Regular

Monday, September 21, 2015 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 5:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**

a. Chapter 551.074 - Personnel, Discussion of Employee Evaluation, Reassignment Duties, Discipline, or Dismissal.

1. Consider Staff Appointments

b. Chapter 551.072 - Purchase, exchange, lease or value of real property

3. **Reconvene in open session - 6:00 PM**
4. **Moment of Silence/Invocation**
5. **Pledges - U.S. Flag & Texas Flag**
6. **Achievement Spotlight**

a. Granbury Marine Corps JROTC - Naval Honor School Recognition

7. **Public comments/audience participation**
8. **Discussion/Action**

a. Consider Consent Agenda Items

1. Minutes of the August 24, 2015 Regular Meeting
2. Consider Budget Amendments
3. Consider Renewal of Waste Management Services CSP 2014-18
4. Consider Renewal of Pest Management Services CSP 2014-05

b. Consider Resolution for the Resale of Delinquent Tax Properties Through a Public Auction and Extended Sale to be Conducted by Greg Stewart, Chief Appraiser, Hood County Appraisal District

c. Consider Classroom Size Waivers
d. Consider Order of Cancellation of Election for Places 3 and 4
e. Consider Campus Improvement Plans
f. Consider Hood County Appraisal District Board of Directors Nominations
g. Consider Parker, Johnson, and Somervell County Appraisal District Board of Directors Nominations
h. Consider Selecting District's Representative and Alternate for TASB's 2015 Delegate Assembly

9. **Reports**

a. Superintendent's Report

1. Facilities Report

b. Presentation from Total Compensation Group Investment Advisory Services, LLP on the Managed Asset Portfolio Program (MAPP)

c. Financial Statements as of July 31, 2015 and August 31, 2015
d. Cash Flow and Investment Reports for Periods Ending July 31, 2015 and August 31, 2015
e. Bond Expenditure Monthly Update as of August 31, 2015
f. Federal Programs Budget

10. **Consider action on items discussed in closed session**

a. Consider Staff Appointments
b. Consider purchase, exchange, lease or value of real property

11. **Adjourn**

Granbury ISD
Board of Trustees
Minutes of Regular Meeting
August 24, 2015

A Regular of the Board of Trustees of Granbury ISD was held Monday, August 24, 2015, beginning at 6:00 p.m. in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048.

Presiding Officer..... Mark A. Jackson, President

Board Members Present

Nancy Alana
Barbara Herrington
Micky Shearon
Chris Tackett
B.J. Wallace

Board Members Absent

School Officials Present

Dr. James M. Largent, Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Dobie Williams, Assistant Superintendent for Finance & Operations
Shane Conklin, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Sandy Bruner, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Mark A. Jackson, President, called the meeting to order at 5:00 p.m. and noted that a quorum of board members was present. The meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 5:01 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

The Board of Trustees reconvened in open session at 5:43 p.m. and went into recess until 6:01p.m.

Public Meeting to Discuss Budget and Proposed Tax Rate

Assistant Superintendent, Dobie Williams, lead a Public Meeting to Discuss Budget and Proposed Tax Rate.

Moment of Silence/Invocation

Micky Shearon led the invocation.

Pledge - U.S. Flag and Texas Flag

JROTC led the Pledges and presented the Colors.

Achievement Spotlight

None

Public comments/audience participation

None

Discussion/Action

Consider Consent Agenda Items

A Motion was made by Barbara Herrington and seconded by BJ Wallace to approve Consent Items as presented: 1. Minutes of the July 20, 2015, Budget Workshop/Regular Meeting, August 11, 2015 Special Meeting; 2. Consider Budget Amendments; 3.Consider Renewal of GCA Services Group Contract; 4. Consider Utility Costs for 2015-16; 5. Consider Approval of Transportation Supplies, Equipment and Services CSP 2015-12. **Motion Carried:** 6 Yes - 0 No

Consider SSI Waiver (Accelerated Instruction)

A Motion was made by Micky Shearon and seconded by Nancy Alana to approve SSI Waiver (Accelerated Instruction) as presented. **Motion Carried:** 6 Yes - 0 No

Discuss 2015 - 2016 GISD Employee Handbook

No action taken.

Consider Inter-Local Agreement - Granbury ISD and County of Hood Truancy Program (A.S.A.P.)

A Motion was made by Micky Shearon and seconded by Nancy Alana to approve Inter-Local Agreement Granbury ISD and County of Hood Truancy Program (A.S.A.P.) as presented. **Motion Carried:** 6 Yes - 0 No

Consider Inter-Local Purchasing Agreement between Granbury ISD and the City of Granbury

A Motion was made by Barbara Herrington and seconded by Micky Shearon to approve Inter-Local Purchasing Agreement between Granbury ISD and the City of Granbury as presented. **Motion Carried:** 6 Yes - 0 No

Consider Adoption of the 2015-16 General Operations, Food Service and Debt Service Budgets

A Motion was made by Barbara Herrington and seconded by Micky Shearon to approve the Adoption of the 2015-16 General Operations, Food Service and Debt Service Budgets as presented. **Motion Carried:** 6 Yes - 0 No

Consider Adoption of 2015 Tax Rate

A Motion was made by Micky Shearon and seconded by Nancy Alana to approve the Adoption of 2015 Tax Rate as presented. **Motion Carried:** 6 Yes - 0 No

Consider Resolution Committing Fund Balance

A Motion was made by Micky Shearon and seconded by Chris Tackett to approve Resolution Committing Fund Balance as presented. **Motion Carried:** 6 Yes - 0 No

Consider Policy DEC(Local) revision Compensation and Benefits Leaves and Absences

A Motion was made by Nancy Alana and seconded by Micky Shearon to approve Policy DEC(Local) revision Compensation and Benefits Leaves and Absences as presented. **Motion Carried:** 6 Yes - 0 No

Consider Technology Purchases

A Motion was made by Barbara Herrington and seconded by Micky Shearon to approve Technology Purchases as presented. **Motion Carried:** 6 Yes - 0 No

Consider Xerox Lease Continuations

A Motion was made by Micky Shearon and seconded by Nancy Alana to approve the Xerox Lease Continuations as presented. **Motion Carried:** 6 Yes - 0 No

Reports

Superintendent's Report

Facilities Report

Dr. James Largent reported the opening of the high school went very well, with students and parents impressed with all the additions and renovations. Work will continue through Summer 2016 on other parts of the building.

First Day of School
Superintendent Dr. James Largent announced that district enrollment was 6,839 – up 159 students over the first day of school in 2014, marking the highest first day enrollment in GISD history.

G2020 Update
Progress on the G2020 strategic plan was reviewed by the superintendent.

Summer School Acceleration Report 2015
Director of Curriculum Sharon Williams presented the Summer School Acceleration Report for 2015.

Financial Statement for Period Ending June 30, 2015
Assistant Superintendent Dobie Williams presented the Financial Statement for Period Ending June 31, 2015 to the board.

Cash Flow and Investment Report for Period Ending June 30, 2015
Assistant Superintendent Dobie Williams the Cash Flow and Investment Report for Period Ending June 30, 2015 to the board.

Bond Expenditures Monthly Update for Period Ending July 31, 2015
Assistant Superintendent Dobie Williams presented the Bond Expenditures Monthly Update for Period Ending July 31, 2015 to the board.

2014-15 Accountability Report
Assistant Superintendent Ron Holmgreen presented to 2014-15 Accountability Report.

Consider action on items discussed in closed session

Consider Staff Appointments
Dr. Largent recommended accepting the appointments as presented. A Motion was made by Micky Shearon and seconded by BJ Wallace to consider staff changes as presented.
Motion Carried: 6 Yes – 0 No

Discuss and adopt Superintendent's final goals for the 2015-2016 academic school year
A motion was made by Barbara Herrington and seconded by BJ Wallace to adopt Superintendent's final goals for the 2015-16 academic school year.
Motion Carried: 6 Yes – 0 No

Adjournment
There being no further business, the meeting was adjourned at 7:24 p.m.

Mark A. Jackson, President

Barbara Herrington, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: September 14, 2015
RE: Budget Amendments

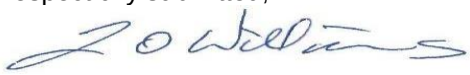
SUMMARY:

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. For convenience, the budget amendments that will generate new revenue (i.e. campus book fairs, etc.) or are the result of donations made to GISD, have been highlighted in green so that the board may recognize these donations and efforts if they so choose. The second page is a summary and indicates how the current amendment will impact the overall general fund budget as well as how previous amendments have impacted the budget.

RECOMMENDATION:

I recommend the Board approve the amendments and final budgets as presented.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 14, 2015

2015-2016
Budget Amendment #1

	September Proposed Budget Amendment #1	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	22,142	0	
5800		0	0	
5900		0	0	
	Total	**22,142**	**0**	**22,142**
Function	**Expenses**			
11	Baccus - Amend funds for Southside Bank donation	125	0	
	AMS - Amend funds for staff development travel	0	500	
	SPED - Amend funds for homebound travel and Co-Op funds	0	63,500	
	Overall effect on Function 11	**125**	**64,000**	**(63,875)**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	AMS - Amend funds for staff development travel	500	0	
	Overall effect on Function 13	**500**	**0**	**500**
21	SPED - Amend funds for homebound travel and Co-Op funds	0	1,500	
	Overall effect on Function 21	**0**	**1,500**	**(1,500)**
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	Business Office - Amend funds for Dist Insurance discount lockin	0	11,000	
	Overall effect on Function 34	**0**	**11,000**	**(11,000)**
36	GHS - Amend funds for Band Booster for prop boxes	431		
	GHS - Amend funds for Marine Corps League donation of trailer	2,450	0	
	Overall effect on Function 36	**2,881**	**0**	**2,881**
	HR - Amend funds for Texas Teachers donation for sub training	250	0	
41	Business Office - Amend funds for Dist Insurance discount lockin	19,228	0	
	Overall effect on Function 41	**19,478**	**0**	**19,478**
51	AMS - Amend funds for Exelon Corporation grant donation OLC	10,000	0	
	Baccus - Amend funds for PTO donation of playground equipmer	8,886	0	
	Business Office - Amend funds for Dist Insurance discount lockin	0	8,228	
	Overall effect on Function 51	**18,886**	**8,228**	**10,658**
52	**Overall effect on Function 52**	**0**	**0**	**0**
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	SPED - Amend funds for homebound travel and Co-Op funds	65,000	0	
	Overall effect on Function 93	**65,000**	**0**	**65,000**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**106,870**	**84,728**	**22,142**

Granbury Independent School District

Fiscal Year 2015-2016

		Adopted Budget	Prior Budget Amendments	Budget Amendment 9/21/2015	Revised Budget
	REVENUE				
5700	Local Revenue	48,950,989	0	22142	48,973,131
5800	State Revenue	9,679,309	0	0	9,679,309
59/7900	Federal Programs/Other Sources	835,000	0	0	835,000
	Total	**$59,465,298**	**-**	**22,142.00**	**$59,487,440**
	EXPENDITURES				
11	Instruction & Instr. Related Services	31,038,982	0	(63,875)	30,975,107
12	Instructional Resources & Media Serve	732,272	0	0	732,272
13	Curriculum & Instr. Staff Development	762,287	0	500	762,787
21	Instructional Leadership	509,079	0	(1,500)	507,579
23	School Leadership	3,413,383	0	0	3,413,383
31	Guidance, Counseling & Evaluation Serve	2,580,368	0	0	2,580,368
32	Social Work Services	65,000	0	0	65,000
33	Health Services	380,294	0	0	380,294
34	Student (Pupil) Transportation	2,791,777	0	(11,000)	2,780,777
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	1,834,462	0	2,881	1,837,343
41	General Administration	2,382,148	0	19,478	2,401,626
51	Plant Maintenance and Operations	6,075,771	0	10,658	6,086,429
52	Security & Monitoring Services	266,179	0	0	266,179
53	Data Processing Services	1,228,961	0	0	1,228,961
61	Community Services	110,302	0	0	110,302
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	0	0
91	Contracted Instruction Services - Chapter 41	4,504,033	0	0	4,504,033
93	Shared Services Arrangement	0	0	65,000	65,000
99	Other Governmental Charges	790,000	0	0	790,000
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$59,465,298**	**-**	**22,142**	**$59,487,440**
	Excess Revenue over (Under) Expenditures	**0**	**0**	**0**	**0**

Prepared by:
D Williams
E Whitefield

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: Waste Management Services
CSP 2014-18 - Renewal

SUMMARY:

A proposal was let September 10, 2014 to provide waste management services to schools outside the city limits. The facilities that are located within the city limits are covered under a City of Granbury contract with IESI. The current contract for waste management services will expire on October 31, 2015. The district has the option to renew for an additional term under the current contract. Randy Leach requested a renewal with the current vendor and the vendor has agreed to the renewal. This will be the first of two renewal options under this contract.

A summation of the original process and outcome is attached for your review.

Below is the recommendation of Randy Leach, Facilities Director.

RECOMMENDATION:

It is recommended that the Board renew the waste management services under CSP 2014-18, for the school locations outside the city limits, with Progressive Waste Solutions of Texas (formerly IESI TX Corporation). Renewal will be for the period of November 1, 2015 through October 31, 2016. Estimated expense is $10,000 to $15,000 for the locations outside the city limits covered by the district contract, and $70,000 to $80,000 for the locations inside the city limits covered by the city services contract.

Respectfully submitted,

L. O. "Dobie" Williams, RTSBA
Assistant Superintendent of Finance and Operations

Staff Person Responsible: Randy Leach
Missy Brock
Debbie Johnson

Date Submitted: September 14, 2015

BID FOR BOARD APPROVAL

Board Meeting Date: October 20, 2014 **Bid Number:** 2014-18

1. **Item, material or service (specific or classification):** Waste Management Services

2. **Brief description:** A proposal was sent out for waste management services for schools that were located outside the city limits. The campuses that are located within the city limits are covered under a contract with IESI under the city services.

3. **Period of time bid covers:** November 1, 2014 through October 31, 2015 with option to renew for two additional years in one-year increments.

4. **Person and title responsible for the expenditure:** Randy Leach – Facilities Director

5. **Number of bids sent to vendors:** 3

6. **Number of bids received from vendors:** 1

7. **Listing of recommended vendors and total prices:**

   It is recommended award be made to Progressive Waste Solutions of Texas (formerly IESI TX Corporation) to cover the monthly services of $14,100.00 for the district locations outside the city limits, as well as any additional waste management services on an as needed basis. The campuses that are located within the city limits are covered under a city services contract through IESI. The anticipated yearly cost of those campuses is approximately $78,000.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** October, 2011

10. **Percentage increase or decrease from last bid**: Overall decrease of 1.01% or $156/year before the adjustment to the Stars Academy schedule

11. **Budget information:** Waste Management services will come from account code 199 E 51 6256 00 XXX 0 99 000 with a proposed budget of $92,000.

12. **Other comments:** The proposal process allows for some negotiations after the deadline for submission. Randy Leach, Facilities Director, requested a cost based on reducing the services for Stars Academy from a pickup once every two weeks on a Monday and Thursday, to a Monday only pickup every two weeks. The tabulation is marked “updated” to show the change from the initial submission to the negotiated services for that campus.

L. O. “Dobie” Williams
Assistant Superintendent for Finance & Operations

WASTE MANAGEMENT SERVICES CSP 2014-18
Deadline for Submission September 10, 2014 2:00 p.m.

		Progressive Waste Solutions of Texas (Formerly IESI TX Corporation)	
5.1.0	**Acton Elementary**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	4	
	Size of Dumpsters	4 yards	
	Number of Pick ups per week	3/week, M,W,F	
	Monthly Rate	$565.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$565.00	
5.1.0	**Stars Academy**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	1	
	Size of Dumpsters	3 yards	
	Number of Pick ups per week	1/every 2 weeks M,TH	
	Monthly Rate	$62.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$62.00	
UPDATED	**Stars Academy**	UPDATED	
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	1	
	Size of Dumpsters	3 yards	
	Number of Pick ups per week	1/every 2 weeks Monday	
	Monthly Rate	$45.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$45.00	
5.1.0	**Mambrino School**		
	How long it would take to deliver dumpsters?	Currently on site	
	Number of Dumpsters	4	
	Size of Dumpsters	4 yards	
	Number of Pick ups per week	3/week, M,W,F	
	Monthly Rate	$565.00	
	Monthly Environmental Fees	$0.00	
	Monthly Fuel Surcharges	$0.00	
	Total Monthly Charges	$565.00	
5.2.0	Is there an initial delivery fee for placement of dumpsters? If so how much?	No	
5.3.0	How long would it take to deliver dumpsters?	All currently on site	
5.4.0	Is there a removal fee of the dumpsters at the end of the contract? If so how much?	No	
5.5.0	At the expiration of the contract, or termination of services, identify the timeframe for removing the dumpsters.	Same day	

5.6.0	Can your company accept a purchase order with a not to exceed amount?	Yes	
5.7.0	Any exceptions or deviations to specifications.	None identified	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: Pest Management Services
CSP No. 2014-05 - Renewal

SUMMARY:
A competitive sealed proposal was let to request proposals from companies to provide pest management services on an annual basis at all district facilities. The proposals were received October 31, 2013. The award called for an initial term from notification of award to October 31, 2014 with the option to renew automatically for two additional one-year terms unless a 90 day notice of non-renewal was given to the district. We have received notification the vendor will renew. This will be the last renewal option.

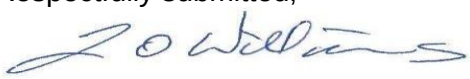
A summation of the process and outcome as well as a copy of the tabulation is attached for your review. The attached Bid for Board Approval Form was from the initial award.

Ms. Linda Williams, Support Services Director, has recommended a renewal with the current vendor. The following is her recommendation. Anticipated expenditures are between $25,000 and $35,000 to include the annual expense and any emergency treatments as needed.

RECOMMENDATION:

It is recommended to renew Granbury ISD CSP 2014-05 for Pest Management Services with Double "D" Termite and Pest Control, Inc. for the period of November 1, 2015 through October 31, 2016.

Respectfully submitted,



L. O. "Dobie" Williams, RTSBA
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Linda Williams
Missy Brock
Debbie Johnson

Date Submitted: September 14, 2015

BID FOR BOARD APPROVAL

Board Meeting Date: November 18, 2013 **Bid Number:** CSP 2014-05

1. **Item, material or service (specific or classification):** Pest Management Services

2. **Brief description:** Proposals were requested for companies to provide pest management services on an annual basis at all district facilities.

3. **Period of time bid covers:** From written notification of award through October 31, 2014 with an automatic renewal. The contract will automatically renew annually for the option period unless the vendor or GISD provide written notification 90 days prior to the contract expiration stating they do not want to renew. The renewal periods will be 11/1/2014 thru 10/31/2015 and 11/1/2015 thru 10/31/2016.

4. **Person and title responsible for the expenditure:** Alicia Hernandez – Support Services Director

5. **Number of bids sent to vendors:** 12

6. **Number of bids received from vendors:** 4

7. **Listing of recommended vendors and total prices:** Recommendation for award is to Double "D" Termite and Pest Control, Inc. for an annual expenditure of $25,000 to $35,000 to include the annual service expense and any emergency treatments as needed.

