:** Campus Administrators, District Administrators, Cooperating teachers. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Mambrino staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement campus mentoring program for teachers new to campus and/or new to teaching through partnerships with master veteran teachers in other grade levels. The instructional specialist will remind mentors monthly of things to work with the mentee on to solidify the campus routines and procedures. **Strategy's Expected Result/Impact:** Increased rigor in lessons and planning as documented in walkthroughs, positive attainment of TTESS goals set in planning meeting with evaluator, increased growth of students as documented in student data folders and on campus formative assessments, and retention of new staff. **Staff Responsible for Monitoring:** Campus administration, new teachers and selected mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The administrative team and instructional specialists will utilize Observation Feedback to close gaps in teaching practices and classroom management, creating a high rigor minded staff focused on student achievement. **Strategy's Expected Result/Impact:** All coached staff will have a 3 coaching sessions, unless noted as only follow up coaching with 1 shift. We will provide consistent support for staff in the areas of classroom management and rigor for the purpose of improving academic outcomes and retaining quality staff. **Staff Responsible for Monitoring:** Admin team, instruction & intervention specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title I (211)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Curriculum PD (scheduled throughout the school year) will allow teachers to attend individualized sessions to learn and apply new knowledge and skills. **Strategy's Expected Result/Impact:** Teacher retention, building skill set. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Intervention and Instructional Specialist, Curriculum Department. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We as a campus will utilize instructional rounds several times this school year to dive deeper into the strategy of "Engaging all students" **Strategy's Expected Result/Impact:** Increase in student engagement, allowing for an increase in test scores and data. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: GISD summer curriculum and technology training will be offered to teachers and staff. Teachers will complete required state and local training. **Strategy's Expected Result/Impact:** All staff will complete professional development of choice, in addition to required state trainings. 1. Teacher retention 2. Complete certifcation requirements for state license renewal. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Director and Human Resources. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will work to maintain a positive campus culture by providing opportunities for staff to encourage and spend time with one another in the following ways: Sunshine Committee, staff meetings, staff outtings, common grade level lunch period, monthly PTO staff luncheons, summer swim parties, and weekly submission links for parents to send shout outs. **Strategy's Expected Result/Impact:** Increased retention **Staff Responsible for Monitoring:** Campus Administrators, Committee members **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Every classroom will have an additional 5 minutes walk-through each six weeks. We will use the "keep doing that" form to note something incredible staff is doing as a positive affirmation and document these on our tracking spreadsheet. **Strategy's Expected Result/Impact:** Positive affirmations with staff lead to increased positive culture and staff retention. **Staff Responsible for Monitoring:** Campus adminstration team				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: We will form a STEAM Principal Counsel (volunteer) group that meet monthly updating the principal on things that are working and things that need attention on campus. Items could be management, curriculum, behavioral, student needs, culture updates and more. **Strategy's Expected Result/Impact:** Staff who feel their opinions are heard and valued, leading to a stronger campus culture and climate, and systems that work for all stakeholders.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Mambrino staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will strengthen professional training and development by providing tiered support of professional development for all teachers. This will include Get Better Faster observation/feedback coaching, campus and network instructional rounds, instructional coaching cycles, learning walking, model teaching, and monthly Campus leadership team meetings. **Strategy's Expected Result/Impact:** Teachers will demonstrate stronger instructional practices in both rigor and classroom management and will foster continuous growth, collaboration and consistency across classrooms, leading to higher student achievement. **Staff Responsible for Monitoring:** all staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Mambrino students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The counselor will launch Parent Connect events on campus each semester of the 25-26 school year in order to bring together families from our campus to share insights over topics related to their students. The campus will continue with Parent University, STEAM Scream, PTO holiday family night, and STEAM Literacy Night. **Strategy's Expected Result/Impact:** Engage parents at a more frequent level regarding student topics they survey as important; the counselor will provide resources for support and community outreach agencies. Increased parent attendance at campus events. **Staff Responsible for Monitoring:** Counselor, campus administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** educational materials or snack items for family night - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Campus Parent Family Engagement (PFE) Liason will create events to promote and encourage family engagement. **Strategy's Expected Result/Impact:** Increase school/parent relationships at Mambrino. **Staff Responsible for Monitoring:** Principal, Assitant Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PFE Stipend - Title I (211)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Parent Meetings will be hosted within the first three weeks of the school year. Timely information will be shared on school routines and procedures. The admin team will present on the parent and family engagement plan showing the positive relationship between school and home. Grade levels will encourage reading at home as well as math facts to close the gaps between the grades. **Strategy's Expected Result/Impact:** Increased parental involvement. Support home and school connection and communication. Increase in fact fluency and reading comprehension for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Student/Parent conferences will be held once during each semester. Students will present their testing data and goal setting to parents (or loved ones). Materials for practice at home such as flash cards and sight word cards will be available. Parents will be able to confer about student data and student needs with the teacher. **Strategy's Expected Result/Impact:** Students responsible for their own data. Growth for all students in reading and math. **Staff Responsible for Monitoring:** Admin team, Instruction & Intervention Specialists, teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: We will increase communication and engagement with families through Mrs. Shipp's weekly newsletters, class dojo, strong social media, and parent conferences during the semester. **Strategy's Expected Result/Impact:** Increased two-way communication with families, as reflected in communication logs, increased parent participation on class dojo app **Staff Responsible for Monitoring:** Admin and all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will elicit parent feedback annually through a parent survey. We will provide opportunities for parents to come and be involved on campus. **Strategy's Expected Result/Impact:** Increased parent participation in annual survey **Staff Responsible for Monitoring:** Campus administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Mambrino staff will make positive connections and contacts with all families every six weeks. **Strategy's Expected Result/Impact:** Students and families that feel valued, seen and heard. **Staff Responsible for Monitoring:** all teaching staff				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Mambrino staff will utilize positive office referrals to promote good character, hard work, and leadership. **Strategy's Expected Result/Impact:** Students will feel valued and create a sense of belonging. Students crave positive affirmations so this is a way to boost morale among staff, students and families.				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Mambrino "Dadvocates" will volunteer for events on campus, help open car doors, host campus clean up days, and mentor 5th grade young men in order to grow well-rounded leaders. **Strategy's Expected Result/Impact:** more connection between home and school **Staff Responsible for Monitoring:** Bobby Stivers (Dadvocate sponsor) **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Mambrino students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Mambrino will use Capturing Kids Hearts as the guiding curriculum to build character and to promote leadership and relationships among staff, students, and families. Campus activities to support character education will be: Terrific Kids Kiwanas Super Citiens Character Huddle Assemblies Character lessons from the counselor Book Vending Machine Gold Coins for Character We will incorporate Social Contracts, Good Things, and Launches into our daily routines both for students and staff. **Strategy's Expected Result/Impact:** Reduce discipline referrals, continuation of National School of Character Designation, skill building for future relationships. **Staff Responsible for Monitoring:** Admin team, Counselor, Classroom teachers, Process Champions (CKH) **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will provide staff with meaningful leadership opportunities across campus to strengthen staff culture and engagement. Various opportunities include Campus Leadership Team, Instructional Leadership Team, CKH Process Champions, Tarleton resident mentors, and campus mentor program. Outside opportunities include Leap Academy for Aspiring leaders, District advisory committee, Teacher Incentive Allottment program, and Principal Institute (Shipp). **Strategy's Expected Result/Impact:** Empowered staff who feel valued and connected campus-wide. Sense of ownership, collaboration, and professional growth. **Staff Responsible for Monitoring:** Campus admin and teacher leaders.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Mambrino students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices

Evaluation Data Sources: Positive feedback from students, external stakeholders on end of year survey, increased involvement of diversified student groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide students a variety of experiences with multiple outside community groups as well as increased opportunities for interactions with students of different abilities and backgrounds. **Strategy's Expected Result/Impact:** Students will participate in UCS (Unified Champion Schools) events this year as we increase opportunities for our life skills and general education students opportunities to connect with the community through athletic and robotics events. Classrooms will invite parent speakers in to create awareness of diverse career paths; classroom teachers will create opportunities for Mambrino classrooms to connect virtually with classrooms across the globe. Specific classrooms will participate in Partner PE (special education) and attend YMCA field trips and CAST for kids. **Staff Responsible for Monitoring:** OT/PT, PE teacher, STEAM Coordinator, Campus Administration, District Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Each grade-level will do a STEAM project that spans across all grades with a focus on giving back. Examples include participating in opportunities with local partners such as Lemonade Day, allowing our 5th graders the opportunity to learn through hands-on experiences.				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Mambrino will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Mambrino will support district facility initiatives. Data will be collected to support demographic studies as directed by district administration. **Strategy's Expected Result/Impact:** Collecting data in a timely manner will help develop a plan that will be used to address campus capacity concerns. **Staff Responsible for Monitoring:** Principal, Assitant Principal, Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Staff will participate in long-range planning to strategically address increased enrollment throughout GISD and at STEAM Academy at Mambrino. **Strategy's Expected Result/Impact:** Help solve overcrowding and to allow for facility upgrades in classrooms, specifically special education spaces at Mambrino. **Staff Responsible for Monitoring:** Admin and teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Long range planning and discussion to replace playground equipment. Our equipment is dangerous and can no longer be repaired as parts are not available. **Strategy's Expected Result/Impact:** Safety **Staff Responsible for Monitoring:** District Facilities personnel				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Mambrino will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Mambrino PTO will attend the annual PTO/Booster training to ensure they are fully informed about financial procedures and best practices. Budgets will be printed and shared at monthly PTO meetings for parents to view. **Strategy's Expected Result/Impact:** Clear understanding of financial procedures and allocation of resources. **Staff Responsible for Monitoring:** District staff, campus admin and PTO volunteers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus principal and school secretary will meet monthly to review the budget and monitor expenditures. When needed we will consult with Federal and Local program coordinators to ensure funds are in compliance. **Strategy's Expected Result/Impact:** Improved budgeting **Staff Responsible for Monitoring:** Campus admin, secretary, District coordinators.				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Mambrino will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will pursue grant opportunities through GEF to fund innovative programs and enrich learning for all students. **Strategy's Expected Result/Impact:** Increased access to funding for student programming including expanded opportunities not accessible in the curriculum and Local budget. **Staff Responsible for Monitoring:** All staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Mambrino School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Mambrino School

Name	Position	FTE
Christie Bills	Math Interventionist	1
Martha Phillips	Benchmark Reading Interventionist	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment was conducted on May 27, 2025 and examined demographics, academic performance, school processes and programs, curriculum and instruction, family and community involvement, and technology. Part of this process involved reviewing PIEMS data, campus assessment results (including MAP, MCLASS, STAAR, Benchmarks and CA's), teacher input regarding curriculum, and input from stakeholders, including families and parents.

The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards.

The CNA identified:

- Strength in student achievement in Reading
- Areas of need in personnel retention and increased opportunity for parental involvement as well as staff balance of personal and professional support, Math and Science STAAR
- Prioritization of aligning roles and responsibilities among the admin team including the Instruction and Intervention Specialists, using staff surveys to check the pulse of the campus, and changes in campus procedures based on staff feedback, as well as goal setting for Administrative team aligned with survey feedback questions.

1.2: Location for Evidence of Multiple Meetings Held

A comprehensive improvement plan was developed on May 27, 2025 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

- Approximately $150,000 in title funds were used for Instruction and Intervention Specialist and tutoring during the school day and after school, funding an Instruction and Intervention Specialist position, as well as providing needed supplies for Parent and Family Engagement nights.
- For 25-26 school year we are continuing with a Behavior & Academic Intervention Para to support behavior in the classroom and allow more focus on tier 1 instruction, directly affecting STAAR performance.
- We are also adding an additional Instruction and Intervention Specialist. One will focus on K-5 math and science, while the other will focus on K-5 reading, writing and social studies.
- Increased use of diagnostic online assessment tools (iReady, mClass, I ready)

Melissa Shipp, Jessica Johnson, Molly Whisenhunt, Angie Couto, Meredith Payne, Liz Howard, and the CAC School Team.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP will be reviewed regularly (December, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards.

2.2: Stakeholders 1114(b)(2)

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The school will monitor students' progress in meeting the challenging State academic standards by (examples below):

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
- Identifying students who might be at risk for academic failure.
- Providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards, and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve conditions for student learning.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Instructional strategies and increased learning time from CIP:

- Intervention time (HB4545) AIP minutes
- Increased tutoring outside of the instructional day
- Alignment of academic vocabulary in K-5, specifically in Science and Academic Vocabulary
- Consistent implementation of the new Bluebonnet Math curriculum to guage growth throughout the school year.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Title I Personnel

Name	Position	Program	FTE
Elizabeth Howard	Instruction and Intervention Specialist	TITLE 1	1
Jessika Hill	Behavior & Academic Support Aide	Title 1	1
Meredith Payne	Instruction and Intervention Specialist	Title 1	1
Molly Whisenhunt	PFE Liasion	Title I	$500 Stipend

2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Kreutzer Kayla	OLT 2nd Grade
Classroom Teacher	Catherine Garland	OLT 1st Grade
Non-Classroom Professional	Liz Howard	Instructional Specialist
Community Member	Lisa Kasner	PTO President
Classroom Teacher	Lyndi Wells	OLT Sped Teacher
Classroom Teacher	Jennifer Bloodworth	OLT 5th Grade
Classroom Teacher	Tina Winchester	Kinder OLT
District-level Professional	Karla Wilmeth	district representative
Classroom Teacher	Melissa McKelvain	OLT 4th Grade
Classroom Teacher	Leah Sherrill	OLT 3rd Grade
Non-classroom Professional	Angie Couto	Counselor
Non-classroom Professional	Meredith Payne	Instructional Specialist
Classroom Teacher	Stacey Dudley	Teacher
Classroom Teacher	Deidra Zschiesche	Teacher
Non-classroom Professional	Molly Whisenhunt	Assistant Principal
Non-classroom Professional	Jessica Johnson	Assistant Principal
Administration	Melissa Shipp	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025

NETTIE BACCUS ELEMENTARY

Campus Improvement Plan At-A-Glance
2025-2026
Shine Bright at Baccus
#BaccusShines

Baccus Vision

At Baccus Elementary, we will foster a nurturing and inclusive environment where every child feels safe, valued, and inspired to reach their full potential.

Baccus Mission

At Baccus Elementary, we strive everyday to cultivate a love of learning, encouraging critical thinking and problem-solving to empower our students to grow into responsible, global citizens.

Baccus Motto

I CAN achieve! I WILL succeed!
Because I MATTER!

Baccus Data

3rd Reading 69/38/9
3rd Math 65/31/9
4th Reading 81/59/26
4th Math 69/42/20
5th Reading 73/52/19
5th Math 76/40/14
5th Science 72/35/9
23-24 Accountability Grade: 74 (C)
24-25 Accountability Grade: 81 (B)

ACADEMIC PERFORMANCE/FUTURE READY

- Monitor strategies to promote continuous improvement for all students
- Use of high leverage research based instructional strategies to promote achievement and growth for all students through small group instruction, MTSS, tutoring, and goal setting
- Regular PLCs with a strategic focus on data, high leverage strategies and action steps for targeted instruction
- Increase student achievement and accelerate instruction through Saturday School
- Continued professional learning in curriculums to deepen understanding of content and level of rigor with fidelity of implementation including new math curriculum
- All K-3 teachers trained and instruction is aligned in Science of Teaching Reading
- Continue strong implementation of Capturing Kids Hearts with a focus on building relationships (Rising Star Campus)
- Celebrate and recognize students throughout the school year
- Continued implementation of House Rallies, Baccus Treasures, and Principal Advisory Committee for student involvement

HIGHLY EFFECTIVE STAFF

- Allocate federal funds for two Instructional and Intervention Specialists and one Bilingual Paraprofessional
- Support currently certified teachers and paraprofessionals to earn additional teaching credentials
- Provide high quality staff development to support teacher planning and implementation of effective lessons to address needs of students
- Implement district-wide mentoring program for all new staff
- Utilize Observation and Feedback coaching model to close gaps in teaching practices and classroom management

STUDENT/STAFF/COMMUNITY CULTURE

- Campus Parent and Family Engagement Coordinator (PFE) will promote and encourage family engagement
- Host multiple events for families and community to engage in educational activities
- Utilize federal funds to partner with Communities in Schools (CIS) to offer resources and attendance support for families
- Partner with Ruth's Place in afterschool program to support students struggling with reading
- Build a habit of good attendance early to support student success
- Grow students in establishing life-long habits of eating healthy and physical activity
- Campus will host 2 parent/teacher conferences and 1 student-led conference
- Utilize Capturing Kids Hearts to build character, community, and promote leadership
- Support military-connected families
- Continued Implementation of campus committees to address and support systems
- Celebrate and recognize staff throughout the year

FACILITIES AND SAFETY

- Staff will participate in long-range planning
- Baccus will work closely with various organizations, businesses, and churches to secure alternative funding resources
- Staff and students will have knowledge of emergency response plans
- Staff and students will participate in safety training and drills
- PBIS reboot in common areas to promote being responsible, safe, and respectful aligned with Capturing Kids Hearts

Granbury Independent School District

Baccus Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

In addition, the Baccus Mission is to provide a safe and nurturing environment that will inspire and challenge all students to learn and develop into productive, responsible citizens.