8. **Explanation of other than low recommendations:** N/A

9. **Last bid date (bid of comparable nature within last 5 years):** 9/9/2010

10. **Percentage increase or decrease from last bid**: Monthly cost increase of 9.58%

11. **Budget information:** Expense will come from budgeted funds under account code(s)

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Sharay S. Boynton
Executive Director of Finance

PEST MANAGEMENT SERVICES CSP 2014-05
Tabulation - October 31, 2013

		Carson Pest Management					Double D Termite and Pest Control, Inc.					Prime Pest Management					Terminix				
	Location	Building Treatment	Kitchen Treatment	Total Monthly Cost	Summer Cleanout	Average Time Treatment	Building Treatment	Kitchen Treatment	Total Monthly Cost	Summer Cleanout	Average Time Treatment	Building Treatment	Kitchen Treatment	Total Monthly Cost	Summer Cleanout	Average Time Treatment	Building Treatment	Kitchen Treatment	Total Monthly Cost	Summer Cleanout	Average Time Treatment
	Acton Elem	39.00	25.00	64.00	200.00	25-60	34.00	20.00	54.00	54.00	40-60 min	50.00	40.00	90.00	400.00	60 min	35.00	25.00	60.00	250.00	40-50 min
	Emma	39.00	25.00	64.00	200.00	25-60	34.00	20.00	54.00	54.00	40-60 min	50.00	40.00	90.00	400.00	60 min	35.00	25.00	60.00	250.00	40-50 min
	Nettie Baccus	39.00	25.00	64.00	200.00	25-60	34.00	20.00	54.00	54.00	40-60 min	50.00	40.00	90.00	400.00	60 min	35.00	25.00	60.00	250.00	40-50 min
	Mambrino	39.00	25.00	64.00	200.00	25-60	53.00	29.00	82.00	82.00	50-65 min	50.00	40.00	90.00	400.00	60 min	35.00	25.00	60.00	250.00	40-50 min
	Oak Woods	42.00	30.00	72.00	200.00	25-60	34.00	20.00	54.00	54.00	50-65 min	60.00	50.00	110.00	450.00	75 min	40.00	25.00	65.00	250.00	40-50 min
	Crossland	39.00	25.00	64.00	200.00	25-60	40.00	21.00	61.00	61.00	50-65 min	50.00	40.00	90.00	400.00	60 min	35.00	25.00	60.00	250.00	40-50 min
	Brawner	42.00	30.00	72.00	200.00	25-60	40.00	21.00	61.00	61.00	50-65 min	60.00	50.00	110.00	400.00	60 min	40.00	25.00	65.00	250.00	40-50 min
	Granbury High School	187.00	40.00	227.63	300.00	100-150	149.00	25.00	174.00	174.00	60-120 min	70.00	60.00	130.00	500.00	90 min	55.00	25.00	80.00	250.00	40-50 min
	Ag Complex Classroom/Offices	30.45	n/a	30.45	60.00	15-30	29.00	n/a	29.00	29.00	20-30 min	40.00	30.00	70.00	300.00	45 min	50.00	n/a	50.00	n/a	n/a
	Bridge Street Kitchen	n/a	48.00	48.00	48.00	15-30	n/a	29.00	29.00	29.00	20-30 min	40.00	30.00	70.00	300.00	45 min	25.00	25.00	50.00	250.00	40-50 min
	Acton Middle School	42.00	30.00	72.00	200.00	25-60	60.00	30.00	90.00	90.00	50-65 min	60.00	50.00	110.00	450.00	75 min	40.00	25.00	65.00	250.00	40-50 min
	Granbury Middle School	42.00	30.00	72.00	200.00	25-60	60.00	30.00	90.00	90.00	50-65 min	60.00	50.00	110.00	450.00	75 min	40.00	25.00	65.00	250.00	40-50 min
	Stars Academy/BTC	36.00	n/a	36.00	50.00	15-30	21.00	n/a	21.00	21.00	20-30 min	40.00	30.00	70.00	300.00	45 min	50.00	n/a	50.00	n/a	40-50 min
	Boys and Girls Club	34.00	n/a	34.00	50.00	15-30	21.00	n/a	21.00	21.00	20-30 min	40.00	n/a	40.00	200.00	45 min	25.00	n/a	25.00	n/a	110-50 min
	Weatherford College	42.00	n/a	42.00	70.00	15-30	32.00	n/a	32.00	32.00	20-30 min	60.00	n/a	60.00	200.00	60 min	60.00	n/a	60.00	n/a	40-50 min
	Curriculum	32.45	n/a	32.45	60.00	15-30	21.00	n/a	21.00	21.00	15-20 min	40.00	30.00	70.00	250.00	45 min	62.00	n/a	62.00	n/a	40-50 min
	Administration Building	37.45	n/a	37.45	60.00	15-30	21.00	n/a	21.00	21.00	30-45 min	40.00	n/a	40.00	200.00	45 min	30.00	n/a	30.00	n/a	40-50 min
	Administration Annex	42.00	n/a	42.00	70.00	15-30	31.00	n/a	31.00	31.00	30-45 min	40.00	n/a	40.00	200.00	45 min	30.00	n/a	30.00	n/a	40-50 min
	Maintenance Department	35.45	n/a	35.45	60.00	15-30	21.00	n/a	21.00	21.00	15-20 min	40.00	n/a	40.00	200.00	45 min	25.00	n/a	25.00	n/a	40-50 min
	Transportation	35.45	n/a	35.45	60.00	15-30	21.00	n/a	21.00	21.00	15-20 min	40.00	n/a	40.00	200.00	45 min	25.00	n/a	25.00	n/a	40-50 min
	Technology Department	37.45	n/a	37.45	60.00	15-30	21.00	n/a	21.00	21.00	15-20 min	40.00	n/a	40.00	200.00	45 min	30.00	n/a	30.00	n/a	40-50 min
	Total	**912.70**	**333.00**	**1,246.33**	**2,748.00**		**777.00**	**265.00**	**1,042.00**	**1042.00**		**1020.00**	**580.00**	**1600.00**	**6800.00**		**802.00**	**275.00**	**1077.00**	**2750.00**	
	Total All Services	**3,994.33**					**2,084.00**					**8400.00**					**3827.00**				

		Caron Pest Management	Double D Termite & Pest Control Inc.	Prime Pest Management	Terminix
4.1.0	**Does your company have board Certified Entomologist?**	Yes and Texas A&M Urban Entomogist B.S. Degree	Yes	No	Yes
	If you Answer No, please provide the name and address of the B.C.E. or other trained entomologist that your company uses.			Dr Ray Thompson 2400 Chamberlain Dr, Plano TX 75023 972-769-2440	
	B.C.E.?	N/A		Yes	n/a
	Number of years entomologist has contracted services with you:	N/A		20	n/a
4.1.1	**The number of years your firm has been in the pest control business**	39 years 1974	26 years	22 years	86 years
4.1.2	**Name** **Address** **City, TX, Zip Code** **Telephone number of office or location to provide services to Granbury ISD.**	Carson Pest Management 2210 N Main, Cleburne TX 76033	116 Century Drive, Cleburne TX 76033	Prime Pest Management 2614 Freewood Dr Dallas TX 75220	Terminx 8625 Camp Bowie West, Fort Worth TX 76116
4.1.3	**Please indicate your company's hours of and days of operation.**	Normal Office Hours: 7:30-5:30 Service hours vary depending on the account (could be early A.M. to late P.M. hours)	Office hours: Monday-Friday 8:00-5:00	5 am- 11:30 pm	Monday-Friday 7 am- 9 pm with on call 24 hours a day 7 days a week
4.1.4	**Do you maintain an office with working crew for 24 hour emergency calls? Is this service available after hours and on weekends?**	Yes	Yes	Yes	Yes
	Identify any times or dates emergnecy services would not be available	Can, but prefer Thanksgiving, Christmas, New Years Day to be with family.	n/a	Thanksgiving and Christmas	n/a
	Identify any hourly rate for emergency services	Charge by Job, not the hour. Minimum $35.00	n/a	$75.00	Included
	Will travel time to GISD be charged as hourly, flat or mileage?	Minimum $35.00	n/a	75 hourly	0
	Can your company provide a four (4) hour emergency response time? If no identify response time your company could provide.	Yes	Yes	No	Yes
4.1.5	**How long has your company held a structural pest control business license? Submit copy of license with proposal.**	Since 1974, copy submitted with bid	26 years	Since 1991	n/a
4.1.6	**List the licensed applicator and technicians on staff full time at the location to service GISD, length of time with the firm and length of time licensed or certified.**	See bid document	See bid document	See bid document	See bid document
4.1.7	**How many service vehicles does your firm have at the location to service GISD?**	14	6	20 vehicles	15

4.1.8	**How many clients are currently served with pest control services?** **Name the largest client you provide services to:** **Name any school districts that you currently provide services to:**	We Service 1000's of clients each month. We service residential, commerical and industrial accounts. - private to municiplaities. 17 schools Alvarado ISD, Blum ISD, Burleson ISD, Chisholm Trail Academy, Cleburne ISD, Covington ISD, Grandview ISD, Itasca ISD, Joshua ISD, Keene ISD, Keene SDA Elementary School, Kennadale ISD, Kopperl ISD, Meridain ISD, Rio Vista ISD, Tolar, ISD, Venus ISD	>850 Birdville, ISD, Godley ISD, City of Cleburne, City of Burleson. Birdville ISD, Godley ISD	3000 clients City of Dallas, DFW Airport Dallas ISD, Plano, ISD, Denton ISD, Fort Worth ISD	N/A Alcon is the largest company close to you. Southlake Carroll ISD
4.1.9	**Has your firm been fined by any regulatory agency in the last five years?**	No	Never	No	No
4.1.10	**Does your firm carry Worker's compensation Coverage?**	Absolutely Yes	Yes form attached	Yes	Yes
4.1.11	**Does your firm carry General Liability Insurance Coverage?**	Yes	Yess form attached	Yes	Yes, attached general binder
4.1.12	**Explain fee structure. Will GISD receive a single invoice with a breakdown per location, or will GISD receive a separate invoice per location? Will GISD be invoice on a monthly basis?**	Carson Can provide any fee structure that GISD perfers. Yes	G.I.S.D. will receive a separate inspection invoice per location per month Yes	Whatever GISD prefers Yes	Single invoice with breakdown of location Yes
4.1.13	**Is your prinicipal place of business in the State of Texas?**	Yes	Yes	Yes	Yes
	Do you employ 500 people or more in the State of Texas?	No	No	No	Yes
	Any exceptions or deviations to specifications must be addressed below:	Due to the nature of Pharaoh Ants, an estimate would be needed for service. If extra rodent or monitor stations are needed due to damaged, missing or lack of stations or an outbreak, etc a a cost would occur. This does not guarantee against biting, stinging or other health issues regarding fire ants for clients, empolyees, guest and students of or on the property. Recommend to treat all the grounds four times per year minimum to redue fire ant activity and reduce health liabilities regarding fire ants.	n/a	None	n/a

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Action

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
D**ATE**: September 15, 2015
RE: Resolution for the Resale of Delinquent Tax Properties

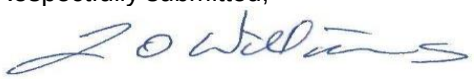
SUMMARY:

This resolution would authorize the resale of the 300+ substandard lots for an opening bid price of $100 at an auction to be held December 9, 2015. Furthermore, it will allow for the sale of any properties that do not sell during the auction for an extended period of time expiring June 30, 2016 for a minimum purchase price of $100. There has not been such an auction in the past 18 months and the District's tax attorney as well as the Hood County Appraisal District feel it is time to try again to sell these lots. Glenn Smith, partner with Linebarger, Goggan, Blair & Sampson as well as Greg Stewart, Chief Appraiser with the Hood County Appraisal District, will be on hand at the meeting to discuss the tax sale properties and to answer any questions the Board may have. Mr. Smith and Mr. Stewart will also bring maps and show examples of these properties and subdivisions.

RECOMMENDATION:

It is recommended the Board of Trustees adopt the resolution for the resale of delinquent tax properties execute as presented.

Respectfully submitted,



L. O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Mr. Dobie Williams
Dr. James Largent

Date Submitted: September 15, 2015

STATE OF TEXAS §

§

COUNTY OF HOOD §

RESOLUTION

WHEREAS, various tracts of real property have been struck-off/sold to Granbury Independent School District and Hood County for delinquent taxes; and

WHEREAS, Granbury Independent School District desires to sell these properties and thereby place them back on the tax rolls; and

WHEREAS, the Board of Trustees of Granbury Independent School District has determined that they desire to sell these properties through a public auction conducted by Greg Stewart, Chief Appraiser, Hood County Appraisal District; and

WHEREAS, the Board of Trustees of Granbury Independent School District desire to continue to offer for sale these properties for a period of time after the public auction.

IT IS HEREBY RESOLVED, that the list of property attached to this resolution as Exhibit A shall be offered for sale on December 9, 2015 free of all liens held by Granbury Independent School District with a minimum opening bid price of $100.00 for each property; and

IT IS FURTHER RESOLVED, that any properties that do not sale at the public auction shall be available for minimum purchase price of $100.00 for each property for a period of time expiring June 30, 2016.

IT IS FURTHER RESOLVED, that Mark Jackson, President of the Board of Trustees of Granbury Independent School District, is hereby authorized to execute any deed or deeds necessary to complete the sale of said properties in conformance with this resolution and without further approval by this governing body.

Approved and resolved this _____ day of _____, 2015.

GRANBURY INDEPENDENT SCHOOL DISTRICT

_____

MARK JACKSON, PRESIDENT

WITNESSED:

_____

_____

HCAD PROPERTIES

The Hood County Appraisal District (HCAD) reserves the right to accept or refuse any submitted sealed bids on behalf of the local taxing entites on the following properties. Only offers that equal or exceed the total cost will be considered by HCAD. The costs stated below may have changed since this listing was last posted to the internet. The"total cost" shown typically indicates the amount due to the taxing entities, District Court, and other legal fees necessary to foreclose the subject property. However, these costs are subject to change without notice. The HCAD reserves the right to remove any of the following properties from its struck off list without notice. The HCAD will settle all disputes arising between bidders, and the HCAD's decision wil be final. All property is sold "AS IS" and "WITH ALL FAULTS" and with "NO WARRANTIES OF TITLE". All properties are sold subject to all recorded easements and any easements by prescription. The properties being sold only involve real property and any permanent improvements located thereon. They do not include any manufactured homes that are designated as personal property by the Texas Department of Housing and Community Affairs.

Sealed Bid Form

If you wish to bid on one of the following properties, please send a sealed bid to Hood County Appraisal District, P. O. Box 819, Granbury, TX 76048

ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER
11121.001.0042.0 View Map	ARROWHEAD SHORES, SECTION A 5426 CHIEF CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,291.97 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 42
11121.001.0056.0 View Map	ARROWHEAD SHORES, SECTION A 5454 CHIEF CT SUIT: #2009595 PREV. OWNER: CONLEY, PATRICIA PHARES TOTAL COSTS: $1,359.29 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 56
11121.001.0067.0 View Map	ARROWHEAD SHORES, SECTION A 5473 CHIEF CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $650.78 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 67

ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER

HCAD PROPERTIES

11121.001.0069.0 View Map	ARROWHEAD SHORES, SECTION A 5469 CHIEF CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $598.79 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 69
11121.001.0089.0 View Map	ARROWHEAD SHORES, SECTION A 5429 CHIEF CT SUIT: #2010630 PREV. OWNER: BROWNE, JAMES E TOTAL COSTS: $1,510.17 TAX SALE DATE: 09/06/11	BLOCK 1	LOTS 89 & 90
11121.001.0091.0 View Map	ARROWHEAD SHORES, SECTION A 5425 CHIEF CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $627.06 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 91
11121.001.0094.0 View Map	ARROWHEAD SHORES, SECTION A 5419 CHIEF CT SUIT: 2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,263.41 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 94
11121.001.0105.0 View Map	ARROWHEAD SHORES, SECTION A 5373 CHIEF CT SUIT: 2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $732.05 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 105
11121.001.0167.0 View Map	ARROWHEAD SHORES, SECTION A 5502 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,846.59 TAX SALE DATE: 05/03/11	BLOCK 1	LOT 167
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11121.002.0014.0 View Map	ARROWHEAD SHORES, SECTION A 5519 SPEAR CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,078.57 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 14
11121.002.0017.0 View Map	ARROWHEAD SHORES, SECTION A 5525 SPEAR CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,216.14 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 17
11121.002.0021.0 View Map	ARROWHEAD SHORES, SECTION A 5533 SPEAR CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,107.08 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 21
11121.002.0033.0 View Map	ARROWHEAD SHORES, SECTION A 5557 SPEAR CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $594.13 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 33
11121.002.0037.0 View Map	ARROWHEAD SHORES, SECTION A 5565 SPEAR CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $632.56 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 37
11121.002.0056.0 View Map	ARROWHEAD SHORES, SECTION A 3308 LAKE DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,622.10 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 56

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11121.005.0055.0 View Map	ARROWHEAD SHORES, SECTION A 5427 HIGHVIEW DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,810.62 TAX SALE DATE: 05/03/11	BLOCK 5	LOT 55
11121.005.0058.0 View Map	ARROWHEAD SHORES, SECTION A 5421 HIGHVIEW DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,034.91 TAX SALE DATE: 05/03/11	BLOCK 5	LOT 58
11121.005.0063.0 View Map	ARROWHEAD SHORES, SECTION A 5411 HIGHVIEW DR SUIT: #2007541 PREV. OWNER: WILLIAMS, SAMUEL P TOTAL COSTS: $3,078.55 TAX SALE DATE: 12/07/10	BLOCK 5	LOT 63
11121.005.0084.0 View Map	ARROWHEAD SHORES, SECTION A 5426 HIGHVIEW DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,353.58 TAX SALE DATE: 05/03/11	BLOCK 5	LOT 84
11121.005.0109.0 View Map	ARROWHEAD SHORES, SECTION A 5421 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,034.91 TAX SALE DATE: 05/03/11	BLOCK 5	LOT 109
11121.005.0120.0 View Map	ARROWHEAD SHORES, SECTION A 3336 ROBINSON CREEK DR SUIT: #2010289 PREV. OWNER: GREGORY, HAROLD L TOTAL COSTS: $2,047.05 TAX SALE DATE: 09/06/11	BLOCK 5	LOT 120

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11121.007.0054.0 View Map	ARROWHEAD SHORES, SECTION A 5726 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,007.08 TAX SALE DATE: 05/03/11	BLOCK 7	LOT 54
11121.007.0059.0 View Map	ARROWHEAD SHORES, SECTION A 5804 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $2,158.57 TAX SALE DATE: 05/03/11	BLOCK 7	LOTS 59 & 60
11121.007.0070.0 View Map	ARROWHEAD SHORES, SECTION A 5826 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $946.76 TAX SALE DATE: 05/03/11	BLOCK 7	LOT 70
11122.001.0023.0 View Map	ARROWHEAD SHORES, SECTION B 5813 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $2,245.62 TAX SALE DATE: 05/03/11 **MH NOT PART OF SALE**	BLOCK 1	LOT 23
11122.001.0069.0 View Map	ARROWHEAD SHORES, SECTION B 5712 FLINT DR SUIT: #2009595 PREV. OWNER: CONLEY, PATRICIA PHARES TOTAL COSTS: $2,817.73 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 69
11122.002.0035.0 View Map	ARROWHEAD SHORES, SECTION B 5700 HIGHLAND DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $3,033.28 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 35
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11122.002.0052.0 View Map	ARROWHEAD SHORES, SECTION B 5726 CANYON CREEK CT SUIT: #2011061 PREV. OWNER: MORAN, DOUGLAS TOTAL COSTS: $2,134.29 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 52
11122.002.0072.0 View Map	ARROWHEAD SHORES, SECTION B 5723 CANYON CREEK CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $3,528.87 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 72
11122.002.0073.0 View Map	ARROWHEAD SHORES, SECTION B 5725 CANYON CREEK CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $2,990.72 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 73
11122.002.0109.0 View Map	ARROWHEAD SHORES, SECTION B 5802 KINGDOM CT SUIT: #2011487 PREV. OWNER: BOWLES, W H TOTAL COSTS: $1,435.98 TAX SALE DATE: 09/04/12	BLOCK 2	LOT 109
11122.002.0110.0 View Map	ARROWHEAD SHORES, SECTION B 5800 KINGDOM CT SUIT: #2011487 PREV. OWNER: BOWLES, W H TOTAL COSTS: $1,618.17 TAX SALE DATE: 09/04/12	BLOCK 2	LOT 110
11122.002.0157.0 View Map	ARROWHEAD SHORES, SECTION B 3306 HILLTOP CT SUIT: #2010298 PREV. OWNER: KINGERY, LESLIE TOTAL COSTS: $3,141.08 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 157

SOLD

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11122.002.0165.0 View Map	ARROWHEAD SHORES, SECTION B 5904 ARROWHEAD DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,810.62 TAX SALE DATE: 05/03/11	BLOCK 2	LOT 165
11122.003.0016.0 View Map	ARROWHEAD SHORES, SECTION B 3216 LOWLAND DR SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,127.77 TAX SALE DATE: 05/03/11	BLOCK 3	LOT 16
11122.004.0005.0 View Map	ARROWHEAD SHORES, SECTION B 5715 PARKSIDE CT SUIT: #2011088 PREV. OWNER: ARROWHEAD ABANDONED TOTAL COSTS: $1,319.61 TAX SALE DATE: 05/03/11	BLOCK 4	LOT 5
11242.004.0034.0 View Map	BRAZOS RIVER ACRES, SECTION B 3104 WAGON TRAIN TRL SUIT: #2010102 PREV. OWNER: ELLIS, ROGER TOTAL COSTS: $2,956.34 TAX SALE DATE: 09/06/11	BLOCK 4	LOTS 34 & 51
11242.004.0040.0 View Map	BRAZOS RIVER ACRES, SECTION B 3118 WAGON TRAIN TRL SUIT: #2010085 PREV. OWNER: BINGHAM, WALLACE RAY TOTAL COSTS: $2,929.96 TAX SALE DATE: 03/01/11	BLOCK 4	LOTS 40 & 41
11242.004.0042.0 View Map	BRAZOS RIVER ACRES, SECTION B 3122 WAGON TRAIN TRL SUIT: #2010510 PREV. OWNER: MILLER, JAMES L TOTAL COSTS: $1,107.24 TAX SALE DATE: 03/06/12	BLOCK 4	LOTS 42-46
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11242.004.0047.0 View Map	BRAZOS RIVER ACRES, SECTION B 3109 COUGARS BLUFF CT SUIT: #2010510 PREV. OWNER: MILLER, JAMES L TOTAL COSTS: $2,256.22 TAX SALE DATE: 03/06/12	BLOCK 4	LOTS 47-50
11242.007.0013.0 View Map	BRAZOS RIVER ACRES, SECTION B 8717 COPPER MOUNTAIN CT SUIT: #2010127 PREV. OWNER: SONNEVELT, PEGGY C TOTAL COSTS: $1,672.83 TAX SALE DATE: 09/06/11	BLOCK 7	LOT 13
11242.007.0017.0 View Map	BRAZOS RIVER ACRES, SECTION B 8709 COPPER MOUNTAIN CT SUIT: #2010087 PREV. OWNER: OWENS, LAVERNE TOTAL COSTS: $3,627.06 TAX SALE DATE: 09/06/11	BLOCK 7	LOTS 17 & 18
11361.000.0340.0 View Map	CANYON CREEK, UNIT 1 5107 WATERFIELD DR SUIT: #2010272 PREV. OWNER: BRUNE, ROBERT A TOTAL COSTS: $2,360.20 TAX SALE DATE: 09/06/11		LOT 340
11361.000.0350.0 View Map	CANYON CREEK, UNIT 1 5127 WATERFIELD DR SUIT: #2010075 PREV. OWNER: ALDER, REGIS R TOTAL COSTS: $3,102.65 TAX SALE DATE: 09/06/11		LOT 350
11361.000.0101.0 View Map	CANYON CREEK, UNIT 1 5015 ELIZABETH ST SUIT: #2008376 PREV. OWNER: POWER, JUANITA J TOTAL COSTS: $3,349.22 TAX SALE DATE: 03/01/11		LOT 101
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11361.000.0348.0 View Map	CANYON CREEK, UNIT 1 5123 WATERFIELD DR SUIT: #2009156 PREV. OWNER: HEISE, MICHAEL J TOTAL COSTS: $3,206.96 TAX SALE DATE: 03/01/11	LOT 348
11361.000.0389.0 View Map	CANYON CREEK, UNIT 1 2126 CHRISTINE DR SUIT: #2009087 PREV. OWNER: PEREZ, NICHOLAS TOTAL COSTS: $2,309.24 TAX SALE DATE: 03/01/11	LOT 389
11361.000.0426.0 View Map	CANYON CREEK, UNIT 1 2301 SNAKE RIVER DR SUIT: #2010129 PREV. OWNER: WILSON, DOROTHY TOTAL COSTS: $3,217.03 TAX SALE DATE: 09/06/11	LOT 426
11362.000.0008.0 View Map	CANYON CREEK, UNIT 2 3029 STEEPLERIDGE CIR SUIT: #2010567 PREV. OWNER: MIX, ERIC TOTAL COSTS: $1,748.29 TAX SALE DATE: 09/04/12 **MH NOT PART OF SALE**	LOT 8
11362.000.0043.0 View Map	CANYON CREEK, UNIT 2 4919 WICHITA ST SUIT: #2009455 PREV. OWNER: MOORE, JASON WAYNE TOTAL COSTS: $4,670.18 TAX SALE DATE: 09/06/11	LOT 43
11362.000.0044.0 View Map	CANYON CREEK, UNIT 2 4921 WICHITA ST SUIT: #2009455 PREV. OWNER: MOORE, JASON WAYNE TOTAL COSTS: $911.62 TAX SALE DATE: 09/06/11	LOT 44