Vision

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Motto "I can. I will. I matter."

Value Statement

We believe every student can grow in all areas and become life-long learners.

We believe students' futures are impacted by experiences.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe positive relationships are essential for successful learning.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
School Processes & Programs 5
Perceptions 6
Priority Problem Statements 7
Comprehensive Needs Assessment Data Documentation 8
Goals 10
Goal 1: Nettie Baccus Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 10
Goal 2: Nettie Baccus Elementary staff will be highly effective, well supported, and valued both personally and professionally. 18
Goal 3: Nettie Baccus students, staff, families, and community will be connected, supported, respected, and value the educational experience. 22
Goal 4: Nettie Baccus Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 27
Title I 33
Title I Personnel 34

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

A comprehensive needs assessment was conducted on May 28, 2024 and examined Baccus school culture, building teacher capacity, and preliminary STAAR using staff surveys, behavior room data, observation/feedback tracker, targeted improvement plan, ESF diagnostic and STAAR data. The CNA process included information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing or are at-risk of failing, to meet the challenging State academic standards and behavioral expectations.

The CNA identified:

- Strengths: Campus-wide behavior expectations, procedures of behavior room, all teachers received Get Better Faster coaching and met goal of three
- Areas of Need: Time management support such as helping teachers and leadership balance their time, being intentional with blocking the observation
- Prioritization of needs: Two instructional coaches is priority. If funding is available: field trips covered and Saturday school

School Processes & Programs

School Processes & Programs Strengths

- All teachers and administrators are required to complete yearly EL training.
- All teachers are required to complete yearly GT training.
- Vertical alignment teams work together to strengthen tier 1 instruction.
- All administrators have been trained in the PLC process, Get Better Faster Program and TTESS to provide support on campus.
- All BES teachers have been trained in Get Better Faster Programs and TTESS.
- BES has clearly defined procedures available to all staff through the online Campus Handbook on the BES Faculty Google Website and the District Handbook.
- Instructional Technologists assist staff with implementation of technology in the classrooms.
- Behavior room is available to assist with student individual needs and social skills.
- Two instructional coaches are available to assist teachers as needed. One bilingual interventionist is available to assist teahers as needed.
- Systematically tracking data to determine individual student needs.
- A campus-wide schedule blocks 15 minutes off for the classroom teacher to provide character education first thing every morning.

Perceptions

Perceptions Strengths

- Parent communications are provided in Spanish and English.
- Multiple opportunities are provided for parental and community involvement.
- Safety audits confirm a safe and orderly environment throughout the campus.
- Continually taking informative measures through CAC plus/deltas and staff surveys to check on campus culture/needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Nettie Baccus Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Nettie Baccus Elementary will strengthen academic achievement and growth for all students.

High Priority

HB3 Goal

Evaluation Data Sources: Formative and formal assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will use high-leverage research based instructional strategies to promote achievement and growth for all students including Emergent Bilingual, Special Education, Dyslexic, 504, and At Risk students such as MTSS, small group instruction, tutoring, and goal setting. **Strategy's Expected Result/Impact:** Students will be on or above grade level in reading, math and science as measured by formative and summative assessments such as STAAR, MClass, and iReady **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2, 3, 4 - Student Achievement 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Through ongoing Professional Learning Communities, grade level teams will meet regularly to disaggregate data, focus on high leverage strategies and action steps for targeted instruction, and interalize curriculum with a strategic focus on growth for every student. **Strategy's Expected Result/Impact:** Students will be on or above grade level in reading, math and science as measured by formative and summative assessments such as STAAR, MClass, and iReady **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase student achievement and accelerate instruction through tutoring and Saturday School opportunities for reading and math and language acquisition for immigrant/newcomer learners. **Strategy's Expected Result/Impact:** With these extended year opportunities, we will be able to intervene with gaps and accelerate instruction to support the learning for students to show growth within the school day **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** IMM - Title III (263) - $800, - Title I (211) - $6,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Immigrant/Newcomer students will have access to technology to support language acquisition including but not limited to online programs, computers, and headphones. **Strategy's Expected Result/Impact:** Newcomer students increase at least a performance level in language acquisition as measured by TELPAS **Staff Responsible for Monitoring:** Instructional Leadership Team **Problem Statements:** Demographics 4 **Funding Sources:** - Title III (263) - IMM - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All teachers will receive curriculum training and ongoing support for materials, including new Bluebonnet Math, through professional learning communities, professional learning days, instructional walks, and individual/team coaching/modeling. **Strategy's Expected Result/Impact:** Increase teachers' knowledge and implementation of curriculum and evidence based practices to positively impact student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All new reading teachers in Kindergarten through third grade, Special Education, and interventionists will receive additional training in the Science of Teaching Reading (STR) per requirements of HB3. **Strategy's Expected Result/Impact:** Increase teachers' knowledge and implementation of best reading practices to positively impact student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Allocate funds for one paraprofessional interventionist who will support students to make academic gains through intentional intervention. **Strategy's Expected Result/Impact:** Increase academic performance (all subjects at or above the district average) **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Continue to provide supplemental curricula, instructional materials, educational software, and/or assessment resources to identify and support GT students in order to increase academic achievement. **Strategy's Expected Result/Impact:** Increased GT identification, increased academic achievement **Staff Responsible for Monitoring:** Principal, GT Teacher				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Nettie Baccus Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Nettie Baccus Elementary will increase college, career, and/or military readiness (CCMR).

High Priority

HB3 Goal

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students will engage in Future Ready (CCMR) dress up days each six weeks to bring awareness. **Strategy's Expected Result/Impact:** Bring awareness to various future options for students and help increase CCMR at secondary level **Staff Responsible for Monitoring:** Administrative Leadership Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Baccus Elementary will host a Career Day for all students in the fall for them to explore different career options. **Strategy's Expected Result/Impact:** Bring awareness for career options and help increase CCMR at the secondary level **Staff Responsible for Monitoring:** Administrative Leadership Team including Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nettie Baccus Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Nettie Baccus Elementary will ensure safety, well-being, and connection for all students.

High Priority

Evaluation Data Sources: Students will be at 4.5 on Capturing Kids Hearts MOY and EOY surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Grow students in establishing life-long habits of eating healthy and regular physical activity by teaching regular best practices for stretching, encourage all students to participate in the Miler's Club, educating healthy food choices, and monitoring their personal goals and progress. **Strategy's Expected Result/Impact:** Complete state fitness assessment and guide families to better understand their student's personal progress/Miler's Club participation **Staff Responsible for Monitoring:** Administrative Leadership Team, PE Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue strong implementation of Capturing Kids Hearts school wide and within each classroom that focuses on building relationships and accountability where students feel seen, heard, and valued, and motivated to learn. **Strategy's Expected Result/Impact:** A 4.5 or greater on MOY and EOY results of the Capturing Kids Hearts Survey **Staff Responsible for Monitoring:** Instructional Leadership Team, Process Champions **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Baccus will celebrate and recognize good character through a variety of incentives and awards including but not limited to Leadworthy Character Trait Awards and gold coins, dojo points, positive office referrals, field trips and celebrations. **Strategy's Expected Result/Impact:** Reduce discipline referrals and resets **Staff Responsible for Monitoring:** Campus Leadership Team and Behavior Support Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Nettie Baccus Elementary students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Nettie Baccus will increase student involvement and engagement in campus activities.

Evaluation Data Sources: Number of opportunities for student engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continued implementation of the House System and House Rallies. **Strategy's Expected Result/Impact:** Student involvement and positive feedback about House System implementation and rallies **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Baccus will strengthen student leadership abilities by implementing Baccus Treasures and the Principal Advisory Council (PAC) for the campus. **Strategy's Expected Result/Impact:** The Treasures will lead tours on campus, be trained on exceptional qualities of a leader, host different events that happen on campus, and support House activities The PAC will learn about leadership skills and work to accomplish a special project each semester that will improve the campus **Staff Responsible for Monitoring:** Administrative Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nettie Baccus Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Nettie Baccus Elementary will strengthen recruitment systems for highly qualified staff.

High Priority

Evaluation Data Sources: 100% staffed each year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support currently certified teachers and paraprofessionals to earn additional teaching credentials. **Strategy's Expected Result/Impact:** Number of increased certifications, L.E.A.P. Academy participants Result measured by assisting a minimum of 2 teachers or paraprofessionals enroll in courses toward advancement of career **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize outside agencies to help support recruitment of high need, hard to fill positions such as bilingual teachers. **Strategy's Expected Result/Impact:** 100% staffed each year in high need, hard to fill positions **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nettie Baccus Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Nettie Baccus will establish retention systems for highly qualified staff.

High Priority

Evaluation Data Sources: Retention number increase each year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will be provided assistance in the structure of and participate in high quality staff development to ensure they plan/implement effective lessons that address the needs of our students. **Strategy's Expected Result/Impact:** Teachers will grow in their domains for TTESS and students will increase in overall student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Instructional Leadership Team will utilize Observation Feedback coaching to close gaps in teaching practices and classroom management, creating a high rigor-minded staff focused on student achievement. **Strategy's Expected Result/Impact:** Level of effective instruction increases through evidence of formative and formal assessments **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implementation of comprehensive teacher mentoring program for all new teachers to the profession and to campus through utilization of campus master teachers. **Strategy's Expected Result/Impact:** Teacher instructional growth and increased retention rates **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Allocate federal campus title funds for two Instructional and Intervention Specialists and one bilingual paraprofessional. **Strategy's Expected Result/Impact:** Provide consistent support for staff in the area of curriculum and instruction for the purpose of improving academic outcomes and retaining quality staff **Staff Responsible for Monitoring:** Administrative Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Nettie Baccus Elementary staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Nettie Baccus will strengthen professional training and development systems of highly qualified staff.

High Priority

Evaluation Data Sources: Number of professional learning opportunities in relation to student achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will have ongoing opportunities through intentional and individualized professional learning opportunities including but not limited to coaching (Get Better Faster coaching model), professional learning communities, and professional learning days. **Strategy's Expected Result/Impact:** Teachers will be equipped with high leverage, high impact instructional strategies for effective instructional delivery **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus will conduct Learning Walks for job-embedded peer learning opportunities throughout the school year. **Strategy's Expected Result/Impact:** Positive reflections of experiences and implementation of high leverage effective strategies **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Nettie Baccus students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Nettie Baccus Elementary will strengthen student and family culture and engagement.

High Priority

HB3 Goal

Evaluation Data Sources: A 4.5 or higher on Capturing Kids Hearts survey for MOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Campus Parent Family Engagement (PFE) Liason will create events to promote and encourage family engagement. **Strategy's Expected Result/Impact:** Increase parental involvement based on participation in family nights and other hosted events using sign in sheets **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Family and Community Engagement 1, 2 **Funding Sources:** PFE Coordinator - Title I (211) - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Host multiple events, including Title 1 Night, to give students, families, and community members opportunities to engage in educational activities. **Strategy's Expected Result/Impact:** Sign in sheets and reports from raptor will show an increase in parental involvement Class DOJO school story and family newsletters will document campus advertisement for the different events as well as family participation in this communication system we use at Baccus **Staff Responsible for Monitoring:** Campus Leadership Team, PTO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1, 2 **Funding Sources:** Family Night - Title I (211) - $800				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Baccus will show support and commitment to meeting the unique needs of military-connected students and their families. **Strategy's Expected Result/Impact:** Purple Star Campus Designation will be earned based on meeting the specified criteria. Families will feel welcomed and supported. **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Baccus will work on building the habit of good attendance early to support student success by informing all stakeholders the importance of good attendance, contacting families regularly, providing engaging instruction, as well as incentives to foster a love for learning that makes students want to come to school. **Strategy's Expected Result/Impact:** Student attendance will increase to 96% or higher by the end of the year based on data provided from skyward and Raewee **Staff Responsible for Monitoring:** Administrative Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Family and Community Engagement 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Baccus will conduct 2 Parent Teacher Conferences and 1 Student Led Conference to inform parents/guardians of student progress and growth and discuss ways to support at home. **Strategy's Expected Result/Impact:** Parents/Guardians aware of student progress **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3 - Family and Community Engagement 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Nettie Baccus students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Nettie Baccus Elementary will strengthen staff culture.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Enhance teacher appreciation and boost moral with meaningful incentives and celebrations including but not limited to Thumbs Up Thursday, Baccus Bucks, Baccus Brags, Affirmation Station, Capturing Kids Hearts Teacher Awards, and Sunshine Spreader . **Strategy's Expected Result/Impact:** On Capturing Kids Hearts Survey, teachers are at 4.5 or higher on MOY and EOY surveys **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement campus committees to address and support systems and high need areas/priorities including Campus Sunshine Committee. **Strategy's Expected Result/Impact:** Committees will create and address systems and processes for a more streamlined focus in high need areas, including but not limited, to attendance, behavior, and safety. **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Nettie Baccus students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Nettie Baccus Elementary will increase community relationships and transparency practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: BES staff will maximize our partnership with Communities In Schools to offer a variety of resources, including attendance support for Baccus students and their families. **Strategy's Expected Result/Impact:** Review the caseload of families that the social worker serves directly to ensure each family recieves additional support as needed throughout the year. Monitor attendance (including tardies) for the caseloads. **Staff Responsible for Monitoring:** Administration, Communities in School Social Worker, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1, 2 **Funding Sources:** - Title IV (289)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Work closely with Ruth's Place to support students who are struggling readers and grow our partnership to serve more students and families. Our Instructional and Interventionist Specialists will provide training to volunteers to support student academic growth. **Strategy's Expected Result/Impact:** Students will have a safe place to go after school, students will improve reading skills based on BOY and EOY Reading iReady and MClass Data. **Staff Responsible for Monitoring:** Campus Leadership Team, Counselor, Ruth's Place Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Family and Community Engagement 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Nettie Baccus Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Nettie Baccus Elementary will create/refine long-range facility and asset plans.

Evaluation Data Sources: Evidence of plans and conversations of future planning

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will participate in long-range planning to address increased enrollment throughout GISD and at Nettie Baccus Elementary. **Strategy's Expected Result/Impact:** Passing a possible bond to help solve overcrowding and to allow for facility upgrades in classrooms, specifically the gymnasium, parking, and improvement of driveway/parking lots to improve parent/bus pick up situations. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Administration will share facility needs and planning recommendations with GISD based on growth and data. **Strategy's Expected Result/Impact:** Campus has adequate earning spaces for all students and staff **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nettie Baccus Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Nettie Baccus Elementary will refine and commit to transparent and effective and budgeting process.

Evaluation Data Sources: Transparency in budgeting process

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Title expenditures will be shared annually with all parents during annual Title I Night in the fall and staff/ community through Campus Advisory Council meetings. **Strategy's Expected Result/Impact:** Transparency in budget with families, staff, and community **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Family and Community Engagement 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Campus Advisory Committee will be provided with an overview of campus expenditures to help identify priority needs. **Strategy's Expected Result/Impact:** Expenditures going to high need areas **Staff Responsible for Monitoring:** Administration, Campus Advisory Committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Nettie Baccus Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Nettie Baccus Elementary will explore/expand alternative revenue sources.

Evaluation Data Sources: Increased alternative revenue resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Administration will support and work closely with Parent Teacher Organization (PTO) to effectively use funding as an alternative funding resource. **Strategy's Expected Result/Impact:** Support with revenue in areas of need that will support campus goals **Staff Responsible for Monitoring:** Administration, PTO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Administration will work closely with businesses and churches to help support areas of need for students and staff through donations of items such as school supplies, clothing, backpacks, etc. and monetary donations for Saturday School and field trip experiences for students as well as other areas of need. **Strategy's Expected Result/Impact:** Increased donations and donation revenue **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Staff will seek additional funding through GEF (Granbury Education Foundation) grants for innovative classroom additions and projects. **Strategy's Expected Result/Impact:** Additional funding through awarded grants will invest, encourage and support educational excellence **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Nettie Baccus Elementary will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 4: Nettie Baccus Elementary will maintain a safe and secure learning environment for staff and students.

High Priority

Evaluation Data Sources: All drills are conducted; passed all TEA audits including District Vulnerability Audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Baccus Administration team and the School Marshal will walk the campus each morning to greet all students, check on student behaviors, and ensure all classroom doors are locked. In addition, our School Resource Officer will perform multiple checks daily. These will be noted on the safety checklist audit form and sent to the principal and assistant principal regularly for review. **Strategy's Expected Result/Impact:** Safe and secure campus **Staff Responsible for Monitoring:** Administrative Leadership Team, School Marshal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Baccus staff and students will participate in safety drills and training as needed to fulfill state requirements. (Fire, Secure Drill, Lock-down, Shelter in Place, Evacuation) **Strategy's Expected Result/Impact:** Staff and students will have knowledge of emergency response plans. Procedures and expectations followed during drills as documented by admin. Improvement in time to respond throughout the school year. Baccus will pass the TEA Security Audit with 100% - All doors will remain locked during instruction and at all times with students present. All exterior doors will remain locked and closed at all times. **Staff Responsible for Monitoring:** Administrative Leadership Team, School Marshal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Baccus will conduct a PBIS reboot with specific expectations and procedures in common areas the specifically focus on being safe, responsible, and respectful aligned with Capturing Kids Hearts. **Strategy's Expected Result/Impact:** Students will be safe and follow procedures throughout the building **Staff Responsible for Monitoring:** Administrative Leadership Team, Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

Title I Personnel

Name	Position	Program	FTE
Chelsey McCord	Instructional&Interventionist Specialist	Title I	1
Jairo Martinez	Instructional&Interventionist Specialist	Title I	1
Lacey Clark	PFE Liason	Title I	$500 Stipend

ONE TEAM
ONE DREAM

Oak Woods School
Campus Plan at a Glance
2025-2026

Mission Statement

At Oak Woods we will hold high academic expectations, promote character, and develop skills in all students.

Vision

Creating a culture build on connection, communication, and character.

1. Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Academic Performance

- Campus IIS will participate and assist grade level teams in weekly planning and lesson preparation.
- All instructional staff will participate in PLC meetings.
- Teachers will regularly update student data sheets.
- Provided supplemental instructions to support student success.
  Dyslexia, Benchmark Intervention, Reading & Math Tutors.
- Bluebonnet Math
- Units of Study & Patterns of Power
- Benchmark Phonics
- Pirate Time (MTSS)
- Effective use of academic time.
- HB 3 Reading Goals
- GT
  - History Fair, UIL A+, Weekly Activities, N.A.V.I.G.A.T.E.
- 2, 1, None Club & Master Awards

Supplemental Materials

Benchmark Phonics, iXL Math Program, Early Reading Literature (F&P), iReady, Summit K-12 TELPAS

Safety

- Emergency Operating Procedures
- School Safety and Security Committee
- Monthly Safety Trainings
- 100% TEA Safety Audit
- Behavior Threat Assessment team

2. Granbury ISD staff will be highly effective, well supported, and valued both personally and professionally.

Recruitment & Retention

- Intervention & Instructional Specialist (IIS)
- GISD Mentoring Program
- Monitor campus climate. (Fun Committee, Social Committee, Staff Parties, Good News Celebrations)
- Teacher Incentive Allotment

Professional Development

- Get Better Faster (Observation Feedback)
- Campus Staff Development/Training
- TTESS

STAAR Goal

Reading 94% (+2) EDS – 97% (+2)
Math 90% (+3) EDS – 95% (+2)
Science 88% (+4)

Master/College Readiness

Reading 48% (+2)
Math 46% (+5)
Science 33% (+5)

#teamoakwoods **#piratefamily**

3. **Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.**

Engagement

- Parent Family Engagement (PFE) Liaison
- Community Speakers
- Parent Involvement Meetings (Hot Topics)
- Parent-Teacher Conferences

Students/Staff

- Capturing Kids' Hearts
  - Monthly Character Traits
  - Social Contracts
  - Kindness Box
  - Positive Office Referrals
  - Shining Stars
  - Service Projects
- Purple Star Campus
- Digital Safety & Responsibility
- Reduce Disruptive Learning (CKH)
- 5th Grade Video

4. **Granbury ISD will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.**

Facilities & Finance

- Long-range planning
- Partner with GEF

"The Oak Woods Way"

- High Expectations
- Character #1/Academics #2
- K.I.S.S./Stick to the Plan
- Routines and Procedures
- Positive Parent Contacts (Weekly Postcards, Positive Officer Referrals, Phone Calls)
- You don't have to like everyone, but you still have to be kind and respectful.

Connection. Communication. Character.

#teamoakwoods **#piratefamily**

Granbury Independent School District

Oak Woods School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovatiove, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

WE BELIEVE: Positive partnerships with family and community are important for students success. Students should be future ready.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 8
- Curriculum, Instruction, and Assessment 9
- Family and Community Engagement 10
- School Organization 11
- Technology 12

Priority Problem Statements 13

Comprehensive Needs Assessment Data Documentation 14

Goals 16
- Goal 1: Oak Woods students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills. 16
- Goal 2: Oak Woods staff will be highly effective, well supported, and valued both personally and professionally. 24
- Goal 3: Oak Woods students, staff, families, and community will be connected, supported, respected, and value the educational experience. 28
- Goal 4: Oak Woods will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. 32

State Compensatory 35
- Budget for Oak Woods School 35
- Personnel for Oak Woods School 35

Title I 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Woods Elementary averaged 544 students for the 24-25 school year, which is a decrease compared to our 23-24 spring semester enrollment. Our ethnic and racial background enrollment was approximately 71.1% white, 23.4% (+3) Hispanic/Latino, and 5.5% other. Approximately 41% of our students were economically disadvantaged and 28.5% (+1) were considered at-risk. 13.8% of our students qualify for special education services, 3% have a 504 plan, 3.9% have been identified as having dyslexia, 5.5% (-1)have qualified as Gifted and Talented, and 2.2% are considered Emergent Bilinguals.

Demographics Strengths

Academic achievement remains strong even with 41% of students receiving free and reduced breakfast and lunch. Common Assessment, Benchmark, and MAP data through Spring of 2025 indicated strong academic performance.

EDS students STAAR 2025 results

- RLA: 95% Approaches, 81% Meets, 47% Masters

- Math: 93% Approaches, 74% Meets, 41% Masters

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students of "Two or More Races" will be monitored for academic achievement and growth in the area of reading and math. We will continue to monitor the growth of our "Bilingual" and "Special Education" students.
Root Cause: Students in this specific areas tend to have less exposure to academic vocabulary. Special Education students have been identified as being behind their grade level peers by two or more grades.

Student Achievement

Student Achievement Summary

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan and Needs Assessment.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the instructional specialist and assistant principal each six weeks. Multi-tiered System of Supports (MTSS) and information on data sheets will be used to identify student needs in a timely manner. Beginning of the Year (BOY) assessment data and released STAAR assessments data will be used to identify students who are struggling academically and in need of classroom interventions to close academic gaps.

Identified students will receive instruction by the classroom teacher for Tier I, Tier II and Tier III interventions. Intervention & Instructional Support personnel (IIS, formally IS) will also provide instructional support for Tier II/Tier III students in grades Kinder - 5. The Intervention & Instructional Specialist and place kindergarten, first, second, third, fourth and fifth grade students in small group reading and math classes. K-2 students will be assessed in math and reading using MAP and mClass; 3-5 students will be assessed in math, reading, language arts, and science using the MAP assessment. These assessments will be conducted at the beginning, middle, and end-of-year and be used as a monitor for overall growth.

STAAR 2025 Scores

3rd Reading 83%

3rd Math 76%

4th Reading 97%

4th Math 89%

5th Reading 95%

5th Math 95%

5th Science 85%

Student Achievement Strengths

End-of-year mClass data for K-2 grades showed significant gains in overall reading ability. Across K-2 for the campus at the beginning of the year, 57% of students scored in the at or above benchmark range. By the end of the year, that number increased to 76% (See EOY mClass Report in addendums).

End-of-year MAP Math data showed improvement in student achievement as a campus, with a nine percent increase in median percentile. The overall

median percentile score for grades K-5 went from 63rd percentile at the BOY to the 72nd percentile at the EOY, putting the median achievement score for all grades above benchmark levels (See EOY MAP Report in addendums).

STAAR 2025 Mastery Scores:

3rd Reading 24%

3rd Math 24%

4th Reading 43%

4th Math 41%

5th Reading 41%

5th Math 35%

5th Science 24%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2025 Student STAAR Performance: 66% of EDS students achieved Meets on the 2025 STAAR Math assessment. - Goal: 75% will achieve Meets on the 2026 STAAR Math assessment. 36.26% of 5th grade students Mastered (5+) the 5th grade writing portion of STAAR. - Goal: 50% of 5th grade students will receive Mastered (5+) on the writing portion of STAAR.
Root Cause: 3rd grade math is an area of weakness. - new math curriculum, Bluebonnet

School Culture and Climate

School Culture and Climate Summary

The strong core values of Oak Woods allowed us to be recognized by Character.org and TEPSA as a State and National School of Character for the 2019-2024 school years.

U.S. News and World Report identified Oak Woods as being in the top 3% of elementary schools in the state of Texas, with a ranking of 193 out of 6,495 total schools.

All Oak Woods staff received Capturing Kids' Hearts training at the beginning of the 24-25 school year. Oak Woods School has been named as a Rising Star Campus.

Focus for the 2025-2026 School Year:

- Continue to focus on character education through implementation of Capturing Kids Hearts, Character Counts lessons led by counselor, Shining Star awards each grading period, and end-of-year Golden Awards for character
- Continue communicating important information with families through weekly newsletter from the principal
- Continue school-wide morning meetings in the cafeteria at the beginning and end of each week to share important information, celebrate accomplishments and birthdays, and develop our campus community
- Continue to use staff, student, and family surveys to guide the Campus Leadership Team in planning for the new school year
- Continue to recognize teachers through Pirate of the Month awards and posting Staff Shout-Outs in the teacher's lounge and on classroom windows
- Continue to partner with Stonewater Serves and PTO to provide staff appreciation luncheons and treat carts

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals are highly qualified. Human Resources determines that applicants are highly qualified before they are allowed to interview for employment. Staff have the opportunity to participate in PD throughout the summer and during the school year. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Teachers will receive coaching and training specifically focused on effective writing instruction. This coaching and training, provided by our IS and through the curriculum department, will also focus on preparing students for written responses and various item types on the STAAR assessment. All classroom teachers are given an opportunity to participate in collaborative groups to share instructional ideas, examine data, and share successes.

The Benchmark Education Phonics Program will be continue for the 3rd year in Kinder - 2nd grade as well as Heggerty (year 4). All teachers will receive program training and progress monitoring training that is associated with both programs. Kinder - 2nd grade teachers will continue to implement Benchmark Intervention for the 3rd year for students who are struggling with phonics instruction. The campus Intervention & Instructional Specialist (IIS) will assist teachers with ongoing training in these areas. New teachers in Kinder through second grade along with Special Education teachers will enroll and complete all twelve modules of the Texas Reading Academies this school year.

All teachers will receive a fifty-five (55) minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer PD and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical team meetings. Campus grade level PLC/Data meetings will be held approximately every grading period for reading and math subject areas.

STAAR, Benchmarks, mClass/Amplify, MAP, Benchmark Phonics (New in 2023) Guided Reading and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Multi-tiered System of Supports (MTSS). The TEKS are the approved standards for each subject. Online curriculum and resources are adopted and used to help teach the TEKS. The district has adopted QuaverED as the new Health and Fitness curriculum, Fountas and Pinnell and LLI Reading, Benchmark Phonics, Benchmark Intervention, Handwriting without Tears, Social Studies Weekly, Accelerate Learning, HMH Science, and Bluebonnet Math. Units of Study and Patterns of Power are used by 1st - 5th grade RLA teachers. Oak Woods School uses Think Up in 2nd, 3rd, 4th and 5th grades for RLA and 5th grade science. Kindergarten - 5th grade will use a new Math curriculum, Bluebonnet.

Units of Study and Patterns of Power will continue for Kindergarten, 1st and 2nd grade students. Benchmark Phonics (3rd year) will be implemented in Kinder - 3rd grade classrooms. Students will participate in this phonics program approximately 30 minutes each day along with the phonological & phonemic awareness program Heggerty. The Reading By Design program will serve all dyslexic students.

UIL A+ academic competition will continue (year 6) in 2025-2026. Students will have the opportunity to compete with local schools in math, reading, social studies, and fine art events.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student Growth for math will be a focus this school year.
Root Cause: Fact Fluency, Math Vocabulary

Family and Community Engagement

Family and Community Engagement Summary

Grade-level parent meetings, individual parent-teacher conferences and parent-principal conferences give parents the opportunity to engage directly with school staff. School-related information, including calendars, reminders, grades, and assessment results are communicated in a variety of methods, including paper copies sent home with students, district and campus websites, social media post, Remind messages, and classroom communication through Remind. Parents are able to review their student's grades at any time in Skyward.

A variety of family events and volunteer opportunities are scheduled throughout the year that give parents and families the opportunity to be involved. This includes:

- Classroom volunteer
- Reading/Math volunteer tutor
- Parent/Teacher Organization
- Career Days
- Field Trip chaperone
- Attend Family Nights/Student performances
    - Family Night at the Museum
    - Family Bingo Night
    - Book Fair
    - Grade-Level musical performances/Talent Show
- Grade level parent information meetings
- Parent-teacher conferences
- Lemonade Day (5th grade)

Oak Woods will offer two family education and parent involvement nights. One night scheduled for the Fall semester and one in the Spring semester. Back to school picnic, Bingo, and Family Museum Night are possible engagement activities that will be considered by the CLT and PTO volunteers. The PTO and Campus Advisory Committee (CAC) allows parents and community members an opportunity to be involved in decision making.

School Organization

School Organization Summary

Staff members are involved in decision making by serving on the Campus Advisory Committee (CAC) or the Parent Teacher Organization (PTO) executive board. The school budget is developed with the assistance of the Campus Advisory Committee. All teachers have an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Multi-tiered System of Supports (MTSS) is a collaborative process. MTSS will be the process that will be used to identify students who are not making adequate progress. Screening for dyslexia will be addressed in kindergarten and first grades. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The Principal and Assistant Principal conduct classroom snapshot visits. The Principal, Assistant Principal, and Intervention & Instructional Specialist (IIS) provide Coaching opportunities for teachers through the Observation Feedback process. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Campus Advisory Committee.

The school operates with one written plan which is the Campus Improvement Plan. A campus-based team develops the plan. Teachers and parents have an opportunity to contribute by collaborating with their representative.

The campus has received recognition from the state for several years. An exemplary rating was achieved for the 2009-2010, 2010-2011 and 2011-2012 school years. The campus met state standards in 2012-2013, 2013-2014, 2014-2015, 2016-2017 and the 2017-2018 school years. Oak Woods received an estimated 'A' rating for the 20-21 school year and an 'A' rating for the 21-22, 22-23, and 23-24 school year.