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11362.000.0079.0 View Map	CANYON CREEK, UNIT 2 2925 STEEPLERIDGE CIR SUIT: #2010317 PREV. OWNER: VALLEJO, SALLIE TOTAL COSTS: $1,796.78 TAX SALE DATE: 09/06/11	LOT 79
11362.000.0082.0 View Map	CANYON CREEK, UNIT 2 2917 STEEPLERIDGE CIR SUIT: #2010406 PREV. OWNER: RILEY, KAREN TOTAL COSTS: $1,118.23 TAX SALE DATE: 09/04/12	LOT 82
11362.000.0184.0 View Map	CANYON CREEK, UNIT 2 4717 MEDINA ST SUIT: #2009460 PREV. OWNER: PEGUES, GODFREY TOTAL COSTS: $1,250.42 TAX SALE DATE: 03/01/11	LOT 184
11362.000.0247.0 View Map	CANYON CREEK, UNIT 2 2410 BEVERLY DR SUIT: #2009148 PREV. OWNER: PAUL, MICHAEL TOTAL COSTS: $2,415.66 TAX SALE DATE: 12/07/10	LOT 247
11362.000.0260.0 View Map	CANYON CREEK, UNIT 2 2300 NAVASOTA ST SUIT: #2010287 PREV. OWNER: DIAMOND GOLF INC TOTAL COSTS: $3,428.55 TAX SALE DATE: 09/06/11	LOT 260
11362.000.0327.0 View Map	CANYON CREEK, UNIT 2 2311 ANGELINA ST SUIT: #2010095 PREV. OWNER: DOUBLE DIAMOND TOTAL COSTS: $3.294.96 TAX SALE DATE: 09/06/11	LOT 327

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11362.000.0364.0 View Map	CANYON CREEK, UNIT 2 2309 BEVERLY DR SUIT: #2010093 PREV. OWNER: CHAMBERS, EUGENE V TOTAL COSTS: $3,114.46 TAX SALE DATE: 09/06/11	LOT 364
11362.000.0428.0 View Map	CANYON CREEK, UNIT 2 2300 PEDERNALES CT SUIT: #2009618 PREV. OWNER: POWERS, JACKIE TOTAL COSTS: $2,969.46 TAX SALE DATE: 03/01/11	LOT 428
11363.000.0001.0 View Map	CANYON CREEK, UNIT 3 4732 EVENING VIEW DR SUIT: #2009591 PREV. OWNER: BOWMAN, ROGER D SR TOTAL COSTS: $1,189.61 TAX SALE DATE: 09/06/11	LOT 1
11363.000.0002.0 View Map	CANYON CREEK, UNIT 3 4730 EVENING VIEW DR SUIT: #2009591 PREV. OWNER: BOWMAN, ROGER D SR TOTAL COSTS: $2,495.46 TAX SALE DATE: 09/06/11	LOTS 2 & 3
11363.000.0064.0 View Map	CANYON CREEK, UNIT 3 2300 MORNINGSIDE DR SUIT: #2011497 PREV. OWNER: MC PEAK, MYRA TOTAL COSTS: $3,241.59 TAX SALE DATE: 09/04/12	LOT 64
11363.000.0068.0 View Map	CANYON CREEK, UNIT 3 2308 MORNINGSIDE DR SUIT: #201014 PREV. OWNER: EXPRESS BONDING TOTAL COSTS: $2,518.43 TAX SALE DATE: 09/06/11	LOT 68

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11363.000.0182.0 View Map	CANYON CREEK, UNIT 3 2220 SABINE ST SUIT: #2010119 PREV. OWNER: KIMBLE, ROBERT J TOTAL COSTS: $2,924.32 TAX SALE DATE: 09/06/11	LOT 182
11363.000.0196.0 View Map	CANYON CREEK, UNIT 3 2123 CACTUS ALY SUIT: #201106 PREV. OWNER: FITZHUGH, DALE TOTAL COSTS: $1,976.58 TAX SALE DATE: 03/01/11	LOT 196
11363.000.0198.0 View Map	CANYON CREEK, UNIT 3 2119 CACTUS ALY SUIT: #2010295 PREV. OWNER: HANCOCK, GRADY A TOTAL COSTS: $1,501.37 TAX SALE DATE: 09/06/11	LOT 198
11364.000.0020.0 View Map	CANYON CREEK II, UNIT 4 4912 WATERFIELD DR SUIT: #2009613 PREV. OWNER: MC ARDUE, RUTH TOTAL COSTS: $3,247.46 TAX SALE DATE: 03/01/11	LOT 20
11364.000.0031.0 View Map	CANYON CREEK II, UNIT 4 3106 SAN GABRIEL CT SUIT: #2010265 PREV. OWNER: ADAMS, ER TOTAL COSTS: $1,293.88 TAX SALE DATE: 09/06/11	LOT 31
11364.000.0085.0 View Map	CANYON CREEK II, UNIT 4 2802 CATFISH CT SUIT: #2009621 PREV. OWNER: RHODES, PAUL TOTAL COSTS: $2,797.47 TAX SALE DATE: 03/01/11	LOT 85

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11364.000.0105.0 View Map	CANYON CREEK II, UNIT 4 4909 MOSS ROCK TRL SUIT: #2009168 PREV. OWNER: OZUNA, HORACE TOTAL COSTS: $4,347.92 TAX SALE DATE: 09/06/11	LOT 105
11364.000.0118.0 View Map	CANYON CREEK II, UNIT 4 5000 MOSS ROCK TRL SUIT: #2009628 PREV. OWNER: SCHAEFER, DON TOTAL COSTS: $3,821.39 TAX SALE DATE: 03/01/11	LOT 118
11364.000.0122.0 View Map	CANYON CREEK II, UNIT 4 4904 MOSS ROCK TRL SUIT: #2009636 PREV. OWNER: WHITE, CYNTHIA K TOTAL COSTS: $2,563.31 TAX SALE DATE: 03/01/11	LOT 122
11364.000.0182.0 View Map	CANYON CREEK II, UNIT 4 2311 CHRISTINE DR SUIT: #2010641 PREV. OWNER: SANDLIN, ROSE M TOTAL COSTS: $1,051.89 TAX SALE DATE: 09/06/11	LOT 182
11364.000.0186.0 View Map	CANYON CREEK II, UNIT 4 2301 CHRISTINE DR SUIT: #201669 PREV. OWNER: SEHON, MARY JANE TOTAL COSTS: $1,051.89 TAX SALE DATE: 09/06/11	LOT 186
11364.000.0201.0 View Map	CANYON CREEK II, UNIT 4 2404 DURO CT SUIT: #2009608 PREV. OWNER: LIBBERTON, JOSEY TOTAL COSTS: $3,946.30 TAX SALE DATE: 03/01/11	LOT 201

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11364.000.0202.0 View Map	CANYON CREEK II, UNIT 4 2406 DURO CT SUIT: #2009616 PREV. OWNER: NEWMAN, MARK A TOTAL COSTS: $2,486.87 TAX SALE DATE: 09/06/11	LOT 202
11365.000.0053.0 View Map	CANYON CREEK, UNIT 5 5707 STONEGATE CIR SUIT: #2010079 PREV. OWNER: AMBROSE, PHILLIP F TOTAL COSTS: $1,970.64 TAX SALE DATE: 09/06/11	LOT 53
11365.000.0148.0 View Map	CANYON CREEK, UNIT 5 5520 FIREWOOD TRL SUIT: 2009527 PREV. OWNER: MONREAL, ROSALIE TOTAL COSTS: $3,[illegible]77.71 TAX SALE DATE: 09/04/12	LOT 148
11365.000.0161.0 View Map	CANYON CREEK, UNIT 5 5500 STONEGATE CIR SUIT: #2008367 PREV. OWNER: CASEY,KEVIN & ALICE TOTAL COSTS: $313.94 TAX SALE DATE: 09/06/11	LOT 161
11366.000.0055.0 View Map	CANYON CREEK III, UNIT 6 2724 SAN GABRIEL DR SUIT: #2010306 PREV. OWNER: MARTIN, SEBASTIAN TOTAL COSTS: $3,354.75 TAX SALE DATE: 09/06/11	LOT 55
11367.000.0019.0 View Map	CANYON CREEK III, UNIT 7 5710 BELAIRE CIR SUIT: #2008465 PREV. OWNER: SHERLING, GEORGE O TOTAL COSTS: $962.95 TAX SALE DATE: 12/07/10	LOT 19

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11367.000.0143.0 View Map	CANYON CREEK III, UNIT 7 5519 MESA LP SUIT: #2009089 PREV. OWNER: O HARA, CYNTHIA TOTAL COSTS: $2,116.27 TAX SALE DATE: 03/01/11	LOT 143
11367.000.0149.0 View Map	CANYON CREEK III, UNIT 7 5531 MESA LP SUIT: #2010687 PREV. OWNER: BELL, PEGGY TOTAL COSTS: $1,010.12 TAX SALE DATE: 09/06/11	LOT 149
11367.000.0150.0 View Map	CANYON CREEK III, UNIT 7 5533 MESA LP SUIT: #2010687 PREV. OWNER: BELL, PEGGY TOTAL COSTS: $1,010.12 TAX SALE DATE: 09/06/11	LOT 150
11367.000.0169.0 View Map	CANYON CREEK III, UNIT 7 5626 MESA LP SUIT: #2009181 PREV. OWNER: VINSON, JOSEPH TOTAL COSTS: $2,781.29 TAX SALE DATE: 12/07/10	LOT 169
11367.000.0173.0 View Map	CANYON CREEK III, UNIT 7 5638 MESA LP SUIT: #2010280 PREV. OWNER: DAVISON, RICKIE F TOTAL COSTS: $2,688.47 TAX SALE DATE: 09/06/11	LOT 173
11367.000.0250.0 View Map	CANYON CREEK III, UNIT 7 2414 CREEK DR SUIT: #2010130 PREV. OWNER: ALLEN, STEVEN P TOTAL COSTS: $3,670.96 TAX SALE DATE: 03/01/11	LOT 250

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11367.000.0292.0 View Map	CANYON CREEK III, UNIT 7 5106 SAN MARCOS CT SUIT: #201013 PREV. OWNER: ESTELL, MERLE G TOTAL COSTS: $3,592.96 TAX SALE DATE: 03/01/11	LOT 292
11367.000.0294.0 View Map	CANYON CREEK III, UNIT 7 5110 SAN MARCOS CT SUIT: #2011492 PREV. OWNER: HAGAN, BOB TOTAL COSTS: $2,678.51 TAX SALE DATE: 09/04/12	LOT 294
11367.000.0346.0 View Map	CANYON CREEK III, UNIT 7 520 ENCHANTED CT SUIT: #2010117 PREV. OWNER: JONES, DOROTHY F TOTAL COSTS: $2,046.04 TAX SALE DATE: 09/06/11	LOT 346
11367.000.0381.0 View Map	CANYON CREEK III, UNIT 7 5109 TYLER CT SUIT: #2009496 PREV. OWNER: CARNEY, GEORGE TOTAL COSTS: $2,624.03 TAX SALE DATE: 03/01/11	LOT 381
11367.000.0382.0 View Map	CANYON CREEK III, UNIT 7 5107 TYLER CT SUIT: #2009496 PREV. OWNER: CARNEY, GEORGE TOTAL COSTS: $2,449.03 TAX SALE DATE: 03/01/11	LOT 382
11367.000.0404.0 View Map	CANYON CREEK III, UNIT 7 5118 STONERIDGE DR SUIT: #2010319 PREV. OWNER: VARGA, VICKI TOTAL COSTS: $1,885.02 TAX SALE DATE: 09/06/11	LOT 404

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11367.000.0421.0 View Map	CANYON CREEK III, UNIT 7 2518 HILLCREST DR SUIT: #2010301 PREV. OWNER: LEGETT, JOE W TOTAL COSTS: $2,574.73 TAX SALE DATE: 09/06/11	LOT 421
11367.000.0449.0 View Map	CANYON CREEK III, UNIT 7 5206 STONEBRIDGE DR SUIT: #2010290 PREV. OWNER: GRISSETT, CHARLES E TOTAL COSTS: $1,421.54 TAX SALE DATE: 09/06/11	LOT 449
11367.000.0456.0 View Map	CANYON CREEK III, UNIT 7 254 AUSTIN CT SUIT: #2010043 PREV. OWNER: HOLMESLY, KENNETH TOTAL COSTS: $2,921.94 TAX SALE DATE: 09/06/11	LOT 456
11367.000.0503.0 View Map	CANYON CREEK III, UNIT 7 2618 AUSTIN DR SUIT: #2010026 PREV. OWNER: ALEGRIA, JESUS C TOTAL COSTS: $2,555.18 TAX SALE DATE: 09/06/11	LOT 503
11367.000.0523.0 View Map	CANYON CREEK III, UNIT 7 2620 HOUSTON CT SUIT: #2010057 PREV. OWNER: WADDILL, DEBORAH N TOTAL COSTS: $865.14 TAX SALE DATE: 03/01/11	LOT 523
11367.000.0578.0 View Map	CANYON CREEK III, UNIT 7 2510 CREEK DR SUIT: #2009442 PREV. OWNER: LINDEMAN, WILLIAM F TOTAL COSTS: $2,803.51 TAX SALE DATE: 03/01/11	LOT 578

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11367.000.0579.0 View Map	CANYON CREEK III, UNIT 7 2508 CREEK DR SUIT: #2009442 PREV. OWNER: LINDEMAN, WILLIAM F TOTAL COSTS: $2,628.49 TAX SALE DATE: 03/01/11	LOT 579
11368.000.0029.0 View Map	CANYON CREEK III, UNIT 8 5633 MESA LP SUIT: #2010278 PREV. OWNER: COX, WAYNE D TOTAL COSTS: $1,466.47 TAX SALE DATE: 09/06/11	LOT 29
11368.000.0092.0 View Map	CANYON CREEK III, UNIT 8 5807 BLACK PINE CIR SUIT: #2010481 PREV. OWNER: REO ACCEPTANCE TOTAL COSTS: $819.12 TAX SALE DATE: 03/06/12	LOT 92
11368.000.0093.0 View Map	CANYON CREEK III, UNIT 8 5809 BLACK PINE CIR SUIT: #2010481 PREV. OWNER: REO ACCEPTANCE TOTAL COSTS: $2,967.50 TAX SALE DATE: 03/06/12	LOT 93
11368.000.0115.0 View Map	CANYON CREEK III, UNIT 8 5853 BLACK PINE CIR SUIT: #2010706 PREV. OWNER: JOHNSON, WILLIAM G TOTAL COSTS: $985.62 TAX SALE DATE: 09/06/11	LOT 115
11368.000.0117.0 View Map	CANYON CREEK III, UNIT 8 5857 BLACK PINE CIR SUIT: #2011391 PREV. OWNER: THOMAS, DOROTHY TOTAL COSTS: $1,962.38 TAX SALE DATE: 09/04/12	LOT 117

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11368.000.0127.0 View Map	CANYON CREEK III, UNIT 8 5913 BLACK PINE CIR SUIT: #2010082 PREV. OWNER: BAXTER, SUE & TURNER TOTAL COSTS: $2,592.77 TAX SALE DATE: 09/06/11	LOT 127
11368.000.0141.0 View Map	CANYON CREEK III, UNIT 8 5858 BLACK PINE CIR SUIT: #2009102 PREV. OWNER: BARRERA, JOSE TOTAL COSTS: $2,328.96 TAX SALE DATE: 12/07/10	LOT 141
11368.000.0180.0 View Map	CANYON CREEK III, UNIT 8 5708 BLACK PINE CIR SUIT: #2010026 PREV. OWNER: ALEGRIA, JESUS C TOTAL COSTS: $2,081.63 TAX SALE DATE: 09/06/11	LOT 180
11368.000.0207.0 View Map	CANYON CREEK III, UNIT 8 5602 BLACK PINE CIR SUIT: #2010640 PREV. OWNER: MEADE, ELMER TOTAL COSTS: $1,366.48 TAX SALE DATE: 09/06/11	LOT 207
11368.000.0242.0 View Map	CANYON CREEK III, UNIT 8 5645 LONG STAR CIR SUIT: #2009652 PREV. OWNER: HIGHTOWER, CANDICE TOTAL COSTS: $1229.23 TAX SALE DATE: 03/01/11	LOT 242
11368.000.0277.0 View Map	CANYON CREEK III, UNIT 8 5504 LONG STAR CIR SUIT: #2010046 PREV. OWNER: HUNTINGTON, VICKY S TOTAL COSTS: $2,318.04 TAX SALE DATE: 03/01/11	LOT 277

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11368.3000.0341.0 View Map	CANYON CREEK III, UNIT 8 5660 LONE STAR CIR SUIT: #2010029 PREV. OWNER: BROTT, LARRY L TOTAL COSTS: $2,261.61 TAX SALE DATE: 03/01/11	LOT 341
11369.000.0014.0 View Map	CANYON CREEK IV 5529 MERCEDES CIR SUIT: #2009539 PREV. OWNER: PRATER, CHRISTOPHER R TOTAL COSTS: $3,144.46 TAX SALE DATE: 03/01/11	LOT 14
11369.000.0020.0 View Map	CANYON CREEK IV 5541 MERCEDES CIR SUIT: #2010076 PREV. OWNER: WILSON, THEODORE TOTAL COSTS: $3,193.46 TAX SALE DATE: 09/06/11	LOT 20
11369.000.0043.0 View Map	CANYON CREEK IV 5516 MERCEDES CIR SUIT: #2009598 PREV. OWNER: CURTIS, JAMES W TOTAL COSTS: $3,168.60 TAX SALE DATE: 03/01/11	LOT 43
11370.000.0012.0 View Map	CANYON CREEK V, UNIT 9 5423 SAN JACINTO DR SUIT: #2008370 PREV. OWNER: DAVIS, JAMES K TOTAL COSTS: $2,965.06 TAX SALE DATE: 12/07/10	LOT 12
11370.000.0019.0 View Map	CANYON CREEK V, UNIT 9 2705 LAKERIDGE CT SUIT: #2009090 PREV. OWNER: NORTON, TERRY L TOTAL COSTS: $3,999.47 TAX SALE DATE: 09/06/11	LOT 19

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11370.000.0060.0 View Map	CANYON CREEK V, UNIT 9 5723 BARKRIDGE DR SUIT: #2010018 PREV. OWNER: SPEER, JAMES W TOTAL COSTS: $2,552.50 TAX SALE DATE: 03/01/11	LOT 60
11370.000.0061.0 View Map	CANYON CREEK V, UNIT 9 5725 BARKRIDGE DR SUIT: #2010018 PREV. OWNER: SPEER, JAMES W TOTAL COSTS: $2,377.50 TAX SALE DATE: 03/01/11	LOT 61
11370.000.0069.0 View Map	CANYON CREEK V, UNIT 9 5741 BARKRIDGE DR SUIT: #2010271 PREV. OWNER: BROWNING, ALVIN TOTAL COSTS: $4,062.07 TAX SALE DATE: 03/06/12	LOT 69
11370.000.0099.0 View Map	CANYON CREEK V, UNIT 9 5921 BARKRIDGE DR SUIT: #2009635 PREV. OWNER: VARGAS, HENRY M TOTAL COSTS: $2,329.99 TAX SALE DATE: 03/01/11	LOT 99
11370.000.0112.0 View Map	CANYON CREEK V, UNIT 9 5604 VAN HORN DR SUIT: #2010088 PREV. OWNER: BROWN, DWAYNE TOTAL COSTS: $3,304.80 TAX SALE DATE: 09/06/11	LOT 112
11370.000.0225.0 View Map	CANYON CREEK V, UNIT 9 2600 SANTIAGO DR SUIT: #2008498 PREV. OWNER: MC WHORTER, MARK TOTAL COSTS: $2,387.84 TAX SALE DATE: 03/01/11	LOT 225