Oak Woods was awarded 5 stars by TEA for distinguished areas of accomplishment in the 2013-2014 school year. The school received 3 stars in 2015, 2016 and 2017. Education Results Partnership (ERA) named Oak Woods a Texas Honor Roll School for school performance in 2017-2018, 2023-2024, and 2024-2025. In 2018, Oak Woods was one of 400 K-12 campuses in the State of Texas to receive all possible distinctions on the campus report card. In 2019, Oak Woods was recognized by Character.Org and TEPSA as a state and national “School of Character”. Oak Woods received all possible distinctions (6/6) on the campus report cards for the 21-22 school year. US News identified Oak Woods as being in the top 3% of elementaries in the state of Texas for the 2023-2024 school year. (193/6,495)

Oak Woods was named a Rising Star Campus by Capturing Kids' Hearts organization for the 2024-2025 school year.

Technology

Technology Summary

Our 2nd-5th grade classes are one-to-one with classroom Chromebooks that are up to date for all of our technology resources. Our K-1st classes have 10 classroom Chromebooks. We also have a computer lab on wheels in our library available for classroom use. Every grade level has a cart of 30 ipads available to use for lessons. All classrooms are equipped with an LCD projector, SMART board, document camera, and speaker system. Teachers also have classroom microphones to use that connect to the classroom speaker system.

Oak Woods students have access to computer-based programs such as IXL, iReady, Amplify, and Google Classroom.
The campus Media Specialist is available daily to provide technical support and lessons.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Oak Woods students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus Intervention & Instructional Specialist (IIS) will participate and assists grade level teams in weekly planning and lesson preparation. **Strategy's Expected Result/Impact:** High quality weekly lesson plans that are TEKS based, grade level appropriate and follow the GISD scope and sequence. Required state curriculum will be presented to all students before May 18, 2026. Increased vertical alignment across grade levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide supplemental materials to support student success. (Think Up, Early Reading Literature , Benchmark Intervention, Heggerty, Amplify, Summit K-12: TELPAS Readiness) **Strategy's Expected Result/Impact:** Students data will indicate Meets GL Standard on the STAAR test. Individual students data will indicate growth on BOY, MOY and EOY assessments. Reading Target 80% (+5) Math Target 70% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach (IS), Curriculum Coordinators **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Kinder - 3rd grade teachers and Sped teachers will be trained to implement Benchmark Phonics in the classroom. **Strategy's Expected Result/Impact:** Implementing early reading "Best Practices" in the classroom will increase students reading abilities measured by BOY and EOY assessments. **Staff Responsible for Monitoring:** Principal, Intervention & Instructional Specialist (IIS), Curriculum directors				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide supplemental instruction to support student success. (Title I tutoring, Benchmark Intervention Tutor, Dyslexia Teacher, Math tutor, Small Group Tutors, AIP tutor, Summit K-12: TELPAS Readiness) **Strategy's Expected Result/Impact:** STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), Title I Tutors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 2nd - 5th grade teachers will continue to implement "tiered reading support through differentiated reading groups in the classroom. (Guided Reading, Benchmark Phonics) **Strategy's Expected Result/Impact:** Implementing early reading "Best Practices" in the classroom will increase students reading abilities measured by BOY and EOY assessments. **Staff Responsible for Monitoring:** Principal, Intervention & Instructional Specialist (IIS), Curriculum directors **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: To assist in addressing the needs of all students, educational software will be used in the classroom to supplement the general education curriculum. (iReady, IXL Math Program, Amplify, Extra Math, 99 Math, Accelerated Reader, EduTyping, EdPuzzle, Flocabulary, Summit K-12; TELPAS Readiness) **Strategy's Expected Result/Impact:** STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Coach, Media Specialist				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: All reading teachers in Kinder-3rd grade, Sped, and the campus reading tutor will receive additional training in the Science of Teaching Reading (STR) per the requirements of HB 3. **Strategy's Expected Result/Impact:** Increase teachers' knowledge and implementation of evidence based practices to positively impact student literacy achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), teachers, curriculum coordinator **TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Instructional staff will implement daily writing skills and activities to support student success on STAAR. (Units of Study, Patterns of Power, Handwriting w/o Tears) **Strategy's Expected Result/Impact:** Academic performance for all students. STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Specialist (IIS)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Each grade level will implement a 30 minute "Pirate Time" to focus on MTSS (Multi Tiered System of Supports) interventions for Tier II & Tier III students. **Strategy's Expected Result/Impact:** STAAR: EDS Reading Target (+2) EDS Math Target (+2) Students will show progress on BOY/EOY assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Specialist (IIS)				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Provide incentives for students to reach the "Masters" level on the STAAR test. 1. Two, one, none club. 2. "Masters" Awards. **Strategy's Expected Result/Impact:** Increase the number of students Mastering GL Standards in Reading and Math. Reading Target 48% (+2) Math Target 46% (+5) **Staff Responsible for Monitoring:** Principal, Intervention & Instructional Specialist, Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Provide enrichment opportunities for all students identified as GT. Student Products, Group Projects. Field Trips Competitive UIL A+ Competition History Fair (4th grade) Weekly GT Pullout activities GT Academic Showcase Region 11 STEAM Carnival **Strategy's Expected Result/Impact:** Increase the number of students Mastering GL Standards in Reading and Math. Reading Target 48% (+2) Math Target 46% (+5) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, District GT teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Oak Woods students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR).

Goal 1: Oak Woods students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure all students demonstrate digital citizenship through annual cyber safety training. By the end of the first six weeks, Oak Woods students will complete Cyber Safety training. **Strategy's Expected Result/Impact:** Students will become aware of issues that could potentially be harmful to themselves and learn how to protect themselves from cyber danger. The number of discipline offenses related to student technology, including cyber bullying will be reduced. **Staff Responsible for Monitoring:** Librarian				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: GISD and Oak Woods School will implement Capturing Kids' Hearts, Restorative Practices, and Positive Behavior Interventions & Support (PBIS) programs during the 2025-2026 school year. **Strategy's Expected Result/Impact:** Both programs will help students better manage their relationships with adults and peers. Classroom conduct problems will be reduced and will have a positive impact on students/ emotional well being. Skills will promote responsible decision making and Social Emotional skills for life. **Staff Responsible for Monitoring:** Counselor, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students in 5th grade will have the opportunity (with parent approval) to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC) **Strategy's Expected Result/Impact:** Student will be aware of adolescence changes to their body. Increase awareness and understanding will improve self-esteem and reduce office/counselor referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Nurse, PE Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 100% of Oak Woods staff will be trained on the campus Emergency Operations Plan. **Strategy's Expected Result/Impact:** Clear and understandable safety procedures and expectations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Security Officer				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The School Safety & Security Committee will meet on a regular basis to comply with state requirements. Meetings will consist of reviewing and updating the campus Emergency Operations Plan. **Strategy's Expected Result/Impact:** Clear and increased awareness of campus safety procedures. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Security Officer, Safety & Security Committee				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Oak Woods staff and students will participate in monthly safety trainings to fulfil state requirements. (Fire Drills, Secure, Lock-Down, Shelter in Place, Evacuation) **Strategy's Expected Result/Impact:** Oak Woods staff and student have knowledge of emergency response plans. Procedures and expectations followed during drills as documented by admin. Improvement in response time on monthly drills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Security Officer, teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Oak Woods will pass TEA Security Audits with a 100%. Classroom doors will remain locked at all times and closed when students are in the room. All exterior doors will remain locked and closed at all times. (Stop the Prop) **Strategy's Expected Result/Impact:** 100% on TEA Safety Audit. Importance of student safety will be a top priority of all staff members. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Security Officer, teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The Oak Woods Behavior Threat Assessment team will meet each semester to review procedures and identify developing concerns/threats. **Strategy's Expected Result/Impact:** Provide a safe school environment for students and staff and appropriate interventions to identified individuals. **Staff Responsible for Monitoring:** Director of Security, Assistant Director of Special Education, Principal, Assistant Principal, Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Oak Woods students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 4: Increase student involvement and engagement in campus activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: At the end of each six weeks, a K-2nd and 3rd - 5th classroom will be rewarded for the highest attendance. (Donut Parties, March Attendance Madness, Dream Team) **Strategy's Expected Result/Impact:** Improved attendance (96%) will have a positive impact on student academic performance. Student attendance at Oak Woods will increase to 96% for the 2025-2026 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Oak Woods students will compete in the district wide UIL A+ meet. **Strategy's Expected Result/Impact:** Enhance students' academic skills, build confidence, and foster a strong sense of school pride. UIL will sharpen skills in writing, speaking, problem-solving, and critical thinking for Oak Woods students.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Oak Woods staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 100% of Oak Woods staff will complete required state and local training. **Strategy's Expected Result/Impact:** 1. Complete certification requirements for state license renewal. 2. Teacher Retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Director, Human Resources. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Oak Woods will participate in the annual GISD Job Fair to recruit high quality staff. **Strategy's Expected Result/Impact:** Recruit and hire high-quality staff early in the Spring semester. **Staff Responsible for Monitoring:** Principal & Assistant Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Oak Woods staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Allocate campus resources for the addition of an Intervention & Instructional Specialist (IIS). **Strategy's Expected Result/Impact:** Provide consistent support for staff in the area of curriculum and instruction for the purpose of improving academic outcomes and retaining quality staff. 1. High teacher retention rate. (90%) 2. Maintain and/or improve academic performance. STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Oak Woods administration will provide teachers with Observation Feedback coaching. Each teacher will make three positive shifts in research-based teaching practices to increase the effectiveness of classroom instruction. **Strategy's Expected Result/Impact:** Provide consistent support for staff in the areas of classroom management and academic rigor for the purpose of improving academic outcomes and retaining quality staff. 1. High teacher retention rate. (90%) 2. Maintain and/or improve academic performance. STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Oak Woods will implement the GISD Mentoring Program where new staff members are paired up with veteran teachers, meeting monthly with admin, and being supported by the IIS. **Strategy's Expected Result/Impact:** New staff feels supported, teacher retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, IIS **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Oak Woods staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Curriculum department will provide after school and summer PD to allow teachers to attend individualized sessions to learn and apply new skills and knowledge. **Strategy's Expected Result/Impact:** Build teachers skill set, teacher retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Specialist (IIS), Curriculum Department **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All instructional staff will participate in the campus based PLC's (Professional Learning Community) process to identify areas of needed student growth based upon common assessment and benchmark data. **Strategy's Expected Result/Impact:** Oak Woods School will have an "A" on the TEA report card. STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) *See HB 3 addendum for PK-3rd grade specific goals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Intervention & Instructional Coach (IIS), Curriculum Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Oak Woods students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Campus Parent Family Engagement (PFE) Liaison will schedule and organize events to promote and encourage family engagement. (Picnic on the Playground, Family Museum Night, Family Bingo Night) **Strategy's Expected Result/Impact:** Increase school/parent relationships at Oak Woods. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Grade level parent meetings will be hosted within the first three weeks of the school year. Timely information will be disseminated on school routines and procedures. Also, the importance of parent involvement in the education process will be discussed. A focus on reading at home will be emphasized. **Strategy's Expected Result/Impact:** Increase parent involvement at Oak Woods. Support home and school communication. Increase academic performance for all students. STAAR: Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All families will be provided the opportunity to meet with their child's teacher during the Fall semester to discuss student strengths and areas of growth. **Strategy's Expected Result/Impact:** Develop positive parent-school relationship. Increase academic performance for all students. Reading Target 94% (+2) EDS Reading Target 97% (+2) Math Target 90% (+3) EDS Math Target 95% (+2) Science Target 88% (+4) **Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Oak Woods School will be recognized as a Purple Heart campus for providing a supportive environment for incoming Military families. **Strategy's Expected Result/Impact:** Ease the challenges that military-connected families and children face during their transition to a new school and town. **Staff Responsible for Monitoring:** Principal, campus Military Family Liaison				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Oak Woods students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Oak Woods staff will be trained on Capturing Kids' Hearts, a program that helps educators build healthy relationships with students and create high-achieving learning environments. Staff will implement 4 core areas of CKH's on a weekly basis. - Greet students at the door - Good News - Social Contract - Launch **Strategy's Expected Result/Impact:** Decrease in student referrals, build Character education, bully prevention, and safe school initiatives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Capturing Kids' Hearts Process Champions				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Oak Woods School will use Character Counts and Capturing Kids' Hearts as the guiding curriculum to build character and to promote leadership. Campus activities to support character education will be: Shining Stars Daily Lessons Positive Office Referrals Guided Character Lessons Monthly Character Trait Focus Book Vending Machine **Strategy's Expected Result/Impact:** 1. Positive life long return on investment! (Unknown) 2. Reduce discipline referrals. 3. Fulfill school responsibility as a National School of Character. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, CKH's Process Champions				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Oak Woods students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will use field experts to bring "real world" learning into the classroom. Community speakers will be utilized at least 3 times each semester. **Strategy's Expected Result/Impact:** Students will be able to make connections between academic learning and job/ career opportunities. Students will be able to write and/or speak about their experiences with guest speakers. **Staff Responsible for Monitoring:** Instructional Coach, Classroom Teachers. **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Partner with community organizations and businesses for student recognition and education. (Kiwanis Terrific Kids, Kiwanis Super Citizens, GVFD, GPD, GEF, HEB, Braum's Book Buddies, Pizza Hut Book-It, Shining Stars, Lemonade Day, Cinergy) **Strategy's Expected Result/Impact:** Increase community involvement while encouraging and rewarding positive behavior and high academic standards. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Awards Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Parent Involvement: Oak Woods will offer a parent meeting to increase awareness of critical issues involving student health and safety issues. (Topics- Drugs, vaping, social media, technology, mental health, human trafficking.) **Strategy's Expected Result/Impact:** Develop positive parent/school relationships. Increase parent awareness of critical issues affecting student mental and physical health and safety. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Oak Woods will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Create/refine long-range facility and asset plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Oak Woods School will support district facility initiatives. Data will be collected to support demographic studies as directed by district administration. **Strategy's Expected Result/Impact:** Timely collection of accurate data will help facilitate a quality plan that will be used for addressing campus capacity concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Oak Woods School staff will participate in long-range planning to address enrollment throughout all GISD. **Strategy's Expected Result/Impact:** Help alleviate overcrowding and to allow for the addition of classrooms, labs and other learning spaces at the Oak Woods campus. **Staff Responsible for Monitoring:** Principal, teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Oak Woods will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Oak Woods Staff with relevant job responsibilities will attend all district level budget trainings. **Strategy's Expected Result/Impact:** Campus expenditures will comply with federal, state and local policies and support campus needs for academic success. **Staff Responsible for Monitoring:** Principal, Secretary, Chief Financial Officer				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Oak Woods will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Oak woods staff will seek additional funding through GEF (Granbury Education Foundation) grants for innovative classroom additions and projects. **Strategy's Expected Result/Impact:** Additional funding through awarded grants will invest, encourage, support educational excellence. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Oak Woods School

Total SCE Funds: $25,000.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Oak Woods School

Name	Position	FTE
Catherine Cogdill	K-2nd RLA & Math Interventionist	1
Tutors	3rd-5th RLA & Math Interventionist	1

Title I

Title I Personnel

Name	Position	Program	FTE
Laney Collins	Intervention & Instructional Specialist	Title I	1.0
Nathan Daniels	Parent Family Engagement Liaison	Title 1	$500 Stipend

STARS Accelerated High School
2025-2026 Campus Plan at a Glance

Mission Statement

In partnership with our students, staff, families, and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based on positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become lifelong learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Priority One: Student Achievement

Objectives: Ensure academic growth, college and career readiness, and meaningful student engagement.