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11370.000.0226.0 View Map	CANYON CREEK V, UNIT 9 2510 SANTIAGO DR SUIT: #2008498 PREV. OWNER: MC WHORTER, MARK TOTAL COSTS: $2,349.13 TAX SALE DATE: 03/01/11	LOT 226
11370.000.0255.0 View Map	CANYON CREEK V, UNIT 9 2505 SMOKERISE TRL SUIT: #2009146 PREV. OWNER: BARNES, JIM ETAL TOTAL COSTS: $3,223.44 TAX SALE DATE: 12/07/10	LOT 255
11370.000.0298.0 View Map	CANYON CREEK V, UNIT 9 2620 WHITE ROCK DR SUIT: #2010097 PREV. OWNER: DANIELS, CLOYD TOTAL COSTS: $4,123.54 TAX SALE DATE: 09/06/11	LOT 298
11370.000.0319.0 View Map	CANYON CREEK V, UNIT 9 5830 BARKRIDGE DR SUIT: #2010305 PREV. OWNER: MANNING, HAROLD TOTAL COSTS: $3,903.82 TAX SALE DATE: 09/04/12	LOT 319
11370.000.0327.0 View Map	CANYON CREEK V, UNIT 9 5710 VANESSA CT SUIT: #2011540 PREV. OWNER: RICHARDSON, GLENN TOTAL COSTS: $937.16 TAX SALE DATE: 09/04/12	LOT 327
11370.000.0328.0 View Map	CANYON CREEK V, UNIT 9 5712 VANESSA CT SUIT: #2011540 PREV. OWNER: RICHARDSON, GLENN TOTAL COSTS: $1,524.35 TAX SALE DATE: 09/04/12	LOT 328

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11370.000.0334.0 View Map	CANYON CREEK V, UNIT 9 5713 VANESSA CT SUIT: #2010077 PREV. OWNER: ALPINE MOVIES TOTAL COSTS: $2,965.77 TAX SALE DATE: 09/06/11	LOT 334
11370.000.0361.0 View Map	CANYON CREEK V, UNIT 9 5610 BARKRIDGE DR SUIT: #2009144 PREV. OWNER: ANDERSON, JACK TOTAL COSTS: $4,278.89 TAX SALE DATE: 3/01/11	LOT 361
11370.000.0378.0 View Map	CANYON CREEK V, UNIT 9 5615 SAN JACINTO DR SUIT: #2009447 PREV. OWNER: MARTIN, WILLIE TOTAL COSTS: $2,987.95 TAX SALE DATE: 03/01/11	LOT 378
11370.000.0379.0 View Map	CANYON CREEK V, UNIT 9 5613 SAN JACINTO DR SUIT: #2009447 PREV. OWNER: MARTIN, WILLIE TOTAL COSTS: $2,812.94 TAX SALE DATE: 03/01/11	LOT 379
11370.000.0407.0 View Map	CANYON CREEK V, UNIT 9 5622 BARKRIDGE DR SUIT: #2009086 PREV. OWNER: TIJERINA, DAVID TOTAL COSTS: $2,544.46 TAX SALE DATE: 12/07/10	LOT 407
11370.000.0409.0 View Map	CANYON CREEK V, UNIT 9 5626 BARKRIDGE DR SUIT: #2009624 PREV. OWNER: RITCHIE, CLINTON D TOTAL COSTS: $1,448.07 TAX SALE DATE: 09/06/11	LOT 409

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11442.004.0004.0 View Map	COMANCHE HARBOR, SECTION B 3820 HORSESHOE TRL SUIT: #2010276 PREV. OWNER: COOPER,IRMA TOTAL COSTS: $1,994.26 TAX SALE DATE: 03/06/12	BLOCK 4	LOT 4
11442.005.0042.0 View Map	COMANCHE HARBOR, SECTION B 1306 PORTS O CALL DR SUIT: #2009589 PREV. OWNER: BELT, JOHN TOTAL COSTS: $3,483.50 TAX SALE DATE: 09/06/11	BLOCK 5	LOT 42
11443.002.0014.0 View Map	COMANCHE HARBOR, SECTION C 3512 TOMAHAWK DR SUIT: #2008546 PREV. OWNER: TAYLOR, [illegible]Y E TOTAL COSTS: $1,732.62 TAX SALE DATE: 12/07/10	BLOCK 2	LOT 14
11443.004.0022.0 View Map	COMANCHE HARBOR, SECTION C 926 APACHE RIDGE RD SUIT: #2011491 PREV. OWNER: GARTMAN, EDITH MARIE TOTAL COSTS: $3,494.55 TAX SALE DATE: 09/04/12	BLOCK 4	LOT 22
11443.005.0012.0 View Map	COMANCHE HARBOR, SECTION C 3613 FLINT ROCK CIR SUIT: #2009435 PREV. OWNER: WESTERN RESORT PROP TOTAL COSTS: $2,530.05 TAX SALE DATE: 12/07/10	BLOCK 5	LOT 12
11443.005.0113.0 View Map	COMANCHE HARBOR, SECTION C 3537 ARROWHEAD CIR SUIT: #2009154 PREV. OWNER: FRANKO, E MICHAEL TOTAL COSTS: $1,999.29 TAX SALE DATE: 12/07/10	BLOCK 5A	LOT 113

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11443.007.0093.0 View Map	COMANCHE HARBOR, SECTION C 3604 DURANGO TRL SUIT: #2010638 PREV. OWNER: MAHANEY, FRANCIS TOTAL COSTS: $2,008.47 TAX SALE DATE: 09/06/11	BLOCK 7	LOT 93
11443.007.0132.0 View Map	COMANCHE HARBOR, SECTION C 3605 WAR PAINT TRL SUIT: #2010116 PREV. OWNER: JONES, CHARLES TOTAL COSTS: $2,757.14 TAX SALE DATE: 09/06/11	BLOCK 7	LOT 132
11443.007.0164.0 View Map	COMANCHE HARBOR, SECTION C 3607 BROKEN BOW DR SUIT: #2010080 PREV. OWNER: ANDERSON, EUNICE TOTAL COSTS: $2,499.54 TAX SALE DATE: 09/06/11	BLOCK 7	LOT 164
11443.008.0035.0 View Map	COMANCHE HARBOR, SECTION C 804 CROW CT SUIT: #2010731 PREV. OWNER: MELENDEZ, SENOVIO P TOTAL COSTS: $2,038.52 TAX SALE DATE: 09/06/11	BLOCK 8	LOT 35
11443.008.0041.0 View Map	COMANCHE HARBOR, SECTION C 807 BLACKFOOT CT SUIT: #2011062 PREV. OWNER: NICHOLS, GEORGE W TOTAL COSTS: $975.01 TAX SALE DATE: 09/06/11	BLOCK 8	LOT 41
11443.009.0011.0 View Map	COMANCHE HARBOR, SECTION C 3507 FEATHER CT SUIT: #2011498 PREV. OWNER: ORDWAY, CHARLOTTE TOTAL COSTS: $3,405.70 TAX SALE DATE: 09/04/12	BLOCK 9	LOT 11

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11444.001.0017.0 View Map	COMANCHE HARBOR, SECTION D 1103 INDIAN DR SUIT: #2009068 PREV. OWNER: DANIEL, JACK TOTAL COSTS: $2,112.13 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 17
11445.001.0045.0 View Map	COMANCHE HARBOR, SECTION E 818 PORTS O CALL DR SUIT: #2010279 PREV. OWNER: CURL, LEON K TOTAL COSTS: $1,780.34 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 45
11445.001.0050.0 View Map	COMANCHE HARBOR, SECTION E 808 PORTS O CALL DR SUIT: #2009653 PREV. OWNER: TAYLOR, IRISTI DAWN TOTAL COSTS: $1,884.88 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 50
11445.002.0023.0 View Map	COMANCHE HARBOR, SECTION E 800 BUFFALO TRL SUIT: #2011062 PREV. OWNER: NIC[illegible]S, G[illegible]GE W TOTAL COSTS: $9[illegible]2 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 23
11445.005.0006.0 View Map	COMANCHE HARBOR, SECTION E 833 TEPEE TRL SUIT: #2009523 PREV. OWNER: MC CLELLAND, JOSEPH C TOTAL COSTS: $1,589.65 TAX SALE DATE: 03/01/11	BLOCK 5	LOT 6
11445.005.0012.0 View Map	COMANCHE HARBOR, SECTION E 910 BATTLE CREEK RD SUIT: #2009523 PREV. OWNER: MC CLELLAND GEORGIA TOTAL COSTS: $1,617.66 TAX SALE DATE: 03/01/11	BLOCK 5	LOT 12

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11445.007.0032.0 View Map	COMANCHE HARBOR, SECTION E 926 INDIAN DR SUIT: #2008689 PREV. OWNER: BLOODWORTH, JOE L TOTAL COSTS: $2,758.72 TAX SALE DATE: 12/07/10	BLOCK 7	LOT 32
11481.001.0012.0 View Map	COMANCHE COVE, SECTION A 3121 BRAZOS RIVER DR SUIT: #2010266 PREV. OWNER: ARTERBURN, DONALD TOTAL COSTS: $843.14 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 12
11481.001.0058.0 View Map	COMANCHE COVE, SECTION A 3322 BRAZOS RIVER DR SUIT: #2010071 PREV. OWNER: SCOTT, YBONNE TOTAL COSTS: $2,240.55 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 58
11481.001.0092.0 View Map	COMANCHE COVE, SECTION A 829 COLORADO RIVER DR SUIT: #2010042 PREV. OWNER: HENRY, WILLIAM TOTAL COSTS: $2,861.42 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 92
11481.001.0095.0 View Map	COMANCHE COVE, SECTION A 905 COLORADO RIVER DR SUIT: #2010065 PREV. OWNER: RALEY, RUPERT TOTAL COSTS: $2,869.63 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 95
11481.001.0101.0 View Map	COMANCHE COVE, SECTION A 917 COLORADO RIVER DR SUIT: #2010690 PREV. OWNER: LARGE, EDDIE TOTAL COSTS: $970.59 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 101

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11481.001.0102.0 View Map	COMANCHE COVE, SECTION A 919 COLORADO RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,327.87 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 102
11481.001.0103.0 View Map	COMANCHE COVE, SECTION A 921 COLORADO RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,795.50 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 103
11481.001.0106.0 View Map	COMANCHE COVE, SECTION A 927 COLORADO RIVER DR SUIT: #2010081 PREV. OWNER: BARTLETT, BRIAN J TOTAL COSTS: $2,414.14 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 106
11481.001.0112.0 View Map	COMANCHE COVE, SECTION A 928 COLORADO RIVER DR SUIT: #2011502 PREV. OWNER: BOURLAND, FRANCIS TOTAL COSTS: $983.48 TAX SALE DATE: 09/04/12	BLOCK 1	LOT 112
11481.001.0150.0 View Map	COMANCHE COVE, SECTION A 817 ARKANSAS RIVER DR SUIT: #2008592 PREV. OWNER: MAYNARD, MITCH TOTAL COSTS: $2,795.98 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 150
11481.001.0172.0 View Map	COMANCHE COVE, SECTION A 931 ARKANSAS RIVER DR SUIT: #2010707 PREV. OWNER: TREVILLION, HARVEY E TOTAL COSTS: $1,059.73 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 172

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11481.001.0240.0 View Map	COMANCHE COVE, SECTION A 926 DEVIS RIVER DR SUIT: #2010091 PREV. OWNER: CANADA, MITCHELL TOTAL COSTS: $2,624.67 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 240
11481.001.0277.0 View Map	COMANCHE COVE, SECTION A 819 PECOS RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $2,843.34 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 277
11481.001.0285.0 View Map	COMANCHE COVE, SECTION A 903 PECOS RIVER DR SUIT: #2010031 PREV. OWNER: CROSBY, JAMES H TOTAL COSTS: $2,663.25 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 285
11481.001.0318.0 View Map	COMANCHE COVE, SECTION A 832 PECOS RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,670.93 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 318
11481.001.0319.0 View Map	COMANCHE COVE, SECTION A 830 PECOS RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,776.17 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 319
11481.001.0339.0 View Map	COMANCHE COVE, SECTION A 817 PEASE RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,361.85 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 339
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

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HCAD PROPERTIES

11481.001.0367.0 View Map	COMANCHE COVE, SECTION A 902 PEASE RIVER DR SUIT: #2010039 PREV. OWNER: FRIZZELL, WOODROW TOAL COSTS: $3,117.79 TAX SALE DATE: 03/01/11	BLOCK 1	LOTS 367 & 368
11481.001.0398.0 View Map	COMANCHE COVE, SECTION A 913 BOSQUE RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $953.20 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 398
11481.002.0025.0 View Map	COMANCHE COVE, SECTION A 2901 BRAZOS RIVER DR SUIT: #2010051 PREV. OWNER: KOUKAL, THOMAS TOTAL COSTS: $2,606.89 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 25
11481.002.0058.0 View Map	COMANCHE COVE, SECTION A 2616 BRAZOS RIVER DR SUIT: #2010303 PREV. OWNER: PIERRE-LOUIS YVES TOTAL COSTS: $1,177.30 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 58
11481.002.0184.0 View Map	COMANCHE COVE, SECTION A 919 GUADALUPE RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $816.94 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 184
11481.002.0197.0 View Map	COMANCHE COVE, SECTION A 910 GUADALUPE RIVER DR SUIT: #2010774 PREV. OWNER: FULLER, BEN & CODY TOTAL COSTS: $1,000.38 TAX SALE DATE: 09/04/12	BLOCK 2	LOT 197

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ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER

HCAD PROPERTIES

11481.003.0020.0 View Map	COMANCHE COVE, SECTION A 3146 CANADIAN RIVER TRL SUIT: #2010302 PREV. OWNER: LEWIS, JOHN TOTAL COSTS: $1,218.94 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 20
11481.003.0047.0 View Map	COMANCHE COVE, SECTION A 3410 BRAZOS RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,277.83 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 47
11481.003.0055.0 View Map	COMANCHE COVE, SECTION A 3508 BRAZOS RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,807.36 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 55
11481.003.0060.0 View Map	COMANCHE COVE, SECTION A 1033 COLORADO RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOAL COSTS: $698.53 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 60
11481.003.0064.0 View Map	COMANCHE COVE, SECTION A 1025 COLORADO RIVER DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,730.93 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 64
11481.003.0081.0 View Map	COMANCHE COVE, SECTION A 3120 SABINE RIVER TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,119.47 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 81

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11481.003.0082.0 View Map	COMANCHE COVE, SECTION A 3118 SABINE RIVER TRL SUIT: #2010048 PREV. OWNER: JOHNSON, THOMAS J TOTAL COSTS: $2,855.97 TAX SALE DATE: 03/01/11	BLOCK 3	LOT 82
11481.003.0135.0 View Map	COMANCHE COVE, SECTION A 3118 TRINITY RIVER TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,795.50 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 135
11481.003.0142.0 View Map	COMANCHE COVE, SECTION A 3104 TRINITY RIVER TRL SUIT: #2009093 PREV. OWNER: JAMES, JEFF RAY TOTAL COSTS: $1,240.96 TAX SALE DATE: 12/07/10	BLOCK 3	LOT 142
11481.003.0190.0 View Map	COMANCHE COVE, SECTION A 3133 CANADIAN RIVER TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,300.58 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 190
11481.003.0192.0 View Map	COMANCHE COVE, SECTION A 3137 CANADIAN RIVER TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $839.85 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 192
11481.003.0201.0 View Map	COMANCHE COVE, SECTION A 1000 PECOS RIVER DR SUIT: #2010032 PREV. OWNER: CURRIE, HARRY TOTAL COSTS: $1,807.65 TAX SALE DATE: 03/01/11	BLOCK 3	LOT 201

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11482.001.0053.0 View Map	COMANCHE COVE, SECTION B 826 CORRAL DR SUIT: #2010037 PREV. OWNER: FETNER, STEPHEN TOTAL COSTS: $2,399.23 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 53
11482.001.0084.0 View Map	COMANCHE COVE, SECTION B 1122 BOOT TRAIL CT SUIT: #2010724 PREV. OWNER: MAYFIELD, JAMES & KAREN TOTAL COSTS: $1,553.47 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 84
11482.002.0011.0 View Map	COMANCHE COVE, SECTION B 817 THICKET TRL SUIT: #2010024 PREV. OWNER: ADAMS,MYRTLE & DUDLEY O TOTAL COSTS: $2,021.94 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 11
11482.002.0025.0 View Map	COMANCHE COVE, SECTION B 929 THICKET TRL SUIT: #2010050 PREV. OWNER: KESTLER, DAVID D JR TOTAL COSTS: $2,068.66 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 25
11482.002.0091.0 View Map	COMANCHE COVE, SECTION B 2522 CAMPER CT SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $709.71 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 91
11482.002.0139.0 View Map	COMANCHE COVE, SECTION B 709 HEDGEROW TRL SUIT: #2009076 PREV. OWNER: BREWER, JAMES & HAZEL TOTAL COSTS: $2,200.36 TAX SALE DATE: 12/07/10	BLOCK 2	LOT 139

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ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11482.002.0143.0 View Map	COMANCHE COVE, SECTION B 2407 WHITE OAK TRL SUIT: #2009076 PREV. OWNER: BREWER, JAMES & HAZEL TOTAL COSTS: $1,248.50 TAX SALE DATE: 12/07/10	BLOCK 2	LOT 143
11482.002.0163.0 View Map	COMANCHE COVE, SECTION B 2510 WHITE OAK TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,652.14 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 163
11482.002.0196.0 View Map	COMANCHE COVE, SECTION B 2418 ORION WAY SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,061.52 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 196
11483.001.0056.0 View Map	COMANCHE COVE, SECTION C 1509 WOODMERE TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,006.33 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 56
11483.001.0074.0 View Map	COMANCHE COVE, SECTION C 1401 WOODMERE TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $942.20 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 74
11483.001.0078.0 View Map	COMANCHE COVE, SECTION C 2410 CREEKVIEW DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,897.73 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 78

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ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.001.0173.0 View Map	COMANCHE COVE, SECTION C 2218 WOODCREST TRL SUIT: #2009526 PREV. OWNER: MILES, CHARLIE TOTAL COSTS: $2,449.25 TAX SALE DATE: 12/07/10	BLOCK 1	LOT 173
11483.001.0193.0 View Map	COMANCHE COVE, SECTION C 2221 WOODCREST TRL SUIT: #2010068 PREV. OWNER: RATLIFF, BOBBY TOTAL COSTS: $2,130.36 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 193
11483.001.0195.0 View Map	COMANCHE COVE, SECTION C 2225 WOODCREST TRL SUIT: #2009085 PREV. OWNER: WARE, JAMES R SR TOTAL COSTS: $2,035.50 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 195
11483.001.0223.0 View Map	COMANCHE COVE, SECTION C 2306 CEDARWOOD TRL SUIT: #2010038 PREV. OWNER: FLORES, JIMMY JR TOTAL COSTS: $2,469.50 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 223
11483.001.0257.0 View Map	COMANCHE COVE, SECTION C 2229 CEDARWOOD TRL SUIT: #2010030 PREV. OWNER: PENNY, DEE R TOTAL COSTS: $2.169.24 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 257
11483.001.0279.0 View Map	COMANCHE COVE, SECTION C 2312 METEOR TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,123.78 TAX SALE DATE: 03/06/12	BLOCK 1	LOTS 279 & 280
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.001.0298.0 View Map	COMANCHE COVE, SECTION C 2216 COMET TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,196.10 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 298
11483.001.0299.0 View Map	COMANCHE COVE, SECTION C 2214 COMET TRL SUIT: #2010025 PREV. OWNER: ABERHOLD B J TOTAL COSTS: $1,484.28 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 299
11483.001.0300.0 View Map	COMANCHE COVE, SECTION C 2212 COMET TRL SUIT: #2010025 PREV. OWNER: ABERHOLD, BILLY J TOTAL COSTS: $1,217.14 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 300
11483.001.0333.0 View Map	COMANCHE COVE, SECTION C 2219 COMET TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,829.85 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 333
11483.001.0339.0 View Map	COMANCHE COVE, SECTION C 2231 COMET TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,762.46 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 339
11483.001.0355.0 View Map	COMANCHE COVE, SECTION C 1300 DORADO DR SUIT: #2010072 PREV. OWNER: SNOW, ROBERT L TOTAL COSTS: $2,552.72 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 355

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.001.0372.0 View Map	COMANCHE COVE, SECTION C 2231 HERCULES DR SUIT: #2010054 PREV. OWNER: LODATO, MICHAEL J TOTAL COSTS: $3,000.04 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 372
11483.001.0392.0 View Map	COMANCHE COVE, SECTION C 1209 THICKET CT SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $2,021.42 TAX SALE DATE: 03/06/12	BLOCK 1	LOTS 392 & 393
11483.001.0484.0 View Map	COMANCHE COVE,SECTION C 1332 PHOENIX CT SUIT: #2010058 PREV. OWNER: MITCHELL, EDWARD T TOTAL COSTS: $2,754.78 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 484
11483.001.0496.0 View Map	COMANCHE COVE, SECTION C 1308 PHOENIX CT SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $849.83 TAX SALE DATE: 03/06/12	BLOCK 1	LOT 496
11483.001.0512.0 View Map	COMANCHE COVE, SECTION C 1323 WOODMERE TRL SUIT: #2011529 PREV. OWNER: BARCOS, CLAUDE TOTAL COSTS: $585.99 TAX SALE DATE: 09/04/12	BLOCK 1	LOT 512
11483.001.0515.0 View Map	COMANCHE COVE, SECTION C 1329 WOODMERE TRL SUIT: #2011529 PREV. OWNER: BARCOS, CLAUDE TOTAL COSTS: $410.95 TAX SALE DATE: 09/04/12	BLOCK 1	LOT 515

SOLD

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ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.002.0212.0 View Map	COMANCHE COVE, SECTION C 1408 RIDGEVIEW CIR SUIT: #2010045 PREV. OWNER: HUGHES, PHILLIP W TOTAL COSTS: $2,350.82 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 212
11483.002.0241.0 View Map	COMANCHE COVE, SECTION C 1620 RIDGEVIEW TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $2,131.87 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 241
11483.002.0294.0 View Map	COMANCHE COVE, SECTION C 2500 DEER TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $953.20 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 294
11483.002.0320.0 View Map	COMANCHE COVE, SECTION C 2619 DEER TRL SUIT: #2010070 PREV. OWNER: ROGERS, RONALD B TOTAL COSTS: $2,215.92 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 320
11483.002.0373.0 View Map	COMANCHE COVE, SECTION C 2521 COYOTE TRL SUIT: #2008695 PREV. OWNER: ERWIN, J W TOTAL COSTS: $2,374.69 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 373
11483.002.0392.0 View Map	COMANCHE COVE, SECTION C 2621 COYOTE TRL SUIT: #2011364 PREV. OWNER: LEDDY, RAY TOTAL COSTS: $1,850.52 TAX SALE DATE: 09/04/12	BLOCK 2	LOT 392