- Daily Edgenuity use with embedded writing and note-taking
- One-on-one teacher support and 60-minute instructional blocks
- Small group math tutoring during the school day - Math tutor provided with Title 1 funds
- Screeners and benchmark assessments for targeted interventions
- TSIA2 prep in enrichment classes; Texas College Bridge courses
- Industry certifications - Word, Excel (Title 1 Funded); ASVAB for all students
- FAFSA, ApplyTexas, resume building, and scholarship support
- Minimum 2.5 hours of community service per semester
- Field trips, guest speakers, and cultural events (Title I funded)
- Powered for Life: 9-week career readiness program through Forward Training Center

Priority Two: Human Capital

Objectives: Recruit, retain, and develop highly effective staff.

- Special Education and bilingual aides supporting inclusion and EB students
- Parent & Family Engagement Liaison for outreach and Title I support
- Personalized coaching through observation/feedback cycles
- Ruby Payne PD and tailored staff development
- Implementing GISD aligned mentoring program
- Sunshine Committee for staff celebrations and morale

STARS Accelerated High School
2025-2026 Campus Plan at a Glance

Priority Three: Granbury Culture

Objectives: Foster connection, support, and respect across students, staff, families, and community.

- Weekly assemblies celebrating attendance, birthdays, and achievements
- Character lessons via Can Do U and Capturing Kids' Hearts
- Parent center with college and community resources (Title 1 funded)
- Weekly progress emails to families
- Student ambassador leadership and community service opportunities
- Community partnership with Forward Training Center offering Powered for Life career readiness course
- Guest speakers aligned to student interests and career pathways
- Purple Star designated campus - targeted resources and outreach for military-connected families
- Capturing Kids' Hearts processes embedded in the culture of our campus - recognized as CKH Rising STAR 2024, & CKH National Showcase School 2025

Priority Four: Facility & Financial Stewardship

Objectives: Maintain secure, well-equipped facilities and ensure responsible financial planning.

- Strategic planning and facility evaluations via CLT
- Master schedule with six 60-minute classes and one 45-minute enrichment
- Title I funds for supplies, PD, field trips, and graduation needs
- Rebranded STARS with purple theme; graduation at GHS auditorium
- Increased Chromebox desktops and furniture replacement cycle
- Participation in district teams and homecoming parade

STARS Motto

S.T.A.R.S
Self-Motivated Teens Achieving Responsibility and Success

Three A's to Success
ATTENDANCE
ATTITUDE
ACHIEVEMENT

"What you do Matters"

Granbury Independent School District

Stars Accelerated High School

2025-2026 Campus Improvement Plan



Mission Statement

In partnership with our students, staff, families and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

Positive partnerships with family and community are important for student success .

Students should be future ready.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 7
- School Culture and Climate 10
- Staff Quality, Recruitment, and Retention 12
- Curriculum, Instruction, and Assessment 14
- Family and Community Engagement 16
- School Organization 18
- Technology 20

Priority Problem Statements 21
Comprehensive Needs Assessment Data Documentation 22
Goals 24
- Goal 1: PRIORITY ONE: Student Achievement 24
- Goal 2: PRIORITY TWO: Human Capital 30
- Goal 3: PRIORITY THREE: Granbury Culture 34
- Goal 4: PRIORITY FOUR: Facility and Financial Stewardship 38

State Compensatory 41
- Budget for Stars Accelerated High School 41
- Personnel for Stars Accelerated High School 41

Title I 42
Title I Personnel 43

Comprehensive Needs Assessment

Revised/Approved: May 27, 2025

Demographics

Demographics Summary

STARS Accelerated High School is a non-traditional High School, a "school of choice" in Granbury ISD.

Staff: STARS staff consists of 4 full-time core teachers, which include an English teacher, math teacher, science teacher, and history teacher, 1 part-time electives teacher, a bilingual aide, and six shared positions with BTC (DAEP): principal, secretary, counselor, special education teacher, inclusion support aide, and resource officer.

Enrollment: We had 71 students enrolled at STARS during the 2024-2025 school year. Listed below is a breakdown of our enrollment.

38 - males, 33 - females

36 - students graduated/met standards on the STAAR EOC exams and completed the required credits for graduation.

12 Fall Graduates, 24 Spring Graduates.

13 - graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

23 - students graduated on the Foundation Graduation plan (22 credits).

22 - students ended the 2024-2025 school year at STARS.

17 - students withdrew from STARS during the 2024-2025 school year.

Demographics Summary for the 2024 -2025 school year

Hispanic, 36.62%

White/Non-Hispanic, 56.34%

African American, 2.82%

Asian, 1.41%

Two or more races, 2.82%

Special program participation: In the 2024-2025 school year STARS provided services to special education (14.08%), emergent bilingual (15.49%), and 504 (18.31%) students. Many students are recommended to the STARS program by Granbury High School counselors and word of mouth.

At-risk students: STARS has a high number of at-risk students and Low SES students. The overall percentage of Homeless/Unaccompanied Youth was2 1.13%% and Low SES

was 77.46% for the 2024-2025 school year.

Teacher/student ratio: The teacher-student ratio depends on enrollment, student needs, and the availability of teachers. STARS tries to maintain an average of 40-45 students enrolled. We strive to maintain a 10:1 student-to-teacher ratio.

Course assignments/class assignments: Course/class assignments are based on the student's graduation plan. We assign classes based on student needs to meet graduation requirements. We double and triple block a subject when a student needs extra time in a certain subject or only has 2-3 courses left to complete.

STARS student population at the beginning of the 2024-2025 school year consists of

14% 12th graders,

11% 11th graders,

14% 10th graders,

and 5% 9th graders.

Demographics Strengths

STARS Accelerated High School provides an opportunity for students to achieve their goal of graduation in a non-traditional setting. Many are non-traditional students who may be at risk of not graduating to earn a high school diploma. Other students may simply be ready to graduate early and begin their next opportunity in life, whether it be college, military, or the workforce. Students can benefit from attending STARS which will assist in achieving a high school diploma and guiding them to post-secondary opportunities, when some may not have seen the opportunities ahead.

Post-secondary planning, advising, and support

Accelerated program - classes generally last 9-11 weeks when offered once a day at 60 minutes per day.

Low student-to-teacher ratio which allows for more student accountability

Self-paced classes

Students attend approximately 7.5 hours a day; some students attend 4 hours a day based on circumstances

Transportation and meals are provided

Newcomer program for EB students

Teachers are invested in the program - all staff is focused on student success and ultimately, graduation

STARS serves a variety of learning styles

Problem Statements Identifying Demographics Needs

Problem Statement 1: STARS overall attendance rate remains below 97.5% (our target ADA).
Root Cause: Over 70% of students at STARS Accelerated are economically disadvantaged. Due to their various home circumstances, students balance jobs and are responsible for paying bills. School attendance is not a priority for this group of students. Student issues at home, poor history of attendance, low student resiliency, and low parent support for consistent attendance.

Problem Statement 2: There has been an increase in students in special subpopulations.
Root Cause: Traditionally school has been difficult for students with higher needs and they feel more successful in smaller learning environments. We have seen an increase in SPED, 504, and EB students.

Problem Statement 3: EB Newcomers with a bilingual aide requires more access to accommodated curriculum for EB students.
Root Cause: Teachers are not trained with district-approved accommodated curriculum for EB students.

Student Achievement

Student Achievement Summary

At STARS, student achievement is the most important goal of the administrator, teachers, staff, students, and parents. Meeting graduation requirements is the end goal of all stakeholders. Due to the pace and nature of our campus, this requires teachers to give instruction in all TEKS as well as prepare for EOC throughout the year. During the school year, we have two testing opportunities, Fall and Spring. Various methods are used for EOC preparation which include but are not limited to daily EOC warm-up activities, in-school tutorial classes, online activities, and this year incorporating an Accelerated Learning Plan for students who have not been successful on their EOC.

97% of all graduates from STARS in the 2024-25 school year were college-ready, which means they passed the TSIA2, competed college bridge, or had employability skills.

End of course exams 2024 Fall

- English 1 – 6 out of 7 (86%)
- English 2 - 4 out of 6 (67%)
- Algebra 1 – 4 out of 7 (57%)
- Biology - 7 out of 7 (100%)
- US History – 10 out of 11 (91%)

End of course exams 2025 Spring

- English 1 – 1 out of 2 (50%)
- English 2 - 10 out of 10 (100%)
- Algebra 1 – 3 out of 4 (75%)
- Biology – 1 out of 2 (50%)
- US History – 15 out of18 (83%)

Our goal is to achieve a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness is the number of special education students and EB students who struggle with standardized tests and are not passing EOC assessments.

TSIA2 Summary for 2024-2025 Year

4 out of 13 passed Math TSIA2 - 32%

10 out of 29 passed ELAR TSIA2 - 34%

Student Achievement Strengths

STARS had 36 graduates in the 2024-25 school year. There were 12 fall graduates and 24 spring graduates.

- Students are working independently and completing courses at an accelerated pace.
- More students are earning endorsements at STARS.
- Will continue our literacy program this year as well as more STAAR prep time in order to raise student reading ability and success on their EOC.
- Students are provided opportunities to graduate college-ready in reading and math with the TSIA2 and/or Texas College Bridge.
- Students feel successful academically due to smaller classes and an increase in teacher support.
- Students who are taking US History for the first time at STARS have a high passing rate.
- Informing parents of student academic achievement with WEEKLY progress reporting.
- Students who are retaking English I and/or English II are performing better on their state assessment and seeing growth.
- Testing dates for April and May testing have been spread apart to make it less stressful for students taking multiple tests.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STARS has accepted a higher number of special education students with a modified curriculum and a higher number of emergent bilingual students. These students are held to the same passing standard as general education students but are unable to meet that same standard at this point in their education.
Root Cause: Special education students receive individualized education plans based on their individual needs but continue to be tested in a standardized way that is not compatible with their needs and strengths. EB students receive individualized LPAC accommodations, but learning the language well enough to pass STAAR test is not compatible with their needs.

Problem Statement 2: Students who come to STARS that have not been successful on STAAR EOC and need to retake struggle with the confidence to master their EOC, especially English. Although there was an increase in scores, overall it continues to be a problem that we will continue to work on increasing.
Root Cause: Student history of unsuccess in school academically as well as multiple unsuccessful attempts at the English EOC.

Problem Statement 3: The number of students testing each semester varies based on each individual graduation plan and what each student needs to graduate.
Root Cause: Students can enter STARS test complete, or with a history of not passing their STAAR EOC's. Those who enter with a history of not passing struggle with the confidence to achieve success on standardized tests.

Problem Statement 4: Students are struggling with math concepts.
Root Cause: Students failed to learn concepts in earlier grades or lost skills during the COVID shutdown; additionally, traditional campuses have large number of students in math classes, so students are not getting individual attention.

School Culture and Climate

School Culture and Climate Summary

STARS HS culture and climate is a family. As an alternative education program, STARS does not operate as a traditional high school. Our students feel that it is a place where they can be successful and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that STARS is an encouraging and family environment where students are offered many opportunities to succeed. Students that take advantage of our campus in a positive and productive manner will be successful. Students, staff, and parents work together in order to achieve success. STARS offers one-on-one instruction in order to support students and meet their individual needs. STARS is a small environment, the teachers are able to provide additional educational and emotional support to each student. The expectation is for students to come in and work hard so that they can recover credits and graduate on time or graduate early. Many students work outside of school, take care of siblings after school, are parents who go home to take care of their own children, or are academically strong and interested in accelerating and graduating early.

School Culture and Climate Strengths

- Student numbers are up to 45 students enrolled at a time
- Early graduation
- Self-paced within the scope of 10-week courses, more individualized, and high expectations for all students
- Social issues and pressures are minimized allowing for more focus on learning and individualized teaching
- Class time is 60 minutes
- Daily face-to-face time with the administrator & counselor
- Celebration of successes - recognition of every credit that a student earns, "What You Do Matters" weekly, positive affirmations
- Serve our community
- Encourage and assist in post-secondary opportunities
- AVID organization strategies to encourage organization and goal setting - homeroom teachers assist in monitoring and assisting students with this process
- Staff develop strong relationships with students which helps lead to student achievement
- Two graduation ceremonies per year
- Purple Star designation for military-connected families
- Can Do U district-adopted program for lessons on self-regulation, anxiety, and goal-setting
- Capturing Kids Hearts curriculum and social contract for self-regulation, anxiety, and goal-setting

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students lack interpersonal skills that will help them be successful in school and life.
Root Cause: Students lack adult support and/or role models and have not been informed of the relevancy, positive aspects, and outcomes of interpersonal skills to help them succeed in life.

Problem Statement 2: Students enter STARS with a large amount of make-up time and lost credits.
Root Cause: Poor attendance history. Students have not connected the importance of attendance and credits earned.

Problem Statement 3: Low parent/guardian and community involvement.
Root Cause: We have many adult students and/or single parent homes.

Problem Statement 4: Students struggle with social anxiety and/or lack self-regulation skills that keep them from being successful.
Root Cause: History of anxiety and lack of skills carry over until new skills and coping mechanisms are learned and practiced.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STARS is a mission field. All staff is invested in each student and their success.

All of the staff at STARS are highly qualified. Staff retention is high.

All full-time STARS teachers hold their Master's degrees. Teachers understand the varying emotional and academic needs that STARS students have.

There are four full-time core teachers, a part-time electives teacher, and a bilingual aide.

In addition, STARS has 6 shared staff members with BTC (DAEP): one secretary, one resource officer, one counselor, one special education teacher, one inclusion support aide, and one principal.

STARS and BTC both have libraries, but our campus does not have a certified librarian.

The staff at STARS love what they do and feel great joy seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

- The staff is dedicated to the mission/vision of STARS.
- New teachers are embraced by veteran teachers. Everyone helps support and mentor a new teacher.
- Staff working together as a collaborative team to ensure ALL students will be successful.
- Professional Development for all staff is high.
- Teachers are currently in the process of doing the Ruby Payne Bridges out of Poverty training.
- Ongoing Restorative Practices and Trauma-Informed Practices are in place.
- Capturing Kids' Hearts strategies will be implemented this year.
- The constant awareness of staff, include campus resource officer, to provide a safe learning environment for our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: STARS operates with less support staff than a traditional campus and most alternative high schools in North Texas. We do not have an assistant administrator, instructional specialist, certified librarian or a nurse.

Root Cause: Lack of funding means inability to hire staff to relieve and support the day-to-day operations of our school facility.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated pace.

Students are given up to 10-11 weeks to complete each course if they are in the course 1 time per day for 60 minutes.

Instruction is delivered through developed courses in Edgenuity using the TEKS. Most courses are computer-based through Edgenuity and supplemental resources are also used to deliver instruction, such as the use of textbooks, google classroom, field trips, and partnerships with local organizations.

Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

Curriculum, Instruction, and Assessment Strengths

- Teachers serve as facilitators, offering one-on-one instruction and small group activities. Teachers develop individualized plans based on student needs.
- Teachers monitor progress daily, progress checks are done weekly, and progress checks will go out to parents weekly.
- Whole campus guidance lessons are presented by the counselor and/or homeroom teacher (under counselors' guidance) throughout the year.
- Individualized accelerated instruction plans are developed for students that will be taking an EOC exam.
- The use of technology through the computer-based curriculum to meet student needs.
- A variety of supplemental resources are used to enhance the learning experience, including EdPuzzle, CommonLit, NewsELA, Padet, Quill, Google Classroom, and Canvas
- The school has established a library with 863 titles (1278 copies), and student reading has increased.
- Students have the opportunity to take the TSIA2 on campus along with the ASVAB.
- College bridge for all students who are unsuccessful on TSIA2.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our current Edgenuity program limits CTE opportunities. Only one teacher at STARS is a technology-certified CTE teacher.
Root Cause: We have a part-time electives teacher who is not CTE certified. Only one teacher at STARS is a technology-certified CTE teacher, so that limits the number of seats in BIMS A/B, which is our only CTE offering at this time.

Problem Statement 2: Student success on TSIA2 is average to low.
Root Cause: They are a different type of test than students are used to taking. Students do not grasp the relevance because they are undecided about their future and some have no

desire for post-secondary school or military. We incorporated prep time for students to become familiar with the TSIA2, and scores have improved. We will continue to do so.