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.002.0407.0 View Map	COMANCHE COVE, SECTION C 2626 QUAIL RUN TRL SUIT: #2010069 PREV. OWNER: ROBINSON, HERMON TOTAL COSTS: $1,821.25 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 407
11483.002.0413.0 View Map	COMANCHE COVE, SECTION C 2614 QUAIL RUN TRL SUIT: #2010665 PREV. OWNER: PHILLIPS, RUBY BEATRICE TOTAL COSTS: $740.15 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 413
11483.002.0438.0 View Map	COMANCHE COVE, SECTION C 2504 QUAIL RUN TRL SUIT: #2009172 PREV. OWNER: PERROTTA, EDWARD TOTAL COSTS: $771.56 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 438
11483.002.0472.0 View Map	COMANCHE COVE, SECTION C 2633 QUAIL RUN TRL SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $903.05 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 472
11483.002.0520.0 View Map	COMANCHE COVE, SECTION C 2601 CREEKVIEW DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $903.05 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 520
11483.002.0521.0 View Map	COMANCHE COVE, SECTION C 2603 CREEKVIEW DR SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $1,785.67 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 521

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

11483.002.0525.0 View Map	COMANCHE COVE, SECTION C 2611 CREEKVIEW DR SUIT: #2010275 PREV. OWNER: WILLMON, NELLIE C TOTAL COSTS: $2,070.22 TAX SALE DATE: 09/06/11	BLOCK 2	LOT 525
11483.002.0534.0 View Map	COMANCHE COVE, SECTION C 2606 AURORA AVE SUIT: #2008428 PREV. OWNER: BOWEN, MARCUS TOTAL COSTS: $2,112.59 TAX SALE DATE: 03/01/11	BLOCK 2	LOT 534
11483.002.0551.0 View Map	COMANCHE COVE,SECTION C 2513 AURORA AVE SUIT: #2011515 PREV. OWNER:COMANCHE COVE ABANDONED TOTAL COSTS: $960.60 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 551
12521.000.0218.0 View Map	INDIAN HARBOR, PHASE 1 1504 COMANCHE C SUIT: #2010688 PREV. OWNER: CAN U, EST EVELYN TOTAL COSTS: $2,554.36 TAX SALE DATE: 03/06/12		LOT 218
12522.000.0030.0 View Map	INDIAN HARBOR, PHASE 2 1205 PAWNEE TRL SUIT: #2010281 PREV. OWNER: DERRICK, BILLY L TOTAL COSTS: $2,825.50 TAX SALE DATE: 09/06/11		LOT 30
12522.000.0033.0 View Map	INDIAN HARBOR, PHASE 2 1200 PAWNEE TRL SUIT: #2010723 PREV. OWNER: JONES,JACKIE LYNN TOTAL COSTS: $2,430.51 TAX SALE DATE: 09/04/12		LOT 33

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ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12522.000.0160.0 View Map	INDIAN HARBOR, PHASE 2 4316 TEJAS TRL SUIT: #2010660 PREV. OWNER: GECKLER, RAYMOND H TOTAL COSTS: $1,135.41 TAX SALE DATE: 09/06/11	LOT 160
12523.000.0020.0 View Map	INDIAN HARBOR, PHSE 3 1302 UTE CT SUIT: #2008494 PREV. OWNER: CAGLE, JACQUELYN TOTAL COSTS: $1,947.24 TAX SALE DATE: 03/01/11	LOT 20
12524.000.0069.0 View Map	INDIAN HARBOR, PHASE 4 1016 HOPI CT SUIT: #2009604 PREV. OWNER: HINES, JAMES E TOTAL COSTS: $3,744.12 TAX SALE DATE: 03/01/11	LOT 69R
12524.000.0078.0 View Map	INDIAN HARBOR, PHASE 4 1046 HOPE CT SUIT: #2010632 PREV. OWNER: FEATHERSTON, L W TOTAL COSTS: $2,133.47 TAX SALE DATE: 03/06/12	LOTS 78 & 79
12524.000.0094.0 View Map	INDIAN HARBOR, PHASE 4 1035 HOPI CT SUIT: #2010060 PREV. OWNER: OSBORNE, DN & EC TOTAL COSTS: $2,787.77 TAX SALE DATE: 09/06/11	LOT 94
12524.000.0192.0 View Map	INDIAN HARBOR, PHASE 4 809 HURON DR SUIT: #2010313 PREV. OWNER: LONGORIA, LUCY TORRES TOTAL COSTS: $1,631.14 TAX SALE DATE: 09/06/11	LOT 192

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12527.000.0572.0 — LOT 572
View Map
INDIAN HARBOR, PHASE 7
1004 BANDERA TRL
SUIT: #2010521
PREV. OWNER: WALKER, JOHN H
TOTAL COSTS: $4,795.53
TAX SALE DATE: 09/04/12

12529.00.0721.0 — LOT 721
View Map
INDIAN HARBOR, PHASE 9
3800 PICA TRL
SUIT: #2011504
PREV. OWNER: M[illegible]
TOTAL COSTS: $1,29[illegible]
TAX SALE DATE: 09/04/12
SOLD

12531.000.0927.0 — LOT 927
View Map
INDIAN HARBOR, PHASE 11
1022 MOJAVE TRL
SUIT: #2008494
PREV. OWNER: CAGLE, JACQUELYN
TOTAL COSTS: $1,502.52
TAX SALE DATE: 03/01/11

12532.000.1071.0 — LOT 1071
View Map
INDIAN HARBOR, PHASE 12
4007 SEMINOLE TR[illegible]
SUIT: #2010490
PREV. OWNER: GAR[illegible]
TOTAL COSTS: $4,406.99
TAX SALE DATE: 09/04/12
SOLD

12532.000.1099.0 — LOT 1099
View Map
INDIAN HARBOR, PHASE 12
1304 SHAWNEE TRL
SUIT: #2010308
PREV. OWNER: McFA[illegible]
TOTAL COSTS: $3,573.37
TAX SALE DATE: 09/06/11
SOLD

12537.000.1216.0 — LOT 1216
View Map
INDIAN HARBOR, PHASE 17
1315 E APACHE TRL
SUIT: #2010284
PREV. OWNER: EVANS, ROY
TOTAL COSTS: $3,438.69
TAX SALE DATE: 09/06/11

ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER

HCAD PROPERTIES

12961.001.0123.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5727 ARKANSAS TRL SUIT: #2011505 PREV. OWNER: PRUITT, DORIS TOTAL COSTS: $2,318.45 TAX SALE DATE: 09/04/12	BLOCK 1	LOTS 123 & 124
12961.001.0159.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5820 ARKANSAS TRL SUIT: #2009178 PREV. OWNER: TREVINO, EDDIE E TOTAL COSTS: $2,486.79 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 159
12961.001.0221.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5904 TEXAS TRL SUIT: #2011056 PREV. OWNER: BIGGS, HOMER J TOTAL COSTS: $1,493.42 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 221
12961.001.0228.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5818 TEXAS TRL SUIT: #2010121 PREV. OWNER: KRUSKA, J H, & RENFRO M TOTAL COSTS: $1,991.44 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 228
12961.003.0052.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5432 LAKE GRANBURY TRL SUIT: #2010635 PREV. OWNER: HOME AM OPPORTUNITY FUND TOTAL COSTS: $6,352.18 TAX SALE DATE: 09/06/11	BLOCK 3	LOTS 52, 53, 54
12961.003.0129.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5426 LOUISIANA TRL SUIT: #2011503 PREV. OWNER: LAKE GRANBURY RESORT TOTAL COSTS: $1,683.10 TAX SALE DATE: 09/04/12	BLOCK 3	LOT 129

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12961.003.0150.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5504 LOUISIANA TRL SUIT: #2010665 PREV. OWNER: PHILLIPS, RUBY BEATRICE TOTAL COSTS: $1,140.1 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 150
12961.003.0158.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5475 OREGON TRL SUIT: #2010118 PREV. OWNER: KELLY, THOMAS J TOTAL COSTS: $2,566.04 TAX SALE DATE: 03/01/11	BLOCK 3	LOT 158
12961.003.0169.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5425 OREGON TRL SUIT: #2010110 PREV. OWNER: GARDNER, DENNIS TOTAL COSTS: $2,407.25 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 169
12961.003.0234.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5435 S OKLAHOMA TRL SUIT: #2010776 PREV. OWNER: MACIE, MELLVILLE E TOTAL COSTS: $1,557.80 TAX SALE DATE: 03/06/12	BLOCK 3	LOT 234
12961.003.0265.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5608 ARKANSAS TRL SUIT: #2010639 PREV. OWNER: MARICLE, CARL ANTHONY TOTAL COSTS: $4,451.87 TAX SALE DATE: 03/06/12	BLOCK 3	LOTS 265 & 266
12961.003.0268.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5614 ARKANSAS TRL SUIT: #2010297 PREV. OWNER: KANE, RUSSELL H TOTAL COSTS: $2,544.76 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 268

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12961.003.0296.0 View Map	LAKE GRANBURY HARBOR, SECTION A 5620 LAKE GRANBURY TRL SUIT: #2009600 PREV. OWNER: ELLIS, JAMES B TOTAL COSTS: $5,151.84 TAX SALE DATE: 09/06/11	BLOCK 3	LOTS 296 & 297
12962.000.0056.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6029 LAKE GRANBURY TRL SUIT: #2010705 PREV. OWNER: GREENE, CLARENCE S TOTAL COSTS: $1,320.77 TAX SALE DATE: 09/06/11		LOT 56
12962.000.0139.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6025 ARKANSAS TRL SUIT: #2010101 PREV. OWNER: DUCKWORTH, WILLIAM P TOTAL COSTS: $1,722.20 TAX SALE DATE: 03/06/12		LOT 139
12962.000.0209.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6123 TEXAS TRL SUIT: #2010273 PREV. OWNER: BURNS, EARL B TOTAL COSTS: $1,619.87 TAX SALE DATE: 09/06/11		LOT 209
12962.000.0259.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6112 TEXAS TRL SUIT: #2010630 PREV. OWNER: BROWNE, JAMES E TOTAL COSTS: $3,662.65 TAX SALE DATE: 09/06/11		LOTS 259 & 301
12962.000.0264.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6200 TEXAS TRL SUIT: #2010409 PREV. OWNER: RUNGE, HASKEL A TOTAL COSTS: $4,209.33 TAX SALE DATE: 03/06/12		LOTS 263, 264, 265
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12962.000.0309.0 View Map	LAKE GRANBURY HARBOR, SECTION B 6101 N OKLAHOMA TRL SUIT: #2010633 PREV. OWNER: HANSON, BOBBY G TOTAL COSTS: $1,499.44 TAX SALE DATE: 09/06/11 **MH NOT PART OF SALE**		LOTS 309 & 310
12962.000.0432.0 View Map	LAKE GRANBURY HARBOR, SECTION B 5903 NEVADA CT SUIT: #2010111 PREV. OWNER: GRAY, DONALD J TOTAL COSTS: $2,670.14 TAX SALE DATE: 09/06/11		LOT 432
12962.000.0437.0 View Map	LAKE GRANBURY HARBOR, SECTION B 5916 N OKLAHOMA TRL SUIT: #2010292 PREV. OWNER: HAMER, TRAVIS TOTAL COSTS: $5,339.97 TAX SALE DATE: 09/06/11		LOTS 437 & 438
12962.000.0483.0 View Map	LAKE GRANBURY HARBOR, SECTION B 3705 NEW JERSEY CT SUIT: #2009162 PREV. OWNER: LAUER, BARRY TOTAL COSTS: $2,798.91 TAX SALE DATE: 12/07/10		LOT 483
12964.000.0063.0 View Map	LAKE GRANBURY HARBOR, SECTION D 4526 MONTANA TRL SUIT: #2010636 PREV. OWNER: INSALL, WINFORD DOUGLAS TOTAL COSTS: $1,588.68 TAX SALE DATE: 03/06/12		LOT 63
12967.000.0100.0 View Map	LAKESIDE HILLS 3203 GREGORY CT SUIT: #2010108 PREV. OWNER: FREEMAN, ROGER TOTAL COSTS: $4,776.75 TAX SALE DATE: 09/06/11		LOT 100
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12967.000.0109.0 View Map	LAKESIDE HILLS 3202 GREGORY CT SUIT: #2010084 PREV. OWNER: BEHLE, T W TOTAL COSTS: $3,188.79 TAX SALE DATE: 09/06/11	LOT 109
12967.000.0159.0 View Map	LAKESIDE HILLS 5703 N LAKESIDE HILLS CT SUIT: #2010108 PREV. OWNER: FREEMAN, ROGER TOTAL COSTS: $4,898.11 TAX SALE DATE: 09/06/11	LOT 159
12967.000.0187.0 View Map	LAKESIDE HILLS 5906 S LAKESIDE HILLS CT SUIT: #2009631 PREV. OWNER: STUART, ALBERT JR TOTAL COSTS: $2,865.66 TAX SALE DATE: 03/01/11	LOT 187
12967.000.0200.0 View Map	LAKESIDE HILLS 6104 S LAKESIDE HILLS CT SUIT: #2010021 PREV. OWNER: WRIGHT, KELVIN TOTAL COSTS: $5,546.64 TAX SALE DATE: 09/06/11	LOT 200
12967.000.0270.0 View Map	LAKESIDE HILLS 6202 COLLINS CT SUIT: #2009623 PREV. OWNER: RIOJAS, PABLO TOTAL COSTS: $2,987.72 TAX SALE DATE: 03/01/11	LOT 270
12967.000.0299.0 View Map	LAKESIDE HILLS 5909 COLLINS CT SUIT: #2011531 PREV. OWNER: CROCKETT, KENNETH ETAL TOTAL COSTS: $1,000.89 TAX SALE DATE: 09/04/12	LOT 299

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

12967.000.0306.0 View Map	LAKESIDE HILLS 5908 CARTER RD SUIT: 2011057 PREV. OWNER: HOISINGTON, ROGER RAY TOTAL COSTS: $1,929.71 TAX SALE DATE: 09/04/12		LOT 306
13260.001.0016.0 View Map	MONTEGO BAY 3515 MONTEGO BLVD SUIT: #2010041 PREV. OWNER: GREEN, BILLY WAYNE TOTAL COSTS: $2,178.07 TAX SALE DATE: 03/01/11	BLOCK 1	LOT 16
13380.002.0104.0 View Map	OAK HILLS 3506 CEDAR DR SUIT: #2010691 PREV. OWNER: McLAIN, EDITY TOTAL COSTS: $3,758.90 TAX SALE DATE: 09/06/11	BLOCK 2	LOTS 103 & 104
13380.003.0043.0 View Map	OAK HILLS 3505 WOODLAKE DR SUIT: #2009088 PREV. OWNER: PENICK, KENNETH TOTAL COSTS: $4,592.20 TAX SALE DATE: 03/01/11	BLOCK 3	LOTS 43, 44, & 45
13380.004.0013.0 View Map	OAK HILLS 3515 CEDAR DR SUIT: #2009517 PREV. OWNER: KING, JOE TOTAL COSTS: $4,736.43 TAX SALE DATE: 03/01/11	BLOCK 4	LOT 13
13380.004.0077.0 View Map	OAK HILLS 3503 MULBERRY DR SUIT: #2011539 PREV.OWNER: PR WIT , ED VI A TOTAL COSTS: $894.3 TAX SALE DATE: 09/04/12	BLOCK 4	LOTS 77, 78, 79

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

13380.005.0014.0 View Map	OAK HILLS 3523 OAK HILL DR SUIT: #2010092 PREV. OWNER: CARR, LYLE V TOTAL COSTS: $2,363.10 TAX SALE DATE: 03/01/11	BLOCK 5	LOTS 14 & 15
13380.006.0003.0 View Map	OAK HILLS 3648 SUMAC DR SUIT: #2010692 PREV. OWNER: McMILLIAN, FRANCES E TOTAL COSTS: $1,132.95 TAX SALE DATE: 09/06/11	BLOCK 6	LOT 3
13380.007.0035.0 View Map	OAK HILLS 3303 WOODLAKE DR SUIT: #2008499 PREV. OWNER: GOODWIN, LAMAR TOTAL COSTS: $5,868.62 TAX SALE DATE: 03/01/11	BLOCK 7	LOTS 35, 36, 37, & 38
13380.007.0172.0 View Map	OAK HILLS 4420 TIMBERVIEW DR SUIT: #2010092 PREV. OWNER: CARR, LYLE V TOTAL COSTS: $2,026.68 TAX SALE DATE: 03/01/11	BLOCK 7	LOT 172
13380.007.0180.0 View Map	OAK HILLS 4503 TIMBER VIEW DR SUIT: #200950 PREV. OWNER: [illegible] TOTAL COSTS: [illegible] TAX SALE DATE: 12/07/10	BLOCK 7	LOTS 180 & 181
13380.007.0185.0 View Map	OAK HILLS 4425 TIMBERVIEW DR SUIT: #2009177 PREV. OWNER: TROUTMAN, ROY A TOTAL COSTS: $2,515.66 TAX SALE DATE: 12/07/10	BLOCK 7	LOT 185

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

13380.007.0203.0 View Map	OAK HILLS 4429 WOODLAND DR SUIT: #2009462 PREV. OWNER: WERSTERN RESORT PROP TOTAL COSTS: $2,744.77 TAX SALE DATE: 12/07/10	BLOCK 7	LOTS 203 & 204
13380.007.0230.0 View Map	OAK HILLS 325 CEDAR DR SUIT: #2010300 PREV. OWNER: KINNAIRD, MAY JANE TOTAL COSTS: $2,904.52 TAX SALE DATE: 09/06/11	BLOCK 7	LOTS 230 & 231
13380.007.0345.0 View Map	OAK HILLS 3310 SUMAC DR SUIT: #2011164 PREV. OWNER: TAYLOR, MARVIN TOTAL COSTS: $3,079.02 TAX SALE DATE: 09/04/12	BLOCK 7	LOTS 345 & 346
13380.008.0003.0 View Map	OAK HILLS 3321 OAK HILL DR SUIT: #2010098 PREV. OWNER: DE ANDA, ALEX SR TOTAL COSTS: $2,120.50 TAX SALE DATE: 09/06/11	BLOCK 8	LOT 3
13380.015.0052.0 View Map	OAK HILLS 4218 SHERWOOD DR SUIT: #2010686 PREV. OWNER: BALLARD, CLAUDE A TOTAL COSTS: $1,140.33 TAX SALE DATE: 09/06/11	BLOCK 15	LOT 52
13441.000.0457.0 View Map	OAK TRAIL SHORES, SECTION A 3900 HEDGE ROW ST SUIT: #2009094 PREV. OWNER: HANKS, SHARON LEE TOTAL COSTS: $2,392.17 TAX SALE DATE: 12/07/10		LOT 457
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

13441.000.0586.0 — LOT 586
View Map
OAK TRAIL SHORES, SECTION A
2620 PECAN VALLEY DR
SUIT: #2009163
PREV. OWNER: LEWIS, DELMAR L
TOTAL COSTS: $2,257.04
TAX SALE DATE: 12/07/10

13442.000.0312.0 — LOT 312
View Map
OAK TRAIL SHORES, SECTION B
2716 E BRIARWOOD ST
SUIT: #2009596
PREV. OWNER: COZZENS, DAVID B
TOTAL COSTS: $2,016.36
TAX SALE DATE: 09/06/11
SOLD

13442.000.0313.0 — LOT 313
View Map
OAK TRAIL SHORES, SECTION B
2714 E BRIARWOOD ST
SUIT: #2009596
PREV. OWNER: COZZENS, DAVID B
TOTAL COSTS: $2,016.37
TAX SALE DATE: 09/06/11
SOLD

13442.000.0314.0 — LOT 314
View Map
OAK TRAIL SHORES, SECTION B
2712 E BRIARWOOD ST
SUIT: #2009596
PREV. OWNER: COZZENS, DAVID B
TOTAL COSTS: $2,016.39
TAX SALE DATE: 09/06/11
SOLD

13442.000.0364.0 — LOT 364
View Map
OAK TRAIL SHORES, SECTION B
2807 CEDARHILL ST
SUIT: #2009523
PREV. OWNER: MC CLELLAND, JOSEPH
TOTAL COSTS: $1,618.80
TAX SALE DATE: 03/01/11

13442.000.0448.0 — LOT 448
View Map
OAK TRAIL SHORES, SECTION B
2703 E BRIARWOOD ST
SUIT: #2010274
PREV. OWNER: BURNS, LAWRENCE S
TOTAL COSTS: $1,810.62
TAX SALE DATE: 09/06/11

ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER

HCAD PROPERTIES

13442.000.0476.0 View Map	OAK TRAIL SHORES, SECTION B 2704 MAPLEWOOD ST SUIT: #2011486 PREV. OWNER: ADAMS, L E ETAL TOTAL COSTS: $3,144.07 TAX SALE DATE: 09/04/12	LOT 476
13442.000.0477.0 View Map	OAK TRAIL SHORES, SECTION B 2705 MAPLEWOOD ST SUIT: #2009601 PREV. OWNER: GOMEZ, JULIAN JR TOTAL COSTS: $2,165.21 TAX SALE DATE: 03/01/11	LOT 477
13442.000.0478.0 View Map	OAK TRAIL SHORES, SECTION B 2703 MAPLEWOOD ST SUIT: #2009601 PREV. OWNER: GOMEZ, JULIAN JR TOTAL COSTS: $1,990.20 TAX SALE DATE: 03/01/11	LOT 478
13444.000.0127.0 View Map	OAK TRAIL SHORE, SECTION D 2925 E BRIARWOOD ST SUIT: #2010499 PREV. OWNER: KNIGHT, JAMES TOTAL COSTS: $3,396.16 TAX SALE DATE: 09/04/12 **MH NOT PART OF SALE**	LOTS 126, 127, 128
13444.000.0179.0 View Map	OAK TRAIL SHORES, SECTION D 2915 CEDARBRUSH ST SUIT: #2010089 PREV. OWNER: BRYANT, BOBBY TOTAL COSTS: $2,915.34 TAX SALE DATE: 03/06/12	LOT 179
13444.000.0198.0 View Map	OAK TRAIL SHORES, SECTION D 3014 CEDARBRUSH ST SUIT: #2011165 PREV. OWNER: WESTERN RESORT PROP TOTAL COSTS: $1,756.72 TAX SALE DATE: 03/06/12	LOT 198

SOLD

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

13444.000.0231.0 View Map	OAK TRAIL SHORES, SECTION D 2901 CEDARHILL ST SUIT: #2008105 PREV. OWNER: CRESS, DENVER R SR TOTAL COSTS: $4,241.88 TAX SALE DATE: 03/01/11		LOT 231
13444.000.0419.0 View Map	OAK TRAIL SHORES, SECTION D 3000 POST OAK ST SUIT: #2009096 PREV. OWNER: FARRIS, GERRY & DEBORAH TOTAL COSTS: $2,483.44 TAX SALE DATE: 03/01/11		LOT 419
13445.006.0021.0 View Map	OAK TRAIL SHORES, SECTION E 2816 FOREST PARK DR SUIT: #2010122 PREV. OWNER: LANKFORD, TRAVIS K TOTAL COSTS: $2,101.45 TAX SALE DATE: 09/06/11	BLOCK 6	LOT 21
13445.010.0025.0 View Map	OAK TRAIL SHORES, SECTION E 2922 INWOOD TRL SUIT: #2010406 PREV. OWNER: RILEY, KAREN TOTAL COSTS: $1,050.85 TAX SALE DATE: 09/04/12	BLOCK 10	LOT 25
13445.010.0026.0 View Map	OAK TRAIL SHORES, SECTION E 2926 INWOOD TRL SUIT: #2010406 PREV. OWNER: RILEY, KAREN TOTAL COSTS: $2,902.74 TAX SALE DATE: 09/04/12	BLOCK 10	LOTS 26 & 27
13446.001.0122.0 View Map	OAK TRAIL SHORES, SECTION F 3107 RED OAK DR SUIT: #2010026 PREV. OWNER: ALEGRIA,JESUS C TOTAL COSTS: $2,253.59 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 122

SOLD

HCAD PROPERTIES

ACCOUNT #	LEGAL, ADDRESS & SUIT INFO.	BLOCK	LOT NUMBER
13446.002.0067.0 View Map	OAK TRAIL SHORES, SECTION F 3025 TANGLEWOOD DR SUIT: #201012 PREV. OWENR: HOLLAND, RUBY TOTAL COSTS: $3,839.54 TAX SALE DATE: 03/06/12	BLOCK 2	LOT 67
13446.002.0185.0 View Map	OAK TRAIL SHORES, SECTION F 2706 MISTLETOE CT SUIT: #2008526 PREV. OWNER: BOATMAN, JOHN D & SHARON TOTAL COSTS: $5,618.10 TAX SALE DATE: 03/01/11 **MH PART OF SALE**	BLOCK 2	LOT 185
13680.000.0226.0 View Map	ROCK HARBOR EST 3013 ROCK WOOD DR SUIT: #2009070 PREV. OWNER: GALVAN, RENE TOTAL COTS: $1,738.30 TAX SALE DATE: 12/07/10		LOT 226
13711.000.0042.1 View Map	ROLLING HILLS SHORE, SECTION A 2831 INDIAN GAP ST SUIT: #2010107 PREV. OWNER: FREEMAN, ORVON TOTAL COSTS: $2,428.47 TAX SALE DATE: 09/06/11		LOTS 42A & 42B
13711.000.0180.0 View Map	ROLLING HILLS SHORES, SECTION A 6804 EVERGREEN CT SUIT: #2010124 PREV. OWNER: CLARK, RONALD GLENN TOTAL COSTS: $3,253.2 TAX SALE DATE: 03/01/11		LOT 180 1.29 ACRES
13712.000.0049.0 View Map	ROLLING HILLS SHORES, SECTION B 2414 HURST CT SUIT: #2010375 PREV. OWNER: BA TLE T, P T ICI TOTAL COSTS: $1,354.3 TAX SALE DATE: 03/06/12		LOTS 49, 50, 51

SOLD
SOLD
SOLD

HCAD PROPERTIES

13712.000.0112.0 View Map	ROLLING HILLS SHORES, SECTION B 2430 GRAPEVINE CT SUIT: #2010100 PREV. OWNER: WHITEHEAD, CYNTHIA DREWS TOTAL COSTS: $1,505.63 TAX SALE DATE: 03/11/11		LOT 112
13712.000.0173.0 View Map	ROLLING HILLS SHORES, SECTION B 2608 INDIAN GAP ST SUIT: #2010086 PREV. OWNER: BRADF[illegible] J [illegible] TOTAL COSTS: $2,868.72 TAX SALE DATE: 09/06/11		LOTS 173 & 174
13712.003.0030.0 View Map	ROLLING HILLS SHORES, SECTOIN B 2411 IRVING CT SUIT: #2010099 PREV. OWNER: DENHAM, PAUL D TOTAL COSTS: $2,390.55 TAX SALE DATE: 09/06/11	BLOCK 3	LOTS 30 & 31
13712.003.0103.0 View Map	ROLLING HILLS SHORES, SECTION B 2401 AZLE CT SUIT: #2010099 PREV. OWNER: DENHAM, PAUL D TOTAL COSTS: $1,413.28 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 103
13712.003.0104.0 View Map	ROLLING HILLS SHORES, SECTION B 2403 AZLE CT SUIT: #2010120 PREV. OWNER: KIMBLE, ROBERT S SR TOTAL COSTS: $3,082.68 TAX SALE DATE: 03/01/11	BLOCK 3	LOTS 104 & 105
13712.003.0108.0 View Map	ROLLING HILLS SHORES, SECTION B 2411 AZLE CT SUIT: #2010090 PREV. OWNER: BURRIS, CHARLES TOTAL COSTS: $1,889.63 TAX SALE DATE: 03/01/11	BLOCK 3	LOT 108
ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

SOLD

HCAD PROPERTIES

13761.000.0078.0 View Map	SANDY BEACH, SECTION 1 4012 RANCE DR SUIT: #2010113 PREV. OWNER: HUMPHREY, THOMAS TOTAL COSTS: $4,452.50 TAX SALE DATE: 09/06/11		LOT 78
13901.000.0039.0 View Map	SKY HARBOUR, SECTION 11 3006 SAGITTARIUS LN SUIT: #2011424 PREV. OWNER: FITZGIBBONS, JAMES TOTAL COSTS: $2,2[illegible] TAX SALE DATE: 09/04/12		LOT 39
13901.000.0198.0 View Map	SKY HARBOUR, SECTION 11 331 CAPRICORN DR. SUIT: #2010269 PREV. OWNER: BROCK, KATIE M TOTAL COSTS: $1,587.80 TAX SALE DATE: 09/06/11		LOT 198
14000.001.0001.0 View Map	SOUTHVIEW ACRES 7702 SPRESTER CT SUIT: #2010637 PREV. OWNER: LA[illegible] TOATL COSTS: $4,440.48 TAX SALE DATE: 09/04/12	BLOCK 1	LOTS 1 & 2
15236.004.0044.0 View Map	WHIPPOORWILL BAY, SECTION F 611 WHIPPOORWILL DR SUIT: #2010128 PREV. OWNER: NARMORE, BURLON O TOTAL COSTS: $2,376.17 TAX SALE DATE: 09/06/11	BLOCK 4	LOT 44
15236.004.0053.0 View Map	WHIPPOORWILL BAY, SECTION F 505 WHIPPOORWILL DR SUIT: #2010078 PREV. OWNER: ALVAREZ, MARILU VELEZ TOTAL COSTS: $1,624.62 TAX SALE DATE: 09/06/11	BLOCK 4	LOT 53

ACCOUNT #	**LEGAL, ADDRESS & SUIT INFO.**	**BLOCK**	**LOT NUMBER**

HCAD PROPERTIES

15236.004.0054.0 View Map	WHIPPORRWILL BAY, SECTION F 503 WHIPPOORWILL DR SUIT: #2010078 PREV. OWNER: ALVA[illegible]EZ, MAR[illegible]Y VEL[illegible]Z TOTAL COSTS: $1,234.8[illegible] TAX SALE DATE: 09/06/11	BLOCK 4	LOT 54
15237.001.0011.0 View Map	WHIPPOORWILL BAY, SECTION G 921 SKYLARK DR SUIT: #2010643 PREV. OWNER: WHITE, WELLS TOTAL COSTS: $2,714.41 TAX SALE DATE: 09/06/11	BLOCK 1	LOT 11
15237.003.0029.0 View Map	WHIPPOORWILL BAY, SECTION G 4608 EMU CT SUIT: #2010126 PREV. OWNER: SCHOONOVER, MITCHELL TOTAL COSTS: $2,093.60 TAX SALE DATE: 09/06/11	BLOCK 3	LOT 29

SOLD

Director of Human Resources

For:	**Board of Trustees**
Date:	**September 21, 2015**
Action:	**Discussion/Action**

To:	**Dr. James M. Largent, Superintendent**	**From:**	**Shane Conklin, HR Director**
		Date:	**September 15, 2015**
		RE:	**Classroom Size Waiver**

SUMMARY:

The provisions and requirements of class Size waivers as required by Texas Education Code (TEA) 25.112. Each school district in Texas is required to conduct a class size enrollment survey for Kindergarten through Grade 4 no later than September. If the survey indicates that any class for Grades K-4 exceeds the allowable class size limit of 22:1. The district must submit the class size waiver request/form and a copy of a current compliance plan that has been approved by the local board of trustees. The plan must include the name(s) of campus (es), campus rating, grade(s), and number of sections exceeding the 22:1 class size ratio; steps to be taken to bring the district into compliance; timeline for completion; any new efforts/progress toward compliance.

GISD is requesting "2" waivers due to increased enrollment.

School	Grade Level	Sections/Students	# of Sections over 22:1	# of Students over 22:1
Acton ES	4th Grade	6/141	6 section	9 students
Mambrino ES	4th Grade	4/95	4 sections	7 students

Respectfully submitted,

Shane Conklin

Shane Conklin
Director of Human Resources

ORDER OF CANCELLATION
EJEMPLO DE ORDEN DE CANCELACION

The Granbury Independent School District hereby cancels the election scheduled to be held on **November 3, 2015** in accordance with Section 2.053(a) of the Texas Election code. The following candidates have been certified as unopposed and are hereby elected as follows:

El Granbury Independent School District por la presente cancela la eleccion que, de lo contrario, se hubiera celebrado el November 3, 2015 de conformidad, con la Seccion 2.053(a) del Codigo de Elecciones de Texas. Los siguientes candidotos han sido certificados como candidates unicos y por la presente quedan elegidos como se haya indicado a continuacion:

Candidate *(Candidato)*	Office Sought *(Cargo al que presenta candidature)*
Micky Shearon	**Place 3**
Nancy Alana	**Place 4**

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

El Dia de las Elecciones se exhibira una copia de esta orden en todas las mesa electorales que se hubieran utilizado en la eleccion.

_____
President *(Presidente)*

_____
Secretary *(Secretario)*

(seal) *(sello)*

_____
Date of adoption *(Fecha de adopcion)*

Granbury Independent School District

Granbury High School

2015-2016 Campus Improvement Plan

Granbury High School

Every Student Every Day

Mission Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Latest information suggests that our racial demographics are as follows: White 74.6%, Hispanic/Latino 21.4%, Two or more races 1.7%, and other .5%. Our campus percentage ended the 2015 school year at 39%for Free-Reduced Lunch recipients. District-wide, our Free and Reduced Lunch percentage is 50.1%. The Male/Female split on our campus is 53%-47% respectively.

Other district numbers: SPED 9%, CTE 28%, ESL 3%, BIL 2.5%, LEP 6%, GT 9%.

Demographics Strengths

Our Hispanic/Latino students typically perform very well on state and local assessments. We have a very high participation in extra-curricular activities across all demographics.

91% of our students at GHS are in one or more CTE classes.

Demographics Needs

As the Hispanic/Latino segment of our population continues to increase in size, GHS needs to support the needs of those students accordingly. The campus needs to offer programs and informative meetings presented in Spanish for our parents who do not speak English. Childcare for for families needs to be a consideration, too.

Student Achievement

Student Achievement Summary

According to the Texas Education Agency's 2015 Accountability Summary, Granbury High School has met the state standards. In the four calculated indexes, GHS scored 81 over a target score of 60 in Index 1 (Student Achievement), Index 2 did apply to GHS (Student Progress) this year and we scored a 22 over a target of 15. GHS scored a 35 over a target score of 31 in Index 3 (Closing Performance Gaps), and 81 over a target score of 57 in Index 4 (Postsecondary Readiness).

Student Achievement Strengths

According to the TEA, our students perform in the top quartile in AP/DC Course Completion in ELA and Science. Merited performance on the ACT Test (ELA and Math), AP Exam Performance in Math, and Completion Rate (graduation). GHS earned State Distinctions in Academic Achievement in Reading ELA and Science.

Student Achievement Needs

Granbury High School has the following Systems Safeguards:

Performance Rate for Mathematics was 38% and we were deficient in all sub-groups. (48 re-testers)

Performance Rate for Science was 56% and we were deficient in Hispanic, and Eco Disad subgroups. (34 re-testers)

Performance Rate for ELA/Reading was deficient only in the SPED demographic with 39% passing (36 testers)

While we met targets for LEP/ELL students in 2015, we still must continue to support and monitor that demographic sub-group.

School Culture and Climate

School Culture and Climate Summary

Granbury High School remains focused on daily improving our ability to be user-friendly and providing the best service possible to our "customers." Additionally, our campus is growing more accustomed to a climate of success in terms of academics, extracurricular activities, fine arts, and career-technical programming. With the opening of the newer facilities, making these spaces open, inviting and available for use remains a campus goal.

School Culture and Climate Strengths

Constant focus on customer service and user-friendliness. Nineteen of our twenty-two sports saw post-season action in the playoffs in the past year. All of our fine arts groups (band, choir, theatre, art) have experienced success at the highest levels. Our CTE programming is providing successful access to certification opportunities in high-need occupational areas, including an engineering team advancing to the International Finals of the Formula 1 In Schools project in Singapore this September of 2015.

School Culture and Climate Needs

As a campus, we recognize our extracurricular activities and our CTE programs as our most important and effective at-risk programs. Students who are involved with these are most likely to have academic success and finish high school.

Our campus needs to provide more engagement opportunities for students outside of the already-established extra-curricular activities and groups.

We need to monitor the needs of new-coming students providing more opportunities to make meaningful social and academic connections.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GHS offers some highly-specialized courses that can be difficult to staff. Some of these courses include foreign languages and certain CTE courses.

Staff Quality, Recruitment, and Retention Strengths

All core academic teachers are highly qualified for their assignments.

Staff Quality, Recruitment, and Retention Needs

GHS needs to recruit more Hispanic/Latino teachers/professionals to serve as role models for our growing Latino/Hispanic student population.

GHS is in need of a more formal new teacher mentoring process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our focus will continue to be progress in English 2, United States History, and any state requirement that was missed from grade 9 (English 1, Algebra 1, and Biology). Additionally, our concentration will shift from state-mandated tests to college entrance requirements (ACT, SAT, PSAT, PLAN).

GHS will utilize specialized scheduling and tutoring to assist the 2016 Cohort Group with meeting its EOC graduation requirements.

Regarding instruction, GHS is incorporating strategies address the needs of the 21st Century Learner. Our teachers have been working on different ways to engage learners of all level and provide them access to the general curriculum. Project-Based learning was implemented at GHS this year. Two cohort groups of teachers were trained by the Buck Institute and provided the time and opportunity to give students a non-traditional learning system.

Curriculum, Instruction, and Assessment Strengths

Our students continue to perform at a high level in mathematics. Additionally, we perform well with the low socio-economic demographic in multiple content areas. Achievement gaps are closing.

Our students performed very well on the EOC US History Exam (94% pass rate).

Curriculum, Instruction, and Assessment Needs

Collectively, the staff is in need of training regarding student expectations, high rigor tasks, formative assessments, and accommodating nontraditional learners.

We will continue to improve and solidify our Project-Based Learning initiatives.

Accommodation implementation for special ed, LEP, and ELL students reamins a need for our staff.

Student engagement remains a goal that is addressed regularly in meetings and staff development sessions.

Students need to be evaluated individually based upon past and present progress data as well as formal and informal evaluations and assessments.

Family and Community Involvement

Family and Community Involvement Summary

Current activities for parent and community involvement include

- Creation of the GHS Parent Academy focusing on parent-needs throughout the school year.
- Whole-school orientation in August 2015.
- 10th Grade Parent Meeting (January).
- 11th Grade Parent Meeting (to discuss courses and graduation requirements).
- 12th Grade Parent Meeting (to discuss transition to post-secondary life).
- Gifted and Talented Parent Meeting.
- Title I Parent meeting.
- Workplace partnerships and advisement for CTE tracks.
- College and Career Fair/Financial Aid Expo for all students.
- Superior support for all extracurricular activities through parent and community booster clubs.
- The GHS Campus Leadership Team consists of several parents/business owners/community members.

Family and Community Involvement Strengths

Our families and community members are highly supportive of groups, clubs, and organizations. Local business are willing and ready to accept our intern-level students in CTE areas.

Our counseling staff meets face-to-face with every student for academic advising.

Family and Community Involvement Needs

Parent/Community support for general academics and not necessarily organizational booster clubs.

Parent/Community resources and materials presented in a home language.

Parent Academy offered to meet community and student leads (without language barriers).

School Context and Organization

School Context and Organization Summary

Granbury High School receives support from the district level in terms of personnel, advisement, and financial resources. This allows our administrative and teaching teams to work together to find solutions to the problems of our under-performers. They are afforded smaller classes, more individualized instruction, special scheduling, and other resources as needed.

Teachers and parents are given a voice in the decision-making process through the Campus Leadership Team. Teachers select representatives to sit on this committee (as well and parents/community members).

Students participate in a Student-Superintendent Advisory Committee where their input is received by our district leadership regarding multiple issues ranging from drug awareness to construction issues.

School Context and Organization Strengths

Central Administration Support

Support for special populations of students (LEP. BIL, SPED, etc.)

School Context and Organization Needs

GHS could use more opportunities for parents and community members to have access to and input into the decision-making process.

Technology

Technology Summary

Every teacher has a laptop computer. The campus has multiple stationary labs, some of which are CTE specialized. Additionally, we have six mobile computer labs that can be checked out on an as-needed basis. The majority of the staff has transitioned to paperless options such as Google Docs. Passage of the 2013 Bond Initiative will result in our capacity to be 1:1x regarding internet capacity (and students using hand-held devices).

Technology Strengths

All teachers are proficient on the administrative use of tech tools.

Technology Needs

Few teachers are proficient on the instructional use of tech tools (apps, slates, voters, hand-held devices, programs, software).

Teachers are exploring more ways to have more devices available for daily classroom activities.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Utilize multiple forms of social media, technology, and other means to keep parents and students updated on important information regarding Granbury High School.

Summative Evaluation: By May 1, Granbury High School has utilized and researched new active social media outlets for multiple organizations; staff meetings have included customer care dialogue; and parents and community receive regular communication from School Messenger.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus utilizes Twitter, Facebook, and Instagram for information blasts (including clubs, organizations, parent boosters, and classrooms).	7	Campus Principal-GHS Club and Organization Leadership Parent Organization Leadership Various Teachers	Amount of information sent via Twitter, Number of organizations and classes using Twitter				
2) Use of School Messenger to share information about school meetings in English and Spanish	1, 7	Administrative Staff, Counseling Staff, AP Secretary	Informational items regularly going out on School Messenger				
	Funding Sources: Local (199)						
3) Campus Security Station has a message board displaying pertinent announcement information for parents and students as they enter the parking lot.		Security Personnel, Assistant Principal over Security	Board and stand are purchased and utilized on a regular basis.				
	Funding Sources: Local (199) - $60.00						
4) GHS will share information about attendance and how it affects various aspects of accountability and funding with all stakeholders.	7	Administration, Intervention	Info-graphic/letter mailed home to parents.				

✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide campus-level professional development while supporting district-wide professional development initiatives throughout school year to foster relationships.

Summative Evaluation: Granbury High School will send at least three representatives to the DAC and an appropriate number of delegates to any other district-level planning committee regarding professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Model PBL tenets by giving teachers some "voice and choice" regarding professional development opportunities	3, 6	Campus Principal, Director of Curriculum, Department Chairs	Staff Development agenda with choices of areas for improvement (teachers may choose their "class")				
	Funding Sources: Local (199)						
2) Campus staff participate in district- level meetings and district-level personnel are included in campus-level opportunities.		Campus Principal, Assistant Principals, Asst Superintendent, Director of Curriculum	District staff present and participating at GHS planning (while GHS staff attends district-level events) Campus Leadership Team membership District-Level Advisory Committee membership				
3) Teachers and administrative staff attend/participate in district-level staff development for PBL support.	6	Curriculum Coordinators, Campus Principal, Assistant Principals, District Intervention coordinator.	Attendance certification and participation in the events.				
	Funding Sources: Title II (255)						
4) Expand utilization of Google Docs and Google Drive systems on campus.		Google Trainer, Director of Technology Campus Tech Assistant, and Administrative Staff	75% of the GHS Staff will be using Google Docs/Google Drive on a regular basis.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Utilize Student Advisory Committees along with the Superintendent and Crossland Ninth Grade Center to improve school environment.

Summative Evaluation: GHS will select at least 20 students to participate on the SSAC based on campus demographics as well as initiate a new "council of officers" group solely for GHS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Establish the SSAC that is representative of the GHS demographics		Campus Principal, Counseling Staff, Teachers (nominations)	Committee is established and meeting regularly (4x yearly)				
2) GHS establishes a Council of Officers to meet and streamline community service opportunities and public assistance.		Campus Principal, Lead Counselor, Student Government Sponsor, Club/Organization sponsors.	Council has been created and is meeting regularly.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Assist students (and their families) with the transition process (from Crossland to GHS, from other campuses to GHS, and from GHS to the post-secondary opportunity of choice).

Summative Evaluation: GHS will offer multiple transition-focused events during the 2015-2016 School Year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual scheduling meetings--counselors meet with each and every student and their parents individually to develop a personal graduation plan.	7	Counselors	Meetings are held in early spring semester				
2) Freshman and Sophomore Orientation	4, 7, 8	Administrators, Student Leaders, Teachers	Sophomore Orientation is scheduled and held				
	Funding Sources: Local (199) - $500.00						
3) Class Meetings for students during the school day to clarify student expectations and information.		Administrators and Counselors	First Week of School--meetings have been held.				
4) Parent (and student) Meetings to go over graduation requirements, updates, and post-secondary options.	4, 7, 8	Counselors	Sophomores-September Seniors-October Juniors-January				
5) Meet-the-Teacher Night at GHS (open house).	4, 7, 8	Asst Principal	Event is conducted and parent sign-in pages are collected. Goal: At least 500 participants.				
6) Bridge elementary campuses with GHS campus by hosting them with Career and Technical Classroom Expos.	8	CTE Director and CTE Teachers	Each GISD elementary campus has visited GHS and students have toured their chosen paths.				
	Funding Sources: CTE (22) - $1000.00						
7) All students are invited to participate in a College and Career Fair to examine their post-secondary options.	1, 7	Counselors	Event is hosted and we have at least 200 students attend. (January)				
	Funding Sources: Local (199) - $100.00						
8) All students are invited to participate in a Financial Aid Workshop for college/technical school.	7	Counselors	Event is hosted and we have at least 100 students attend. (February)				
9) Parent Academy: Once-per-month meeting about pre-designated topics for targeted parents.	1	Jeremy Ross and Amanda Burruel, Counselors	Parent Academy sign-in				
	Funding Sources: Title I (211) - $1000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrates positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Improve the attendance rate of Granbury High School for 2014-2015.

Summative Evaluation: GHS will have at least a 1% increase in attendance over the 93.6% registered for last year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Final exam exemption incentive for good attendance.		Teachers, Office staff, Administrators and Counselors	Students complete Exemption Applications and are allowed to miss a test.				
2) Students in danger of truancy are counseled, given a warning letter, home visits, and, if needed, charges are filed.		Assistant Principals, Truancy Officer	Number of truancy cases reduced.				
	Funding Sources: State Comp Ed (24) - $6000.00						
3) Offer incentives for six weeks attendance (prizes)		Campus Principal, Assistant Principals	Students are recognized at the end of the six weeks for perfect attendance.				
	Funding Sources: Local (199) - $2000.00						
4) Create and share in info-graphic that explains the importance of student attendance and how this affects accountability and funding.	7	Campus Leadership Team, Administration, Intervention, Public Relations.	Document is created and shared.				
	Funding Sources: Title I (211) - $1000.00						
5) Regularly share attendance percentage updates and totals on social media to raise awareness.		Administration, Office staff	Updates are shared at least twice a six-weeks.				
Critical Success Factors CSF 1 CSF 5 6) Staff "Attendance Team" that meets regularly to discuss trends and possible solutions to attendance problems.		Administration, team members.	Team is created and meeting at least 1x per six weeks.				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: GHS will continue to expand Project Based Learning into the curriculum plan for the campus.

Summative Evaluation: More teachers will be trained and will implement 2 PBL activities by the end of the school year, closing in on almost all of our core academic and CTE teachers PBL trained.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers trained (and continue support from admin and curriculum)	3, 6	Curriculum Department, Admin, Teachers (13)	Teachers attend training and continuing support meetings				
	Funding Sources: Local (199), State Comp Ed (24)						
2) Teachers implement two project-based learning units during the school year.	3	Administration, Teachers	Project Launches, Lesson Plans,				
3) Share PBL activities with the community in a public forum (district level) to encourage buy-in from parents and community members.	7	PBL Adopting Teachers, Administrative Support	Event is scheduled and held.				
4) GHS will be fully represented in the local and regional Science and History Fairs.		Administrators, Fair Coordinators, Curriculum Support.	Projects entered and advancing.				
	Funding Sources: Gifted (21) - $1200.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: GHS will improve student performance according to state standards, including subgroups in all academic areas.

Summative Evaluation: All calculated areas will improve by at least 2% in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Under-performing students are scheduled into a special EOC Prep course where they work with a mentor teacher	1, 2, 3, 4, 8	Campus Principal, Counselors, Intervention Specialists	EOC Prep classes on the schedule and students are experiencing academic success.				
2) Departments undergoing testing will develop and implement a subject level "Blitz" to assist the students with testing strategies and content support.	1, 2, 3	Department chairs, teachers, administrators, Intervention Specialists, Curriculum Coordinators	Completed "blitzes" before the tests and student results.				
	Funding Sources: State Comp Ed (24) - $2000.00						
System Safeguard Strategies 3) Math Teachers will work in Spiral Activities for the first ten minutes to highlight mathematical thinking, conversations, planning, and problem-solving.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring) and Curriculum (for materials help)	Daily Implementation (observation by administration) and increase student-to-student discourse.				
	Funding Sources: State Comp Ed (24) - $2500.00, Title I (211) - $500.00						
System Safeguard Strategies 4) Provide daily academic coaching individually or in small groups for non-proficient students in EOC testes areas. (Individual student performance data is provided to every content teacher for every non-proficient subject.)	1, 2, 3, 4	Administration, Intervention, Select Teachers,	Weekly progress reports, portfolios, and grading period report.				
	Funding Sources: Title I (211) - $6000.00						
5) GHS admin personnel will work together in the summer of 2015-16 to create and implement clear plans for targeted students.	1, 2, 3, 4, 8	Principal, Asst Principal, Campus Specialists	STAAR Scores in December and increased earned credits Decrease numbers that will not graduate due to lack of credits or STAAR EOC				
	Funding Sources: Title I (211)						

6) Research and obtain new resources, strategies, activities that are innovative and highly motivational for targeted students		Campus Principal, Intervention Coordinator, Curriculum Dept	PO's, PD, EOC scores				
	Funding Sources: Title I (211), State Comp Ed (24)						
7) Social Studies teachers will work in Spiral Activities for the first ten minutes 2x per week to highlight testing strategies for SS EOC.	1, 2, 3, 4, 5	Teachers, Assistant Principals (for monitoring), and Curriculum (for materials help).	Observation documentation.				
✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: GHS will improve college readiness performance.

Summative Evaluation: SAT and ACT participants will score above the state average. GHS will increase in the number of students in AP and DC courses. GHS will increase in the number of students scoring Level III on EOC in Reading and Math.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) SAT/ACT Boot Camp provided by the Test-Prep Seminars		Campus Principal, Assistant Principals, Counselors	Seminars are held and student evaluations are reviewed.				
Funding Sources: Local (199) - $5000.00							
2) Advanced Placement teachers are trained and administrators review courses and curriculum.		Campus Principals, Assistant Principals (specifically the Advanced Placement Coordinator), AP Teachers	AP Teachers attend AP Conferences, Review meetings with each teacher to go over AP Data				
Funding Sources: Gifted (21) - $4000.00							
3) Math Teachers that are not in a State Tested area will continue the Spiraling Activities (Molina) to prepare students for SAT/ACT/STAAR re-test items.	4	Teachers, Curriculum Coordinators, Assistant Principals, Principal	Walk-through data shows spiraling activities at least 3 out of every 5 visits at the beginning of the class period. (Math)				
4) College Prep Blitz (math-focused) to prepare students for SAT/ACT/AP content.		Teachers, Administration	Event is completed.				
5) ELA teachers complete a "Daily Oral Discussion" (DOD) where they spend 3-5 minutes 2-3 times a week disaggregating a question that students might see on SAT/ACT/AP/STAAR.	1, 2, 3, 4	Teachers, Curriculum Coordinators, Intervention Staff.	Completed bell-ringers and walk-through observations. (Occasionally a written product.)				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: GHS will provide flexible opportunities for students that are at-risk of dropping out or not completing their high school diploma.

Summative Evaluation: GHS will have a 95% or better completion rate in all calculated sub-groups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students-in-Crisis group closely monitored by Counseling team--this year the focus is grade 10 and grade 12 still needing to pass an EOC.	4, 7, 8	Counselors, Campus Principal	Regular attendance, crediting (passing) in classes, on-time completion with their cohort group.				
2) Utilization of Odysseyware in the SOAR classroom to accelerate or recover credits.	4, 8	Counselors, SOAR Lab Teacher, Intervention Specialist, Administrators	Students gaining credits				
	Funding Sources: Local (199)						
3) Leaver processes will be reviewed and improved as necessary.	2	Data Specialist, Administrators, Counselors, PEIMS Clerk, AP Secretary	Dropout Rate is minimal.				
4) GHS will offer tutorials and credit recovery opportunities before and after school in order to assist students in extracurricular activities.	1	Teachers, Administration, Intervention Staff, Counselors.	Students attending tutorials and credit recovery sessions.				
	Funding Sources: State Comp Ed (24) - $3000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Continue to train staff, students, and parents about the new graduation plans.

Summative Evaluation: Training is completed for teachers, students, and community members.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Educate students and parents about new graduation plans and earning endorsements.	7	Counselors, Administration, Teachers	Class Meetings, Parent Meetings				
2) Educate students and parents about new Class Rank and GPA Board Policies.	7	Counselors, Administration.	Parent meetings with CNGC, GMS, and, AMS.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monitor placement, scheduling, and intervention of students with disabilities.	1, 2, 8	ARD committees, all teachers, SPEd Department Chair, Administrators	SPED students are scheduled into on-level classes (and are successful).				
2) Support SPED students and general classroom teachers by utilizing our Inclusion Support teachers in a case-manager system.	2, 8	SPEd Department Chair, Inclusion Support Teachers, Administration, SPEd Director	Inclusion Support teachers have a caseload of students rather than specific classes they attend.				
3) Provide teachers with special and targeted professional development activities regarding students with disabilities, limitations, and learning differences.	6	Jeremy Ross, SPED Director, Director of Curriculum, Intervention Staff	Professional development activities are held.				
	Funding Sources: Special Education (23)						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: Maintain reading and writing achievement for targeted students.

Summative Evaluation: While standard was met in 2015, we will continue the strategies listed below to maintain a high level of achievement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Intervention Team who specifically monitors progress and performance gaps for various sub-populations.	1, 2, 3, 4, 8	Campus Principal, Intervention Specialist, Central Administration	Positions created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00, Title I (211) - $80000.00						
System Safeguard Strategies 2) Concentrated instruction for targeted students by providing ongoing writing and vocabulary coaching.	1, 2, 3, 4, 5, 7, 8	Campus Principal, Intervention Specialist, Select Teachers	Student success in writing as demonstrated on assignments				
	Funding Sources: State Comp Ed (24)						
System Safeguard Strategies 3) Tutorial opportunities for LEP/ESL though Lunch-and-Learn.	8	Intervention Specialist Teachers	Student sign-in logs indicating participation in Lunch-and Learn sessions.				
	Funding Sources: State Comp Ed (24)						
4) Teachers will attend a training by Gretchen Bernabei to learn effective writing strategies for the EOC/STAAR tests.	3	Intervention Team, Select Teachers, Curriculum Coordinators	Trained teachers share information and strategies with the entire ELA team. Admin will observe strategy implementation.				
	Funding Sources: Local (199) - $1000.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 8: Improve science and mathematics achievement for targeted students.

Summative Evaluation: Improve EOC performance by 5% as measured in our State data in math and science to meet safeguards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Intervention Specialist teacher who specifically monitors progress for targeted sub-groups.		Campus Principal, Intervention Specialist, Director of Curriculum, Asst Superintendent	Position created and filled				
	Funding Sources: State Comp Ed (24) - $25000.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Concentrated instruction for ESL students by providing ESOL/EOC Prep class time.	8	Teachers, Intervention Specialists	Student success in reading as demonstrated on assignments and assessments.				
	Funding Sources: State Comp Ed (24) - $40000.00						
System Safeguard Strategies 3) Tutorial opportunities for LEP/ESL students in a Lunch-and-Learn format.	8	Intervention Specialists, Teachers, Counselors	Student sign-in logs indicating participation in Lunch-and-Learn sessions.				
	Funding Sources: State Comp Ed (24) - $0.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing technology infrastructure and make recommendations for improvements.

Summative Evaluation: A Campus Technology Plan is written and includes a Needs Assessment based on information gathered from multiple stakeholders.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Convene the GHS Technology committee to continue making tech recommendations and campus tech goals.		Librarian, Assistant Principals, Teacher members	Technology Committee agendas and Tech Plan for GHS.				
2) Research the technological tools that will optimize each content area as the building is updated via bond funds.		Principal, Department Chairs, Teachers	Recommendations are presented for new technology purchases (when prepared)				
3) Campus Tech Team evaluates and discusses with staff the Bright Bytes survey data from our teachers, students and parents.		Technology, Administration, Tech Team (Library)	Data is collected, analyzed and summarized for staff.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Provide technology professional development to support instruction.

Summative Evaluation: Professional development agendas will include technology offerings. Sign-in records will be kept to verify participation and completion.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide technology offerings during Summer Conference.	6	Campus Principal, Technology Director, Instructional Tech Coordinator	Summer conference agenda				
2) Provide technology mini-sessions to assist teachers in day-to-day operations specifically targeting: Google Chrome, Google Docs, Skyward, Smart Technologies (Whiteboards), Active Votes, and Slates.	6	Campus Principal, Librarian, Teacher-facilitators.	Professional Development Documentation (agendas).				
3) Encourage teachers to have student use of technology in the learning process.	3	Administration, Tech (for support)	Use of tech in lessons as seen through lesson plans and walk-through data.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: Every 2nd Period teacher will document completion of the Student Lessons on digital citizenship before October 1.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide digital lessons to each class before the end of September.		Campus Principal, Instructional Tech Coordinator, All Staff Members.	Documentation/signature pages confirming completion.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Provide regular updates to staff, students, parents, and community about the changes in our campus due to construction.

Summative Evaluation: Regular digital updates provided as campus admin attends each weekly construction meeting.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Specific content teachers will visit other campuses to get ideas about instructional space relative to their program and goals.		Principal, Teachers, CTE Director	Site visits are scheduled and completed.				
2) Each department will conduct a program evaluation and survey for future needs.		Program Lead Teachers, (Band, Choir, CTE Areas, Theatre, Department Chairs, JROTC)	Surveys are conducted and results reported to Principal and Architect Firm.				
3) Students and teachers will be surveyed formally and informally to categorize optimal classroom furnishings and technology.		Administration and Technology.	Changes and amendments to furniture placements and future purchases are made.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling based on the needs of the students.

Summative Evaluation: School calendar, master schedule, and individual schedules will reflect differentiation based on needs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Individual students are scheduled according to their needs to accelerate, remediate, or have time flexibility.	7, 8	Counselors, Administrators, Intervention Specialists.	Student schedules reflect individual needs.				
2) GHS Master Schedule allows for core academic departments to each have a common lunch period for the purpose of team-building.	1, 2	Campus Principal, Counselors, Tech Director	GHS Course Master				
3) Based on outside needs, and on a case-by-case basis, student requests for early release will be considered.		Counselors, Principal	Student requests signed by parents and either approved or not approved by the Principal.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Provide teachers with meaningful professional development activities to enrich their teaching strategies.

Summative Evaluation: Professional development sessions are held.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide the teachers "voice and choice" over certain professional development activities.	6	Administration	Professional development schedules offer choices.				
2) Conduct a school-wide PLC with a book study, "The Fundamental Five" by Sean Cain.	6	Administration	PLC Book study is completed.				
	Funding Sources: Title II (255) - $1500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Provide students with multiple opportunities to explore interests in order to prepare for post-secondary success.

Summative Evaluation: Campus has conducted an elective fair, CTE course (endorsement) planning, and College and Career Fair to explore post-secondary options.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Encourage participation in extracurricular activities: Sports, Band, Choir, Theater, Ag, JROTC, and others.	2, 8	Teachers, Administrators, Coaches, Counselors (and parents).	Number of students involved in an extracurricular activity.				
2) Support Career and Technical programming through the elective fair and scheduling.	7, 8	CTE Director, Administrators, Teachers.	Number of students enrolled in a CTE program.				
3) Provide opportunities for learning extensions and accelerations for GT students (AP/DC/Science Fair/History Fair).	7, 8	Teachers, Administrators	Enrollment in advanced classes (AP, Pre-AP, DC) and Participation in Science/History Fair				
4) National Test "Sign-Up Night" to provide support for parents to sign up for SAT/ACT tests.	7	Amanda Burruel, Claudia Hurst	Sign-Up Night Participation, Sign-in Sheets.				
5) Investigate and track extracurricular participants and non-participants to compare their success, attendance, etc.		Administration, Office Staff, CLT	Review any information in December CLT meeting.				
6) Parent Academy topics to include endorsement explanations and collection of advanced academic credits.	7	Administration, Counselors	Parent Academy agendas, sign-ins.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Provide support and professional development for teachers in small, similar content groups throughout the school year on specific subgroups and their unique needs.

Summative Evaluation: Administrative staff has offered and conducted at least five small-group professional development opportunities for teaching staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 CSF 7 1) Region 11 Poverty Simulation exercised where staff member experience "a day in the life" of someone in extreme poverty.	1, 2, 6, 8	Campus Principal, Curriculum.	Poverty Simulation is hosted and attended by GHS staff (all).				
	Funding Sources: State Comp Ed (24), Title I (211)						
2) Campus-wide professional development opportunities, when possible, are planned in small groups so that more meaningful discussion and interaction might take place.	1, 2	Campus Principal, Assistant Principals, Counselors, Department Chairs	Teachers are implementing ideas and strategies learning through professional development.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

State Compensatory

Budget for Granbury High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6112 00 001 0 24 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,000.00
199 E 11 6115 00 001 0 24 000	6115 Career Ladder - Locally Defined	$36,562.00
199 E 11 6117 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$206,262.00
199 E 11 6125 00 001 0 24 000	6125 Salary Support - Locally Defined	$38,083.00
199 E 11 6141 00 001 0 24 000	6141 Social Security/Medicare	$4,001.00
199 E 11 6142 00 001 0 24 000	6142 Group Health and Life Insurance	$12,606.00
199 E 11 6143 00 001 0 24 000	6143 Workers' Compensation	$2,705.00
199 E 11 6144 00 001 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$17,925.00
199 E 11 6145 00 001 0 24 000	6145 Unemployment Compensation	$341.00
199 E 11 6146 00 001 0 24 000	6146 Teacher Retirement/TRS Care	$8,460.00
	6100 Subtotal:	**$328,945.00**
6400 Other Operating Costs		
199 e 13 6411 00 001 0 24 000	6410 Travel, Subsistence and Stipends	$3,620.00
	6400 Subtotal:	**$3,620.00**

Title I Personnel

Name	Position	Program	FTE
Aimee Tolleson	Campus Intervention Coordinator	Title I Schoolwide	1

Granbury Independent School District

Stars Accelerated High School

2015-2016 Campus Improvement Plan

Mission Statement

The Mission of STARS Accelerated High School is to provide students who may be in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills and are able to access services to help achieve post-secondary goals.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 students enrolled. Of that:

- 13.2 % Hispanic,
- 84.2 % White/ Non Hispanic,
- 0 % African American,
- 0% American Indian
- 2.9% are Two or More Races

Socio Ecomomically -

- 52.6% of its students reported to be Ecomomically Disadvantaged,
- 2.6% are English Language Learners
- 92.31 % are considered At-Risk
- Mobility rating of 78%.
- 18.4% of STARS students recieve Special Education services.
- 23% of its students are considered Homeless.
- 15.4% of the students have had Career and Technology Courses

STARS student Population at the end of the 2014 school year consist of

- 18 % classifed as 12th graders,
- 28% 11th graders,
- 42% 10th graders
- 12% 9th graders..

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are at-risk of not graduating to earn a high school diploma and access appropriate post-secondary opportunities.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- students attend four hours a day

Demographics Needs

Because our students struggle with issues outside of school, attendance can be afffected. STARS needs to utilize strategic plans/positive environments/incentives to increase attendance and prevent withdrawal without completion.

Student Achievement

Student Achievement Summary

Last year STARS graduated 20 students. As an accelerated program, students are able to advance at an individual rate allowing them to complete a course within 6-9 weeks instead of a semester at a time. The campus also met the System Safegauards of student participation in Reading and Math with 95% and met the state safeguards Reading, Math, Science and Social Studies. STARS Accelerated High School met alternative standards on Student Achievement , Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

The students get a chance to advance at their own rate and earn multiple credits throughout the year. Once a student is finished with a class, he or she is moved into another class immediately. This allows them to accomplish their goal of an accerated graduation. When a student completes their last class and has passed the required state tests they are officially a graduate with a graduation ceremony at the end of both the fall and spring semester.