Problem Statement 3: Started EB Newcomer Program during 23-24 school year. Need more accommodated curriculum for EB students.
Root Cause: Staff is not trained on district-level EB curriculum.

Family and Community Engagement

Family and Community Engagement Summary

Families become involved in the beginning interview process and graduation celebration. Parents and their students sign the School-Parent-Student Compact for STARS that emphasizes their commitment to the program including 97.5% attendance, consistent academic progress, and behavioral expectations (in-person and online).

In addition, parents are asked if they would like to volunteer at STARS in the initial interview; some parents attend field trips or come help with events on campus.

Parents/guardians have the desire for their students to be successful. Parents are encouraged to contact the school with requests and concerns for their child's education. Weekly progress is sent home in order to more actively involve parents on a regular basis.

STARS participates in the homecoming parade.

Community involvement is present. STARS serves each month at the First Friday Food Pantry.

Students receive weekly snacks from a local organization, and STARS has a food pantry and clothes closet on campus now.

When a need arises, there are community resources to assist students. We have a parent center on campus with information for all resources available in our community, as well as items parents can take to help their students.

We have a military-connected liaison and a Purple Star designation.

STARS has been successful in partnering with Forward Training Center with parent permission for the Powered for Life class.

STARS hosts a FAFSA night each spring to help students and parents.

Family and Community Engagement Strengths

- Parents/guardians are required to attend an interview/orientation.
- Open house at the beginning of school
- Our counselor is knowledgeable about resources in the community to assist families in need, plus resources are readily available in the foyer in our Parent Center.
- Weekly progress reporting allows the parent to be kept up to date with their child's progress.
- Facebook and Remind are used to share announcements.
- At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event.

- Partnerships with community organizations to involve students in our community for resources and/or volunteer opportunities.
- Our campus has a Parent and Family Engagement Liaison to help create stronger bonds with parents
- Students apply and receive scholarships from community organizations.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Low parental support or No parental support
Root Cause: Struggles at home. Many adult students are living on their own, or have their own families/children.

Problem Statement 2: STARS does not have a PTO or booster organization to help support student achievement.
Root Cause: Low parental support.

Problem Statement 3: Communication with parents is not consistent.
Root Cause: Email, phone calls, and texts are inconsistent due to some parents not answering or not having one or more of these communication systems.

School Organization

School Organization Summary

The instructional time for each class is 60 minutes. We have a 15-minute homeroom included after lunch and a 45-minute enrichment period. This homeroom time allows for relationship building, character education, post-secondary preparations, community guest speakers, and campus celebrations. Seat time and tutorials are offered Monday through Friday morning, after school by appointment, and during an enrichment period.

Teachers and staff play an important role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the goal of students increasing their achievement in academics, and social/emotional settings. STARS receives ongoing support from district-level administration.

Teachers have a voice on campus needs, implementation, and carry-out of the campus plan.

Activities throughout the school year promote a positive campus.

School Organization Strengths

- Accelerated instruction opportunities and tutorials are offered before school, after school, and in homeroom.
- The ability to work one-on-one with the students in developing individual plans to meet their needs.
- Our program is designed to cover the state requirements for each subject area in an accelerated program.
- Students gain confidence and skills and the ability to work for and reach goals.
- Restorative practices and now PBIS is how discipline management is addressed - creates more opportunity and sets the stage for positive interactions and reduces the number of misbehaviors.
- A safe environment is provided for staff and students.
- The staff is very dedicated to helping our students be successful.
- Campus Facebook account is used to recognize staff and student achievements.
- The principal provides a calendar of events.
- With the criteria of being in attendance at school and having a good work ethic, students have the ability to earn an incentive to work at home on evenings and weekends when they are in their last three classes before graduation.
- Weekly assemblies to promote positive culture and celebrations.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Although all students come in with the desire to accelerate and graduate, some students lose the motivation to keep making progress.
Root Cause: Low support at home and various trauma/experiences keep an individual "stuck" in a repetitive cycle.

Problem Statement 2: Some students are reluctant to complete all of our graduation requirements. Usually, it's the requirement that leads to post-secondary options, and the student states they do not intend on going to college.
Root Cause: The student is undecided on their future goals. The student doesn't see college as an option. Low support at home.

Problem Statement 3: Not all students are accessing post-secondary opportunities
Root Cause: Students do not know what they want to do when they graduate.

Technology

Technology Summary

Technology is at the forefront of all we do -

- All teachers have a district-issued laptop
- Classrooms have an installed LCD projector and sound system
- Each classroom has 10-12 desktops for students to work on Edgenutiy
- There is one Chromebook cart with 30 Chromebooks accessible to students
- Four iPad minis for use in the field or on field trips.
- The majority of classwork is computer-based
- A variety of programs are utilized for research and projects

This design allows students to complete work at an accelerated pace. Students have the opportunity to work on their coursework from home with a device and the internet.

Technology Strengths

- All staff is Google trained.
- Access to wireless internet throughout each classroom.
- 1-to-1 student-to-computer ratio
- Supports self-paced curriculum
- Students can work on their coursework at home (under certain criteria)
- Extra devices are distributed to students to access their coursework from home
- 6 Microsoft Windows stations with Microsoft Office.

Problem Statements Identifying Technology Needs

Problem Statement 1: The access to the internet to google answers has dropped the quality of work.
Root Cause: Students who have historically just "looked up answers" and want to find the "easy way" to get done faster fall into this category. We hold high expectations and are constantly monitoring student work ethic and press in on academic integrity.

Problem Statement 2: The majority of our students have a device and internet at home but not all.
Root Cause: Live in remote areas where internet is not accessible. Students will say they have a device, that includes their phone, but it is not very user friendly to use Edgenuity on a phone.

Problem Statement 3: STARS campus relies on the internet to access courses. On days when the internet is not working, students cannot access their school work.
Root Cause: Technology issues.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services 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
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 27, 2025

Goal 1: PRIORITY ONE: Student Achievement

Performance Objective 1: 1.1 Academic Achievement and Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement individualized instruction through online platforms: Students will complete core and elective courses using Edgenuity, supported by supplemental tools like EdPuzzle, CommonLit, NewsELA, Padlet, Quill, NGPF, iXL, Google Classroom, Canvas, and Gmetrix with Certiport. Note-taking is mandatory for all courses; Title I funds will provide paper, binders, and supplies. Short answer responses are embedded to promote critical thinking. Teachers provide one-on-one support during class time to address learning gaps. Courses are completed in 5-10 weeks, depending on instructional hours. Class periods are structured in 60-minute blocks to maximize academic time. **Strategy's Expected Result/Impact:** Students will master concepts with an 80% mastery or higher on all assignments, quizzes, tests that are turned in. **Staff Responsible for Monitoring:** Classroom teachers track progress; administrators review weekly data. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplies and Supplemental Resources - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide targeted academic interventions: Leveled Literacy Intervention (LLI) for below-grade-level readers. Small group math tutoring during the school day - Math tutor provided with Title 1 funds. Individualized Accelerated Instruction Plans for students who failed EOCs. Morning and after-school tutorials. Enrichment periods for TSIA prep and additional support. Focused support for emerging bilinguals, special education, and dyslexic students. **Strategy's Expected Result/Impact:** Increased reading levels, improved math proficiency, and higher state assessment scores. **Staff Responsible for Monitoring:** Administrator oversight and progress tracking **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Math Tutor - Title I (211)				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: PRIORITY ONE: Student Achievement

Performance Objective 2: 1.2 College, Career, and/or Military Readiness (CCMR)

Strategy 1 Details	Reviews			
Strategy 1: Prepare students for post-secondary success:	Formative			Summative
	Nov	Feb	Apr	June
TSIA2 prep integrated into enrichment classes; materials available for home use. TSIA elective courses for Math and Reading focused on raising college readiness prior to taking the TSIA2 test. Expanded elective offerings with industry-based certifications (e.g., Word and Excel via BIMS). Parent corner with resources for financial aid, scholarships, apprenticeships, and college applications. **Strategy's Expected Result/Impact:** Increased college and career readiness; improved CCMR indicators. **Staff Responsible for Monitoring:** Teachers, counselor, and administrator collaboration. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Comprehensive post-secondary planning: Students complete interest inventories and apply to at least one college. Score college-ready on TSIA or Texas College Bridge. Complete FAFSA and apply for scholarships. Participate in ASVAB and community service (QR code access). Build resumes and complete CPR and law enforcement video requirements. Male students register for Selective Service. Title I funds cover college application fees. **Strategy's Expected Result/Impact:** Students meet minimum post-secondary readiness benchmarks. **Staff Responsible for Monitoring:** Counselor and administrator oversight. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title I (211)				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: PRIORITY ONE: Student Achievement

Performance Objective 3: 1.3 Safety, Well-Being, and Connection

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Foster a positive school culture: Weekly assemblies to celebrate course completions, birthdays, and attendance. "What You Do Matters" recognition program. Attendance incentives every 3 weeks and for perfect attendance every 9 weeks. Character lessons via Can Do U and Capturing Kids' Hearts. **Strategy's Expected Result/Impact:** Improved attendance and stronger student relationships. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: PRIORITY ONE: Student Achievement

Performance Objective 4: 1.4 Student Involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Promote community service and cultural engagement: Students complete a minimum of 2.5 service hours per semester. QR code-accessible list of service opportunities (e.g., Food Bank, Veterans Roll Call). Graduation cords awarded for 30+ hours. Two field trips per semester (Title I funded); participation in homecoming parade and community events. **Strategy's Expected Result/Impact:** Increased student engagement and civic responsibility. **Staff Responsible for Monitoring:** Staff, counselor, administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title I (211)				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: PRIORITY TWO: Human Capital

Performance Objective 1: 2.1 Recruitment systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen support for special populations: Special education teacher and inclusion aide ensure IEP compliance and academic support. Bilingual aide supports newcomer emerging bilinguals in reading, writing, listening, and speaking. **Strategy's Expected Result/Impact:** Improved academic success and reduced dropout rates. **Staff Responsible for Monitoring:** Case manager Classroom teachers Administrator **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Enhance family engagement: Parent and Family Engagement Liaison supports Title I processes and community outreach. **Strategy's Expected Result/Impact:** Increased parent and community involvement. **Staff Responsible for Monitoring:** Liason **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** - Title I (211) - $500				

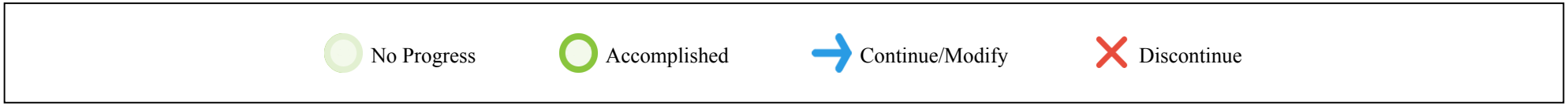
No Progress Accomplished Continue/Modify Discontinue

Goal 2: PRIORITY TWO: Human Capital

Performance Objective 2: 2.2 Retention systems

Strategy 1 Details	Reviews			
Strategy 1: Build positive staff culture:	Formative			Summative
	Nov	Feb	Apr	June
Sunshine Committee celebrates birthdays, achievements, and national days. Staff recognition and morale-building activities throughout the year. **Strategy's Expected Result/Impact:** Improved staff satisfaction and retention. **Staff Responsible for Monitoring:** Sunshine Committee, administrator **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Launch staff mentoring program:	Formative			Summative
	Nov	Feb	Apr	June
A campus-based mentoring initiative was implemented this year, modeled after the GISD mentoring framework. New staff members are paired with seasoned educators to provide guidance, support, and professional camaraderie. Mentors assist with instructional strategies, classroom management, and navigating campus culture. Regular check-ins and feedback loops help ensure new staff feel supported and connected. **Strategy's Expected Result/Impact:** Increased teacher retention, stronger onboarding experience, and enhanced instructional confidence. **Staff Responsible for Monitoring:** Mentor coordinator, administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: PRIORITY TWO: Human Capital

Performance Objective 3: 2.3 Train & Development Systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide targeted professional development: Observation/feedback cycles for personalized coaching. Ruby Payne training via AHA Processes! online workshop. **Strategy's Expected Result/Impact:** Increased teacher capacity and instructional effectiveness. **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: PRIORITY THREE: Granbury Culture

Performance Objective 1: 3.1 Student and family culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen parent-school partnerships: Open House and FAFSA Night; homecoming parade involvement; parent opportunities to help in community events. Parent center with resources on college readiness and community services. STAR hanging and bell ringing traditions. Weekly progress emails from homeroom teachers. Title I funds for graduation caps and gowns for McKinney-Vento students. **Strategy's Expected Result/Impact:** Increased parent involvement and student support. **Staff Responsible for Monitoring:** Administrator, counselor, teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title I (211)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Support military-connected students and families: As a Purple Star designated campus, STARS provides targeted resources and outreach for military-connected families Dedicated staff member serves as military liaison to assist with transitions, deployment support, and access to services Military Family Resource Corner in the parent center Participation in Month of the Military Child and Veterans Day events Collaboration with local military organizations and base representatives **Strategy's Expected Result/Impact:** Increased support for military-connected students, smoother transitions, and stronger family-school relationships **Staff Responsible for Monitoring:** Military liaison, counselor, administrator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sustain Capturing Kids' Hearts campus-wide implementation: STARS continues to implement Capturing Kids' Hearts strategies to build relational trust, emotional safety, and student ownership. Staff consistently use EXCEL model practices, including social contracts, affirmations, and launch/landing routines. Campus was recognized as a National Showcase School in 2024-2025 for exemplary implementation. Ongoing training and coaching ensure fidelity and growth across grade levels. **Strategy's Expected Result/Impact:** Strengthened student-teacher relationships, improved classroom culture, and increased student engagement **Staff Responsible for Monitoring:** Administrator, CKH team lead **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: PRIORITY THREE: Granbury Culture

Performance Objective 2: 3.2 Staff culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Celebrate staff contributions: Weekly and monthly recognitions. Staff appreciation events and morale-building activities. **Strategy's Expected Result/Impact:** Strengthened staff relationships and workplace satisfaction. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: PRIORITY THREE: Granbury Culture

Performance Objective 3: 3.3 Community relationships and transparency

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Expand community partnerships: Forward Training Center's "Powered for Life" program for workforce readiness. Guest speakers via Zoom (military, technical schools, financial aid). Participation in community events and meetings. **Strategy's Expected Result/Impact:** Increased student confidence and community engagement. **Staff Responsible for Monitoring:** Counselor, Administrator **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: PRIORITY FOUR: Facility and Financial Stewardship

Performance Objective 1: 4.1 Long-range facility and asset plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Plan for future growth: Facility evaluations and strategic planning through CLT meetings. Master schedule with six 60-minute classes and one 45-minute enrichment period. Additional elective teacher shared with GHS. **Strategy's Expected Result/Impact:** Increased enrollment and improved scheduling flexibility. **Staff Responsible for Monitoring:** Campus Leadership Team, administrator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: PRIORITY FOUR: Facility and Financial Stewardship

Performance Objective 2: 4.2 Transparent and effective budget processes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Maintain clear funding documentation: Title I funds used for instructional supplies, field trips, graduation needs, and professional development. Budget allocations reviewed regularly for transparency. **Strategy's Expected Result/Impact:** Efficient use of resources and stakeholder trust. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** - Title I (211)				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: PRIORITY FOUR: Facility and Financial Stewardship

Performance Objective 3: 4.3 Alternative revenue sources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Promote STARS as a valuable GISD asset: Rebranded STARS with new colors (purple) and graduation venue (GHS auditorium). Marketing efforts to highlight STARS' non-traditional success model. **Strategy's Expected Result/Impact:** Increased visibility and support for STARS. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Stars Accelerated High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

Personnel for Stars Accelerated High School

Name	Position	FTE
Heather Dollins	Teacher	1
Jenny Hughes	Teacher	1
Julie Morris	Teacher	1
Margaret Flores	Principal	1
Misty Walters	Counselor	1
Nicole Lewis	Teacher	1
Vivian Wright	Secretary	1

Title I

Title I Personnel

Name	Position	Program	FTE
Heather Dollins	Parent and Family Engagement Liason	Title 1, Part A	$500

GRANBURY ISD

To:	Board of Trustees
RE:	Central Appraisal District of Johnson County

SUMMARY/RECOMMENDATION:
Consider Nominations, up to two persons, for Central Appraisal District Board of Directors of Johnson County.

The appraisal district is governed by a board of nine (9) directors. Of those, five (5) are appointed by the taxing units that participate in the district, in the manner prescribed by Section 6.03 of the Texas Property Tax Code.

To be eligible to serve on the Board of Directors, an individual must have been a resident of the appraisal district for the preceding two (2) years prior to January 1, 2026. An employee of a taxing unit participating in the appraisal district may not serve as a director. Additional eligibility requirements are listed in Section 6.03 of the Texas Property Tax Code.

Respectfully,

Dr. Courtney Morawski, Superintendent

Troy Hanson, Chief Appraiser

September 5th, 2025

RE: Written Notice of Appraisal District Board of Directors (Nomination) Election

The appraisal district is governed by a board of nine (9) directors. Of these, five (5) directors are appointed by the taxing units that participate in the district, in the manner prescribed by Section 6.03 of the Texas Property Tax Code. The current terms of two (2) appointed directors will expire on December 31, 2025.

The law requires the Chief Appraiser to administer the selection process as outlined below:

1. **Voting Entitlement – Before October 1**
   The Chief Appraiser notifies each taxing unit entitled to participate in the selection process of the number of votes it may cast and requests candidate nominations by resolution.
2. **Nominations Deadline – Before October 15 (Requires action from Taxing Unit)**
   Each taxing unit submits its director nominations by resolution to the Chief Appraiser.
3. **Ballots – Before October 30**
   The Chief Appraiser delivers a ballot listing all nominees, in alphabetical order, to the voting units.
4. **Voting Deadline – Before December 15 (Requires action from Taxing Unit)**
   Each taxing unit submits its vote by resolution to the Chief Appraiser.
5. **Results – Before December 31**
   The Chief Appraiser counts the votes, declares the candidates who receive the largest vote totals as elected, and notifies both the taxing units and the candidates of the results.

Each voting taxing unit may nominate one candidate for each position to be filled. Two (2) seats will be filled for a term beginning January 1, 2026. Your taxing unit may nominate one (1) to two (2) candidates.

The following five (5) individuals currently serve as appointed members:

Terms expiring December 31, 2025
- **Richard Barret**
- **Jerry Durant**

Terms expiring December 31, 2027
- *John Hinton*
- *Cody Lane*
- *Sterling Naron*

To be eligible to serve on the Board of Directors, an individual must have been a resident of the appraisal district for the preceding two (2) years prior to January 1,2026. An employee of a taxing unit participating in the appraisal district may not serve as a director. Additional eligibility requirements are listed in Section 6.03 of the Texas Property Tax Code.

Nominations must be made in an open meeting of your governing body, and the presiding officer must submit the names of the nominees by written resolution to the Chief Appraiser before October 15.

Voting Entitlement – Delivered to Taxing Unit Before October 1

TAXING UNIT	NUMBER OF VOTES
ALEDO ISD	372
AZLE ISD	122
BROCK ISD	88
GARNER ISD	12
GRANBURY ISD	6
LIPAN ISD	4
MILLSAP ISD	40
MINERAL WELLS ISD	0
PEASTER ISD	50
PERRIN-WHITT ISD	4
POOLVILLE ISD	18
SPRINGTOWN ISD	112
WEATHERFORD ISD	402
CITY OF ALEDO	18
CITY OF AZLE	14
CITY OF FORT WORTH	26
CITY OF MILLSAP	0
CITY OF MINERAL WELLS	2
CITY OF RENO	8
CITY OF SANCTUARY	0
CITY OF SPRINGTOWN	12
CITY OF WEATHERFORD	96
CITY OF WILLOW PARK	22
PARKER COUNTY	418
WEATHERFORD COLLEGE	146

Please submit candidate nominations before October 15, 2025, by email to thanson@parkercad.org. A sample resolution is enclosed for your convenience. Please include each candidate's full name, address, and contact information. If you have any questions about this process, please do not hesitate to contact me.

Respectfully,

Troy Hanson

Troy Hanson
Chief Appraiser

RESOLUTION NOMINATING CANDIDATES FOR THE PARKER COUNTY

APPRAISAL DISTRICT BOARD OF DIRECTORS, PARKER COUNTY, TEXAS

Be it remembered that at an open meeting of the _____, a Political subdivision of the State of Texas, held on the _____ day of _____, of the year_____, said meeting having been duly called in accordance with the laws of the State of Texas and the rules and regulations adopted by the governing body of _____, and a quorum having been present at said meeting, upon motion duly made and seconded, the following resolution was adopted, to wit:

WHEREAS, section 6.03 of the Texas Property Tax Code provides that each taxing unit that is entitled to vote may nominate by resolution adopted by its governing body one candidate for each position to be filled on the Board of Directors of the Parker County Appraisal District; and

WHEREAS, the _____, is a taxing unit that is entitled to vote for candidates for membership on the Parker County Appraisal District Board of Directors of Parker County, Texas and desires to make nomination as provided by Section 6.03 of the Texas Property Tax Code;

BE IT THEREFORE RESOLVED, that the _____ does hereby nominate the following as candidate/s for membership on the Parker County Appraisal District Board of Directors:

1. John Korpal _____

2. _____

Passed and approved this _____ day of _____, of the year _____.

_____
Presiding Officer

ATTEST:

_____

GRANBURY ISD

To:	Board of Trustees
RE:	Central Appraisal District of Johnson County

SUMMARY/RECOMMENDATION:
Consider Nominations, up to two persons, for Central Appraisal District Board of Directors of Johnson County.

The appraisal district is governed by a board of nine (9) directors. Of those, five (5) are appointed by the taxing units that participate in the district, in the manner prescribed by Section 6.03 of the Texas Property Tax Code.

To be eligible to serve on the Board of Directors, an individual must have been a resident of the appraisal district for the preceding two (2) years prior to January 1, 2026. An employee of a taxing unit participating in the appraisal district may not serve as a director. Additional eligibility requirements are listed in Section 6.03 of the Texas Property Tax Code.

Respectfully,

Dr. Courtney Morawski, Superintendent

RESOLUTION NOMINATING CANDIDATES FOR THE JOHNSON COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS, JOHNSON COUNTY, TEXAS

Be it remembered that at an open meeting of the _____, a Political subdivision of the State of Texas, held on the _____ day of _____, of the year_____, said meeting having been duly called in accordance with the laws of the State of Texas and the rules and regulations adopted by the governing body of _____, and a quorum having been present at said meeting, upon motion duly made and seconded, the following resolution was adopted, to wit:

WHEREAS, section 6.03 of the Texas Property Tax Code provides that each taxing unit that is entitled to vote may nominate by resolution adopted by its governing body one candidate for each position to be filled on the Board of Directors of the Johnson County Appraisal District; and

WHEREAS, the _____, is a taxing unit that is entitled to vote for candidates for membership on the Johnson County Appraisal District Board of Directors of Johnson County, Texas and desires to make nomination as provided by Section 6.03 of the Texas Property Tax Code;

BE IT THEREFORE RESOLVED, that the _____ does hereby nominate the following as candidate/s for membership on the Johnson County Appraisal District Board of Directors:

1. _____

2. _____

Passed and approved this _____ day of _____, of the year _____.

_____
Presiding Officer

ATTEST:

_____

CENTRAL APPRAISAL DISTRICT OF JOHNSON COUNTY

CALCULATION OF VOTES FOR ELECTION OF BOARD OF DIRECTORS FOR 2026-2029

TAXING ENTITY	2024 LEVY	PORTION OF TOTAL LEVY IN DISTRICT	X 1000 X 2 SEATS = NUMBER OF VOTES
CITY OF ALVARADO	5,842,811.11	0.0136	27
CITY OF BURLESON	35,282,792.28	0.0818	164
CITY OF CLEBURNE	21,253,233.23	0.0493	99
CITY OF CROWLEY	116,027.77	0.0003	1
CITY OF GODLEY	2,711,079.90	0.0063	13
CITY OF GRANDVIEW	1,144,887.21	0.0027	5
CITY OF JOSHUA	5,130,400.75	0.0119	24
CITY OF KEENE	3,526,974.51	0.0082	16
CITY OF MANSFIELD	13,107,158.58	0.0304	61
CITY OF RIO VISTA	825,355.45	0.0019	4
CITY OF VENUS	3,296,547.28	0.0076	15
ALVARADO ISD	26,535,522.46	0.0615	123
BURLESON ISD	59,831,299.25	0.1388	278
CLEBURNE ISD	47,586,810.74	0.1104	221
CROWLEY ISD	714,114.98	0.0017	3
GODLEY ISD	22,267,101.02	0.0516	103
GRANBURY ISD	1,121,730.50	0.0026	5
GRANDVIEW ISD	5,499,223.47	0.0128	26
JOSHUA ISD	32,253,320.96	0.0748	150
KEENE ISD	2,697,818.41	0.0063	13
MANSFIELD ISD	27,274,205.89	0.0633	127
RIO VISTA ISD	5,587,333.74	0.0130	26
VENUS ISD	9,226,525.94	0.0214	43
HILL COLLEGE	6,818,205.48	0.0158	32
JOHNSON COUNTY	91,539,451.49	0.2123	425
TOTAL ALL TAXING UNITS	431,189,932.40	1.0000	2000

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

TEACHING AND LEARNING

TO: Dr. Courtney Morawski, Superintendent **FROM**:Stacie Brown

RE: Parent Portal Information: Bluebonnet Learning **DATE**: 9/8/25

SUMMARY:

As we begin the full implementation of Bluebonnet Learning in K-Algebra 1, the State of Texas has provided a parent portal for parents to view all components of the Bluebonnet Learning product. Our presentation tonight provides information about Bluebonnet Learning for parents and then provides step by step direction for accessing the content, student pages, teacher pages, sample teaching videos, etc. Following the Board Meeting, we will send this to each campus to include in newsletters, post on our district website, and follow up with in-person presentations at campus parent nights throughout the fall as they are scheduled.

Respectfully submitted,

Stacie Brown

Stacie Brown

Director of Teaching and Learning

What Is Bluebonnet Learning Math?

State-Developed HQIM (High Quality Instructional Materials) : Bluebonnet Learning is a set of **state-developed instructional materials**, fully aligned with the **TEKS** and the **ELPS**, designed using **cognitive science** principles to support all learners.Bluebonnet Learning HQIM

Approved by TEA & SBOE: Adopted through the **Instructional Materials Review and Approval (IMRA)** process in 2024

GISD Full Implementation of Comprehensive Coverage: Provides **full-subject, tier-one materials** for:

- K–5 Math
- Secondary Mathematics (Grades 6–8 and Algebra 1)

Research-Based Instruction: Built on solid foundations, rigorous and, enhanced with Texas-specific improvements.

Parent Portal Access

How to Navigate: Click on QR code below, once in the portal go to the materials section, and select grade level under **K-5 Math** or **Secondary Math (6th-Algebra 1),** then choose the appropriate materials. bluebonnet.tea.texas.gov

Resource Types Available:

- Teacher Editions
- Student Workbooks
- Scope & Sequence Guides
- Slide Presentations
- TEA Support Videos

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 5, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent

FROM: Houcine Chraibi
DATE: September 15, 2025
RE: Procurement Calendar

This memo serves to inform the Board of the upcoming Request for Qualifications (RFQ #2025-1009) for Annual Financial Audit Services that will be publicly advertised in Hood County News on September 13 and 20, with a submission deadline of September 30, 2025. The RFQ seeks qualified certified public accounting firms to perform the district's annual financial audit for fiscal year ending August 31, 2026, with the option to renew annually for up to four additional years contingent upon satisfactory performance and Board approval.

The selected firm will conduct a comprehensive audit in accordance with Generally Accepted Auditing Standards (GAAS), Government Auditing Standards, TEA Financial Accountability System Resource Guide, and Uniform Guidance requirements. This procurement follows qualifications-based selection requirements under Texas Government Code Section 2254.003, with fee negotiations to occur separately after firm selection.

Respectfully submitted,

Houcine Chraibi

Houcine Chraibi, RTSBA
Assistant Director of Finance

Staff Person Responsible: Houcine Chraibi
Emmett Whitefield

Date Submitted: September 5, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT

REQUEST FOR QUALIFICATIONS (RFQ)

Annual Financial Audit Services

RFQ #2025-1009

I. INTRODUCTION

Granbury Independent School District (GISD) is requesting Statements of Qualifications from certified public accounting firms to perform the District's **Annual Financial Audit** for the fiscal year ending **August 31, 2026**. GISD reserves the right to renew the engagement annually for up to **four (4) additional years**, contingent upon satisfactory performance and Board approval.

II. SUBMISSION REQUIREMENTS

- **Submission Deadline:** September 30, 2025 2:00PM
- **Questions:** Direct all inquiries to Ionwave platform. For technical issues, email Bradee.drake@granburyisd.org
- **Submission Method:** Via Ionwave platform
- **Public Notice in Hood county news:** September 13 and 20

III. SCOPE OF WORK

A. Required Audit Services

The selected firm shall perform a comprehensive audit of GISD's financial records and statements in accordance with:

- Generally Accepted Auditing Standards (GAAS)
- Government Auditing Standards issued by the U.S. Comptroller General
- Texas Education Agency (TEA) Financial Accountability System Resource Guide (FASRG)

- Uniform Guidance (2 CFR Part 200)

B. Required Components

- Audit of basic financial statements for fiscal year ending August 31, 2026
- Evaluation of internal controls and compliance with applicable laws and regulations
- Preparation of Independent Auditor's Report
- Preparation of Single Audit Report
- Verification of all Adjusting Journal Entries (AJEs) and Other Journal Entries (OJEs) prior to issuance of Draft audit report
- Presentation of audit results to the GISD Board of Trustees
- Electronic submission of audit reports to the Texas Education Agency (TEA)
- FIRST rating submission to TEA

IV. TIMELINE AND DELIVERABLES

Phase	**Timeframe/Deadline**
Planning Phase	November/December
Interim Fieldwork	June (anytime during month)
Year-End Fieldwork	October
Draft Report Presentation	At least one week prior to December Board Meeting (present to the audit committee with up to 3 board members present)
Final Report Submission	Before December Board Meeting
Board Presentation	December Board Meeting

Required Deliverables:

- Draft audit report submitted at least one week prior to December Board Meeting
- Final audited financial statements submitted before December Board Meeting

- Management letter with findings and recommendations
- Single Audit Report
- Verified AJEs and OJEs one week prior to draft report issuance
- Presentation materials for December Board Meeting
- Electronic copies of all reports in required TEA formats

V. EVALUATION CRITERIA

Submissions will be evaluated based on the following weighted criteria:

Criteria	Weight
Relevant experience with Texas school districts	25%
Qualifications and certifications of audit team	25%
Demonstrated understanding of TEA and federal compliance requirements	20%
Proposed timeline and ability to meet December deadline	15%
References and client satisfaction history	15%

VI. REQUIRED SUBMISSION DOCUMENTS

A. Firm Qualifications (RFQ Requirement 1)

- Firm profile and qualifications
- List of all public or private reprimands or sanctions received from Texas State Board of Public Accountancy or other licensing boards
- Quality control review organization membership and review frequency
- Recent peer review results
- Presentations, committees, and other involvement with Texas School Districts, TEA, or similar groups

B. Methodology and Approach (RFQ Requirement 2)

- Detailed approach for audit performance

- Proposed schedule and team member involvement
- How firm will work with District staff
- Unique challenges and solutions for Texas school district audits

C. Team Qualifications (RFQ Requirement 3)

- Names and resumes of personnel proposed for GISD
- Lead professional assignment designation
- Manager and Partner must be Certified Public Accountants in good standing in Texas
- Team member qualifications, certifications, and experience

D. Past Experience (RFQ Requirement 4)

- Experience providing Financial Auditing Services to Texas public school districts
- Projects and completion dates for other school districts (last 3 years)
- Explanation of methodology and unique challenges addressed

E. References (RFQ Requirement 5)

- Minimum of three (3) references from Texas Public School Districts
- Contact information (name, telephone, email)
- Services provided and timeframes
- **Note:** References will be contacted via email with deadline. Non-response may result in point deductions.

F. Additional Information (Optional)

- Any additional information deemed necessary to clearly communicate qualifications

---

VII. REQUIRED LEGAL CERTIFICATIONS AND FORMS

All proposers must complete and submit the following forms (available in Ionwave):

A. General Requirements

- [ ] Non-Collusion Bidding Statement

- [ ] Affidavit of Non-Collusion
- [ ] Conflict of Interest Questionnaire (Form CIQ)
- [ ] Certificate of Interested Parties (Form 1295) - if applicable

B. Texas-Specific Certifications

- [ ] Historically Underutilized Business (HUB) Certification (Form H)
- [ ] Resident/Non-Resident Certification (Form F)
- [ ] Senate Bill 13 Verification (Fossil Fuel Company Boycott)
- [ ] Senate Bill 19 Verification (Firearm/Ammunition Industry)
- [ ] House Bill 89 Verification (Israel Boycott)
- [ ] SB 252 Certification (Foreign Terrorist Organizations)

C. Federal Compliance (if applicable)

- [ ] Federal Contract Provisions (Form J) - for federal awards exceeding $10,000
- [ ] Senate Bill 9 Contractor Certification (Form K) - for applicable employees

D. Additional Requirements

- [ ] W-9 Form (Request for Taxpayer Identification Number)
- [ ] Company Background and Staff Information Form
- [ ] Execution Offer Form (Form E) - funding out clause acknowledgment

---

VIII. LEGAL AND COMPLIANCE REQUIREMENTS

A. Texas Government Code Requirements

- Compliance with Texas Government Code Section 2254.003 regarding qualifications-based selection for professional services
- Texas Public Information Act compliance (Chapter 552)
- Contract subject to appropriation of funds by district budget

B. Federal Requirements (if applicable)

Contractors must comply with all applicable federal regulations when federal funds are involved, including but not limited to:

- Equal Employment Opportunity requirements
- Davis-Bacon Act prevailing wage requirements
- Byrd Anti-Lobbying Amendment
- Record retention requirements

C. Background Check Requirements

Per Texas Education Code Chapter 22 and Senate Bill 9, contractors with employees having direct contact with students must:

- Obtain criminal history record information through DPS FACT clearinghouse
- Comply with all disqualifying conviction provisions
- Maintain compliance throughout contract term

IX. CONTRACT TERMS AND CONDITIONS

A. Contract Period

- Initial term: One (1) year
- Option to renew for up to four (4) additional years
- Subject to satisfactory performance and Board approval

B. Selection Process

Selection will be made on the basis of demonstrated competence and qualifications in accordance with Texas Government Code Section 2254.004. The evaluation committee will:

1. Review all submitted qualifications
2. May conduct interviews with shortlisted firms
3. Rank firms based on evaluation criteria
4. Negotiate with highest-ranked firm
5. If unsuccessful, proceed to next-ranked firm

C. General Terms

- Contract governed by Texas law, Hood County venue

- Award to vendor providing best value to District
- District reserves right to reject any/all proposals
- No oral modifications to contract terms
- 30-day termination notice provision
- Non-appropriations clause included

X. IMPORTANT NOTICES

A. Fee Structure

DO NOT INCLUDE FEES IN THIS RFQ. Fee structure will be solicited separately after firm selection.

B. Purchasing Cooperatives

GISD participates in:

- Central Texas Purchasing Alliance (CTPA)
- Educational Purchasing Cooperative of North Texas (EPCNT)

Successful vendors may have contracts adopted by other member districts.

C. Tobacco, Drug, and Weapon-Free Policy

All GISD campuses and departments are tobacco, drug, and weapon-free facilities. Vendors are responsible for employee conduct and adherence to GISD policies.

XI. PARTICIPATION IN THE RFQ PROCESS

A. Communication Restrictions

Until this RFQ process is complete, no employee, agent, or representative of any proposing firm shall:

- Make available or discuss qualifications with media in any form (electronic or printed)
- Contact or respond to any elected or appointed official or officer of GISD

- Contact or respond any employee, agent, or representative of GISD unless specifically authorized by the GISD Purchasing Department

B. District Obligations

- GISD is under no obligation to conduct discussions with any or all firms
- GISD Administration may, at its sole discretion, elect to conduct interviews with selected firms
- GISD reserves the right to negotiate additional terms and conditions in any contract award
- GISD reserves the right to require additional terms and conditions if deemed in the best interest of the District

C. Proprietary Information

- Any information submitted to GISD in response to this RFQ should be identified as proprietary if applicable
- Information not identified as proprietary will be handled in accordance with the Texas Open Records Public Information Act provisions

D. Participation Requirements

- Proposers are expected to examine and be familiar with all requirements and obligations of this entire RFQ
- Failure to do so will be at the proposer's risk
- All proposers must sign the first page of this RFQ to verify their assent to the terms and conditions

---

XII. DEMONSTRATIONS/INTERVIEWS

The Evaluation Committee will review submissions and reserves the right to create a shortlist of vendors based on evaluation criteria. Interviews may be scheduled with shortlisted vendors. GISD Administration reserves the right to use the same evaluation criteria for interviews or adapt new factors as needed.

XIII. CONTRACT AWARD AND EXECUTION

A. Award Process

- Contract will be awarded to the firm determined to provide the best value to GISD
- The Board of Trustees reserves the right to reject any and/or all offers
- Award may be made for individual services as deemed advantageous
- Negotiation may occur separately in any manner deemed necessary to serve the best interests of GISD
- Offers shall be valid for ninety (90) days from submittal date

B. Contract Execution

- GISD contract shall be executed by means of purchase order(s) issued by the district after contract award
- Failure to accept purchase order(s) may disallow the proposal
- No oral statement shall modify or otherwise change, or affect the terms, conditions, or specifications of the resulting contract

C. Force Majeure

If by reason of Force Majeure, either party is rendered unable wholly or in part to carry out obligations under the contract:

- Such party shall give written notice and full particulars of Force Majeure within thirty (30) days
- Obligation of affected party shall be suspended during continuation of inability
- Party shall endeavor to remove or overcome such inability with all reasonable dispatch

---

XIV. CONTACT INFORMATION

Primary Contact: Bradee Drake
Email: Bradee.drake@granburyisd.org
Platform: Ionwave (for all submissions and questions)

District Address:
Granbury Independent School District- Procurement 217 N Jones St
Granbury, TX 76048

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 15, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: September 5, 2025
RE: August 31, 2025 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended August 31, 2025 for the general operating fund.

The statement includes only those transactions that occurred between the period of September 1, 2024, and August 31, 2025. Revenue collected to date equals 98.71% of the budgeted amount compared to 98.29% in 2023-24. Expenditures to date represent 95.94% of the budget compared to 94.45% in 2023-24.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Persons Responsible: Emmett Whitefield
Kathy Butler

Date Submitted: September 5, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2025

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	73,506,730	71,966,938	1,539,792	97.91%	88.31%
	INVESTMENT INCOME	2,000,000	2,420,401	-420,401	121.02%	124.45%
	OTHER LOCAL INCOME	520,000	829,080	-309,080	159.44%	191.49%
5800	STATE					
	STATE FUNDING	32,102,246	32,726,295	-624,049	101.94%	162.05%
5900	FEDERAL					
	FEDERAL PROJECTS	1,872,965	634,733	1,238,232	33.89%	47.96%
	TOTAL REVENUES	**110,001,941**	**108,577,447**	**1,424,494**	**98.71%**	**98.29%**
EXPENDITURES						
11	INSTRUCTION	53,856,818	52,339,990	1,516,828	97.18%	97.19%
12	INSTRUCTIONAL RESOURCES & MEDIA	813,295	805,231	8,064	99.01%	98.75%
13	CURRICULUM & STAFF DEVELOPMENT	776,226	733,844	42,382	94.54%	89.81%
21	INSTRUCTIONAL LEADERSHIP	1,085,098	1,065,253	19,845	98.17%	97.08%
23	SCHOOL LEADERSHIP	4,415,591	4,393,575	22,016	99.50%	97.96%
31	GUIDANCE/COUNSELING	2,601,344	2,555,746	45,598	98.25%	99.22%
32	SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33	HEALTH SERVICES	571,762	526,737	45,025	92.13%	91.31%
34	TRANSPORTATION	5,775,085	5,230,864	544,221	90.58%	90.11%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	2,226,103	2,067,742	158,361	92.89%	95.09%
41	GENERAL ADMINISTRATION	3,311,937	3,139,017	172,920	94.78%	92.95%
51	PLANT MAINTENANCE	9,977,033	9,383,629	593,404	94.05%	96.00%
52	SECURITY & MONITORING SERVICES	1,517,387	1,409,404	107,983	92.88%	78.47%
53	DATA PROCESSING	1,866,565	1,615,359	251,206	86.54%	96.18%
61	COMMUNITY EDUCATION	66,572	53,874	12,698	80.93%	62.93%
71	DEBT SERVICE	424,241	424,239	2	100.00%	53.04%
81	FACILITIES CONSTRUCTION & ACQUISITION	1,334,318	1,331,750	2,568	99.81%	79.36%
91	CONTR INSTRUCTIONAL SERVICES	3,740,231	3,410,279	329,952	91.18%	82.29%
93	PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99	OTHER INTER GOV CHARGES	1,750,000	1,720,772	29,228	98.33%	65.42%
	TOTAL EXPENDITURES	**96,109,606**	**92,207,305**	**3,902,301**	**95.94%**	**94.45%**
		0				
	OTHER SOURCES (USES)	0	10,000	-10,000		0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**13,892,335**	**16,380,142**	**(2,487,807)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2025

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES					
5700	LOCAL SOURCES	76,026,730	75,216,419	810,311	98.93%
5800	STATE SOURCES	32,102,246	32,726,295	-624,049	101.94%
5900	FEDERAL SOURCES	1,872,965	634,733	1,238,232	33.89%
	TOTAL REVENUES	**110,001,941**	**108,577,447**	**1,424,494**	**98.71%**
EXPENDITURES					
6100	PAYROLL COSTS	74,514,938	72,537,713	1,977,225	97.35%
6200	PROFESSIONAL & CONTRACTED SERVICES	11,400,829	10,717,055	683,774	94.00%
6300	SUPPLIES/MATERIALS	2,938,040	2,592,138	345,902	88.23%
6400	OTHER OPERATING	2,117,747	1,891,881	225,866	89.33%
6500	DEBT SERVICE	424,241	424,239	2	100.00%
6600	CAPITAL OUTLAY	4,713,811	4,044,279	669,532	85.80%
	TOTAL EXPENDITURES	**96,109,606**	**92,207,305**	**3,902,301**	**95.94%**
OTHER SOURCES AND USES					
7900	OTHER RESOURCES	0	10,000	-10,000	
8900	OTHER USES	0	0	0	0.00%
	OTHER SOURCES(USES)	**0**	**10,000**	**-10,000**	**0.00%**
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**13,892,335**	**16,380,142**	**(2,487,807)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 15, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: September 5, 2025
RE: Cash Flow and Investment Report as of August 31, 2025

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending August 31, 2025.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield RSTBA
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: September 5, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM AUGUST 1, 2025 TO AUGUST 31, 2025

FOR BOARD MEETING SEPTEMBER 15, 2025	FIRST FINANCIAL BANK								POOL INVESTMENTS				First Financial Bank Investment Account		CHECKING & INVESTMENT
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS RANGE	FFB		TOTAL
BEGINNING BALANCE-AUGUST 1, 2025	$ 2,052,566	$ 145,188	$ 26,564	$ 2,534,911	$ 763,390	$ 984,365	$ 79,585	$ 2,359,930	$ 4,680	$ 50,091,665	$ 34	$ 281	$ 10,061,463	$ -	$ 69,104,623
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 5,745,098.28			$ -				$ 371,774							$ 6,116,872
															$ -
TAX COLLECTIONS	$ -	$ -								$ 382,035					$ 382,035
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION	$ 4,245							$ 4,245							$ 8,490
FOUNDATION	$ 247,583														$ 247,583
TITLE FUNDS	$ 350,399														$ 350,399
AVAILABLE SCHOOL FUND	$ 980,887														$ 980,887
IDEA-B FUNDS	$ 297,798														$ 297,798
IMA	$ -														$ -
PERKINS	$ 16,514														$ 16,514
AP/IB EXAM FEE	$ -														$ -
INSTRUCTIONAL CONTINUITY	$ -														$ -
SAFETY GRANT	$ 5,863														$ 5,863
MAC/SHARS	$ 5,022														$ 5,022
MJROTC	$ 8,024														
TRANSFERS IN	$ 10,400,000	$ 21,013		$ 2,648,075	$ 3,893,631	$ 7,748	$ 25,723	$ -	$ -	$ -	$ -			$ -	$ 16,996,190
TRANSFERS IN - SWEEP ACCOUNT	$ 6,716,940	$ -	$ -	$ 647,549	$ 1,811,247	$ 31,993	$ 17,276	$ 68,263							$ 9,293,267
BOND PAYMENT		$ -													$ -
OPERATING EXPENSES	$ (8,914,435)	-	$ -		$ (3,893,631)	$ (7,748)	$ (25,723)	$ (238,666)	$ -	$ -			$ -	$ -	$ (13,080,202)
PAYROLL	$ (5,739,337)		$ -	$ (2,648,075)				$ (137,353)							$ (8,524,765)
TEA RECAPTURE	$ (3,408,441)				$ -										$ (3,408,441)
TRANSFERS OUT		$ (21,013)	$ -			$ -			$ -	$ (10,400,000)	$ -	$ -	$ -	$ -	$ (10,421,013)
TRANSFERS OUT - SWEEP ACCOUNT	$ (5,500,201)	$ (21,013)	$ -	$ (577,091)	$ (1,672,047)	$ (7,748)	$ (25,723)	$ (239,021)							
MARKET APPRECIATION / (DEPRECIATION)		n											$ -	$ -	$ -
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 6,585	$ 429	$ 83	$ 8,115	$ 3,727	$ 3,184	$ 271	$ 7,031	$ 18	$ 171,527	$ -	$ 1	$ 36,913	$ -	$ 237,883
ACCRUED INTEREST PAID															$ -
ENDING BALANCE - AUGUST 31, 2025	$ 3,275,109	$ 124,604	$ 26,648	$ 2,613,484	$ 906,316	$ 1,011,794	$ 71,409	$ 2,196,203	$ 4,697	$ 40,245,227	$ 34	$ 282	$ 10,098,376	$ -	**$ 60,574,183**
INTEREST ACCRUED, NOT PAID AT MONTHS END															$ -
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	51 Days	44 Days	42 Days	1 Days	1 Day		
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	4.394%	4.434%	4.305%	4.290%	4.312%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.688%	3.688%	3.688%	3.688%	3.688%	3.688%	3.688%	3.688%	4.410%	4.439%	4.312%	4.300%	4.297%		

We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).

Emmett Whitefield
Chief Financial Officer

2024-25 INTEREST ACCRUED (as of 8/31/25)					
Sep-24	$ 154,540.82		Mar-25	$	320,110.96
Oct-24	$ 138,758.94		Apr-25	$	298,457.23
Nov-24	$ 116,395.33		May-25	$	340,651.77
Dec-24	$ 128,733.06		Jun-25	$	321,029.66
Jan-25	$ 247,596.54		Jul-25	$	310,826.80
Feb-25	$ 287,184.84		Aug-24	$	237,883.29
			TOTAL	$	2,902,169.24

AUGUST INTEREST ACCRUED	$ -
AUGUST INTEREST EARNED & PD	$ 237,883.29
AUGUST TOTAL INTEREST	$ 237,883.29