Student Achievement Needs

Because we are accelerated, students who have had attendance issues, are identified in either special education of 504, and/or have difficulties outside of school that keep them from making their eduation a priority have learning gaps which make it a challenge at times to bring them up to grade level. System safeguards have defined the campus of having a need in Federal Performance in both reading and mathematics. STARS will continue to address address the needs of each student in an attempt to close these gaps utilizing innovative teaching methods and individualized assistance in the areas of deficit.

School Culture and Climate

School Culture and Climate Summary

STARS culture and climate is self-paced, more individualized, and includes high expectations for all students enrolled. Social issues and pressures inherent at a traditional high school are minimized allowing for more focus on learning and individualized teaching. The school climate and culture allow us to meet the needs of all student groups through constant communication, counseling, and formative assessments.

School Culture and Climate Strengths

We are able to facilitate close relationships with our students. Since we have a smaller number of students, we have the opportunity to be more supportive and caring on an individual basis assisting students in navigating challenges that keep them from obtaining their goals. Students attend four hours each day either in the morning or afternoon session. Transportation is provided in the morning and afternoon. Students are responsible for their transportation in the middle of the day.

School Culture and Climate Needs

Because of the many adversities our students have outside of school, attendance rates and attitudes about achievement are affected. Increasing student resiliency when outside challenges arise is a challenge. Connections for students and their families is paramount to meeting these challenges and preventing drop outs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Our staff retention rates are 100% except when a teacher retires.

We have six STARS staff members: four core teachers, one secretary, and principal. In addition, we have one counselor and two special education teachers who serve both STARS and the Behavior Transition Center (BTC).

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains 100%. Current staff is dedicated to the mission/vision of STARS.

Staff Quality, Recruitment, and Retention Needs

We need to continue to explore innovative and engaging ways of teaching using OdysseyWare and other methods to increase student interest and productivity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Study Island, and many other supplemental sources are used to deliver instruction as well as the use of textbooks. Project based learning, field trips, and partnerships with local organizations through a grant from GEF enhance learning opportunities for students.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs and print based materials for their classes. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop individualized plans based on student needs. They get to know their students well and change up the curriculum depending on how a student responds to instruction.

Curriculum, Instruction, and Assessment Needs

At times it is difficult for teachers to meet all needs when there are a wide array of learning levels within a class. Teachers need to continue to be trained in strategies that meet the needs of several different kinds of students.

Family and Community Involvement

Family and Community Involvement Summary

We involve families from the beginning in the interview process. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent progress, and behavioral expectations. Student progress reports are mailed home each six weeks. Additional conferences are called as needed if a student is losing focus or if an attendance contract becomes necessary. School Messenger is used to communicate absences, upcoming information, holidays, and testing dates.

Family and Community Involvement Strengths

We keep in constant communication with parents regarding progress and attendance. We mail six week progress reports and call conferences when necessary to stimulate student progress.

Family and Community Involvement Needs

Many of our students live independently, are parents, and work to sustain a livelihood. This can create an issue with attendance due to work needs, transportation, and child care.

School Context and Organization

School Context and Organization Summary

When a student enrolls at STARS, an individualized plan is created for him or her. The plan is created with student involvement and his or her specific needs in mind. At the beginning of each school year, using "Capturing Kid's Hearts" training, the campus faculty guide students through the creation and use of a "Social Contract" which will be used and revisited throughout the year. Students who enroll later in the year are guided through that contract by another student and sign with their initials to agree to the contract.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

School Context and Organization Needs

Our vision is to continue helping at-risk students to become successful in their education. We are working to create more courses to fill both academic and Career & Technology needs. Our students need help in accessing appropriate post-secondary opportunitites in order to create a life for themselves after graduation.

Technology

Technology Summary

Each classroom has 8-10 computers per classroom for each student to work on Odysseyware. All staff have their own computer

The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

STARS strengths include

- Access to wireless internet throughout each classroom.
- High student to computer ratio

Technology Needs

Internet outages and licensing restrictions can sometimes make it difficult to complete computer-based learning. Teachers need to continue to work to provide learning opportunities that are hands-on or in a project based learning format. Training needs to be provided to increase use of Google learning environments (Classroom/Apps) for student courses.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: The Staff at STARS Accelerated High School will create a positive school climate

Summative Evaluation: Increase the attendance rate to 90% or better, to reduce the dropout rate

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students and parents will attend an interview before the student is enrolled	Principal	student enrollment/completion rate				
2) Students will be involved in creating a Student Contract	Teachers & Staff	Student Contract posted in buildine				
3) Improve students attendance through a positive reward system. a. Casual Friday b. Perfect Attendance Monthly Incentive	Principal, attendance clerk	Improvement in student attendance				
4) Parent involvement in student attendance through a. 3 week progress report b. parent phone calls c. parent conference d. attendance contracts e. truancy filings	Principal, teachers counselors	Increase in attendance and completion rate.				
5) "Shining Examples" incentive program increases recognition for students when they work diligently, accomplish a short-term goal, behave in a way that increases positive relationships, or other accomplishments as recognized by the teachers.	All faculty, secretary, principal	Increase in positive environment, increased student productivity, increased teacher/student rapport when students are recognized for their efforts, increase in internal motivation to reach individual goals resulting in faster completion of requirements for diploma.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Develop and implement an effective plan to improve academic performance of all students

Summative Evaluation: All students will maintain 80% or better in all subject areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor all computer based courses for alignment to the TEKS	Campus principals, teachers	Audit of course against the TEKS, benchmark tests				
2) Design courses that use high level thinking skills	Campus Principal, teachers	Audit of courses against Bloom's and 21st century skills				
3) Use computer software program to enhance individualized needs	campus principal, teachers	Odysseyware, completion of courses at a regular rate (6 weeks maximum).				
	Funding Sources: State Comp Ed (24) - $10000.00					
4) Provide individualized instruction to meet student needs	campus principal, teachers	personal graduation plans, preparation for success on state assessments				
5) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget.	Faculty/Principal/Counselor	STARS will obtain at least one grant per year that will directly affect student instruction/opportunity				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Implement Project Based Learning

Summative Evaluation: Teachers will be trained and implementing for 2015-16

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers will attend district/region service center offerings related to Project based learning	Campus principal, teachers	sign in sheets, teaching strategies				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Students will participate in all state assessments that are applicable to their graduation plan

Summative Evaluation: 100% of students will participate in STAAR and other state assessments as applicable

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Continual update of student s contacts information- AGR Card (currentcell phone number, addresses, and emergency contact information)	Principal, counselor	improved attendance, Phone log,				
System Safeguard Strategies 2) Test date reminders a. Verbal reminders by staff of testing dates, subject being tested and the importance of doing well on test b. Visual reminders of subject testing dates and subjects being tested	Principal, Counselor & teachers	Testing date signs posted through out the school; School Messenger will be utilized to broadcast information regarding testing				
System Safeguard Strategies 3) Identify students with transportation needs and arrange district transportation for students who need transportation.	Principal and secretary	Transportation log				
System Safeguard Strategies 4) Send home written notice with the students detailing testing including subjest being tested , date and time of test.	Counselor	copy of note				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided opportunity to utilize technology in the classroom

Summative Evaluation: Technology will be used in the classroom 75% of the time

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will utilize computer based courses	campus principal, teachers	Completion of courses				
	Funding Sources: State Comp Ed (24) - $10000.00					
2) Students usage of technology in classroom	Teachers	Increased number of elective/CTE courses offered, credits awarded				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: STARS Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs. The administration and teachers will develop and implement an effective facilities improvement plan to address instructional needs

Summative Evaluation: Compare maintenance requests to facilities plan

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Request for maintenance services will address facilities maintenance and repairs	Principal and Secretary	Completed Work orders				
2) The Budget planning process will be used to address facility improvement.	Principal and staff	Budget Process				
3) Review Facilities Improvement Plan	Principal and staff	Request for Facilities / Maintenance				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: STARS Accelerated High School will allow individualized opportunities for students to enroll in CTE courses to meet the new graduations requirements and receive endorsements in the various stem programs as well as participate in and Other Language courses.

Summative Evaluation: Students enrollment in CTE courses at STARS and plans for addition of a LOTE teacher for a portion of the day to offer Spanish to students on the Foundation plan with or without endorsement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will be allowed to remain in CTE courses or enroll in CTE course at the beginning of semester	Counselor, principal	Students enrolled and credits earned				
2) Students who are on the Foundation plan will be instructed in Spanish at STARS by a partial day teacher	Principal	Courses completed, student enrollment				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: STARS Accelerated High School teachers will be give opportunities to participate and collaboration in professional development.

Summative Evaluation: Teacher certificates of courses completed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide effective instructional leadership.	Principal	State testing, Faculty Survey.				
	Funding Sources: Local (199)					
2) Teacher Inservice and Summer Conference	Superintendent and Curriculum Department	Signed In form, Certificates				
3) Teachers will be competent in technology and in the integation of technology into their curriculum	Principal & Staff	STARR Chart				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: The fiscal plan for STARS will focus on instruction and viable fund balances will be maintained. The STARS budget will provide adequate resources to meet all instructional needs of the students

Summative Evaluation: Skyward Reports & Budget

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develope Budget for school year	Principal & Site Based Team.	Completed Budget				
2) Maintain appropriate and effective expenditures	Principal & Secretary	Budget Allociation				
3) Involve STARS staff in Budget Decisions	Principal & Staff	Skyward Budget report				
4) Monitor all expenditures	Principal & Secretary	Balanced Budget				
5) The majority of the budget will be focused on instructional programs	Principal & Staff	Budget Expenditures				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for Stars Accelerated High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6112 00 002 0 26 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$102.00
199 E 11 6115 00 002 0 26 000	6115 Career Ladder - Locally Defined	$1,536.00
199 E 31 6117 00 002 0 26 000	6115 Career Ladder - Locally Defined	$20,907.00
199 E 11 6116 00 002 0 26 820	6116 Extra Duty Stipend - Locally Defined	$500.00
199 e 11 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$228,223.00
199 E 23 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	$46,442.00
199 e 23 6125 00 002 0 26 000	6125 Salary Support - Locally Defined	$15,822.00
199 e 23 6135 00 002 0 26 000	6133 Cell Phone Allowance - Locally Defined	$245.00
199 e 23 6141 00 002 0 26 000	6139 Employee Allowances	$907.00
199 e 11 6141 00 002 0 26 000	6141 Social Security/Medicare	$3,311.00
199 E 11 6141 00 002 0 26 820	6141 Social Security/Medicare	$7.00
199 E 31 6141 00 002 0 26 000	6141 Social Security/Medicare	$303.00
199 e 11 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$3,939.00
199 e 23 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$12,088.00
199 E 31 6142 00 002 0 26 000	6142 Group Health and Life Insurance	$1,479.00
199 e 23 6144 00 002 0 26 000	6143 Workers' Compensation	$3,949.00
199 E 31 6143 00 002 0 26 000	6143 Workers' Compensation	$203.00
199 e 11 6143 00 002 0 26 000	6143 Workers' Compensation	$2,215.00
199 e 23 6143 00 002 0 26 000	6143 Workers' Compensation	$667.00
199 e 11 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$14,505.00
199 E 31 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,349.00
199 e 11 6145 00 002 0 26 000	6145 Unemployment Compensation	$271.00

199 e 23 6145 00 002 0 26 000	6145 Unemployment Compensation	$129.00
199 E 31 6145 00 002 0 26 000	6145 Unemployment Compensation	$25.00
199 e 11 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$7,248.00
199 e 23 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$2,000.00
199 E 31 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	$648.00
	6100 Subtotal:	**$369,020.00**
6200 Professional and Contracted Services		
199 e 13 6239 00 002 0 26 000	6239 ESC Services	$100.00
199 E 11 6268 00 002 0 26 000	6268 Rentals - Other/Graduation Costs - Locally Defined	$2,600.00
199 E 11 6297 TP 002 0 26 990	6297 Miscellaneous Contracted Services - Locally Defined	$3,500.00
199 E 11 6299 LL 002 0 26 000	6299 Miscellaneous Contracted Services	$25.00
	6200 Subtotal:	**$6,225.00**
6300 Supplies and Services		
199 e 11 6325 00 002 0 26 370	6325 Library Books - Locally Defined	$125.00
199 e 11 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$1,100.00
199 e 11 6395 00 002 0 26 180	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 11 6395 00 002 0 26 370	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 11 6395 00 002 0 26 390	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 11 6395 00 002 0 26 450	6395 Supplies, DP Operations - Locally Defined	$700.00
199 e 23 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 31 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	$100.00
199 e 11 6396 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$500.00
199 e 31 6397 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	$100.00
199 e 11 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	$200.00
199 e 11 6397 00 002 0 26 990	6397 Other Equipment - Locally Defined	$1,175.00
199 E 11 6397 CR 002 0 24 000	6397 Other Equipment - Locally Defined	$10,000.00

199 e 11 6399 00 002 0 26 000	6397 Other Equipment - Locally Defined	$90.00
199 E 11 6399 00 002 0 26 000	6399 General Supplies	$90.00
	6300 Subtotal:	**$16,780.00**
6400 Other Operating Costs		
199 E 11 6411 00 002 0 26 820	6411 Employee Travel	$500.00
199 e 13 6411 00 002 0 26 000	6411 Employee Travel	$350.00
199 e 23 6411 00 002 0 26 000	6411 Employee Travel	$500.00
199 e 23 6411 75 002 0 26 000	6411 Employee Travel	$1,250.00
199 E 11 6412 00 002 0 26 000	6412 Student Travel	$100.00
199 E 33 6412 00 002 0 26 000	6412 Student Travel	$35.00
199 e 11 6495 00 002 0 26 000	6495 Membership Fees	$120.00
199 e 11 6497 00 002 0 26 000	6495 Membership Fees	$50.00
199 E 23 6495 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 31 6495 00 002 0 26 000	6495 Membership Fees	$50.00
199 e 11 6498 00 002 0 26 000	6498 Athletic/PE Supplies - Locally Defined	$2,500.00
199 e 11 6499 00 002 0 26 000	6499 Miscellaneous Operating Costs	$100.00
199 e 11 6499 CF 002 0 26 000	6499 Miscellaneous Operating Costs	$500.00
	6400 Subtotal:	**$6,105.00**
6600 Capital Outlay Accounts		
199 e 11 6644 00 002 0 26 000	6649 Capital Assets - Locally Defined	$300.00
199 E 23 6649 00 002 0 26 000	6649 Capital Assets - Locally Defined	$100.00
	6600 Subtotal:	**$400.00**

Granbury Independent School District

Crossland Ninth Grade Center

2015-2016 Campus Improvement Plan



Mission Statement

District: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Campus: Crossland Ninth Grade Center in partnership with students, families, and community is committed to providing a uniquely focused freshman environment. Our goal is to produce responsible and prepared life-long learners who will make a seamless and successful transition to Granbury High School

Vision

Campus: Crossland Ninth Grade Center will develop passionate students who are self-motivated and responsible 21st-century learners. We will support our students as they strive to be college-bound or career-ready graduates who will grow to be gainfully-employed and self-reliant members of a global society.

Value Statement

We, the staff of Crossland Ninth Grade Center, commit to giving our best effort to communicate honestly, maintain an open-door atmosphere, and to continue to create a conducive environment to learning for staff and students.

We will:

- Value each other professionally.
- Trust and support consistently.
- Communicate openly and honestly with each other.
- Create and encourage a collaborative environment where we all work together.
- Respect each individual's role in the workplace.

In accordance to these policies, we will immediately address any personal disagreements directly, maturely, and discreetly, and shall apologize if necessary. We will strive to make sure we are solution focused on the relevant issues, making every effort to respect differences, find common ground, and listen to the other side until a mutually agreeable solution is produced.

We pledge our support for this social contract, and commit to our personal efforts to uphold it in our daily interactions.

Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Crossland Ninth Grade Center (CNGC) has an enrollment of 497 students. Of that, 21% are Hispanic, 74% are White, 1% American Indian, 1% Asian, and 2% are two or more races. Socio Economically, CNGC has 42% of students are economically disadvantaged and 29% are considered At-Risk for graduating. Our LEP percentage is 3% and the mobility rate for 2014-2015 is 14%. Attendance rates for CNGC were 95.2% in 2014-2015. Thirteen percent of students qualified for special education services, 72% are enrolled in CTE classes, 8.3% are GT students and 2% are in ESL classes. The number of students per teacher are 12.3. CNGC staff is 89.5% white, 3.3% American Indian, and 7.2% Hispanic according to 2013-2014 data.

Demographics Strengths

CNGC strengths include the opportunity to qualify and receive Title 1 funds, which are used for all students. CNGC is a economically diverse campus.

Demographics Needs

CNGC needs to reduce the gap of performance on local and state assessments for our economically disadvantaged students (scored between 3-5% lower on STAAR Algebra and English) and our at-risk students (scored 14-24% lower on STAAR on Algebra and English). In addition, our attendance rates need to improve to 96% for the school year.

Student Achievement

Student Achievement Summary

CNGC Algebra scores 88% met standard for all students, 82% economically disadvantaged met standard, 80% At-Risk met standard. For Biology 98% of all students met standard, 96% economically disadvantaged met standard, 96% At-Risk met standard. For English 1 79% of all students met standard, 71% economically disadvantaged met standard, 67% At-Risk met standard. For English 2 99% of all students met standard, 96% economically disadvantaged met standard, 95% At-Risk met standard.

Student Achievement Strengths

CNGC saw an increase in met standard scores for all subjects tested. In addition, CNGC surpassed state scores for all subjects for first time testers. Our English and Biology scores far surpassed the state by 6 and 8 percentage points respectively. CNGC received three Distinctions Earned for Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. In addition, CNGC has no System Safeguards and had a student achievement score of 91.

Student Achievement Needs

Our needs assessment highlight the need for improvement with our economically disadvantaged and at-risk student populations in Algebra and English 1 scores. In Algebra, our economically disadvantaged students scored 6% points lower than non ecd (82/88) and in English 1 our ecd students scored 8% points lower than non ecd (71/79). For our at-risk students in Algebra, they scored 8% points lower than non non at-risk students (80/88) and in English 1 the at risk students scored 12% points lower (67/79). In addition, our student attendance rate needs to improve to 96%, up from 95.2%.

School Culture and Climate

School Culture and Climate Summary

Faculty surveys are conducted three times throughout the year to assess the culture and climate of our staff. In addition, we utilize surveys of our students to determine areas of strength and weakness within our school culture and climate.

School Culture and Climate Strengths

The strengths included the positive climate/culture of the campus with each other and with students. Spirit days, pirate time, student chosen clubs, tv montiors which highlight student achievement, and difference maker luncheons were also included. In addition, greeting students at the door of the school upon entry, popcorn for the faculty, and potluck lunches were also strengths.

School Culture and Climate Needs

Our largest need is addressing the time for remediation during pirate time for those students who need assistance and their desire to be in a club on Fridays. In addition, we are unable to hold a campus wide pep rally due to the lack of space and a proper sound system.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNGC currently has 49.3 total staff members of which 41.4 are teachers, 3.9 are professional support, and 3 are administrative. By ethnicity CNGC has 3 Hispanic, 37.1 White, and 1.3 American Indians. Years experience, CNGC as 9.8 in the 1-5 years, 8.8 in 6-10 years, 15 in 11-20 years, and 7.9 over 20 years of experience. The average number of years of experience is 13.4 years and 6.6 years with the GISD.

Staff Quality, Recruitment, and Retention Strengths

This past year 100% of our teachers are returning. In addition, our BSI Aide is receiving a full time teaching position. Two instructional aides retired this past year, as well as one moved to Alabama. 100% of our faculty is highly qualified to teach their content level.

Staff Quality, Recruitment, and Retention Needs

This next school year we have 100% of our teachers are returning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently 30 faculty members have been trained to conduct PBL lessons. This number will increase to 100% of faculty in the next year. Our faculty members have a built in planning period each day to collaborate with the other teachers within their department. In addition, our teachers meet with district curriculum specialists to analyze data and devleop lessons which are appropriate to our student's needs.

Curriculum, Instruction, and Assessment Strengths

Ability for departments to meet weekly to plan lessons. Communication between district curriculum specialists and teachers. Planning and communication between mulitple contents. Bi-weekly department chair meetings with administration to communicate and plan. This year we will continue to use Title I money to fund an instructional specialist to assist teachers and guide our RTI program.

Curriculum, Instruction, and Assessment Needs

We will monitor all students academically and socially throughout the school year to ensure quality eduacational performance.

Family and Community Involvement

Family and Community Involvement Summary

Students and parents were invited to attend schedule pick up date before the start of school at CNGC. In addition, CNGC hosted an Title 1/open house for students and parents to visit with teachers during the third week of school while also hosting a GPA/class rank meeting for parents and students to attend. CNGC plans to host 2 PBL showcases for parents, families and community members. CNGC collected a list of names for volunteers to assist in the morning or during lunch time. We also have five parents who are actively involved in our campus advisory committee.

Family and Community Involvement Strengths

Over 85% of students, up from 75% the year before, arrived before school started to collect their schedules, tour the campus, and meet with teachers. Over 130 parents attended open house and our Title 1 meeting while visiting with their child's teachers. We have 5 parents who are actively engaged in our campus advisory committee with suggestions for school improvement.

Family and Community Involvement Needs

We will be hosting a PBL showcase in December to attract families and will assess the opportunity to conduct another showcase in the spring.

School Context and Organization

School Context and Organization Summary

At the beginning of the school year, the campus faculty created and developed a vision statement and a social contract for which we will operate by this school year. In addition, the theme of "Bon Voyage" was incorporated for this year and is included in all of our communication with staff members.

School Context and Organization Strengths

Our vision statement was created through a process of feedback from the staff along with our social contract. These are included in all faculty meetings and on our weekly newsletter. A safe and orderly team was developed with a committee of teachers to determine what is most equitable while providing a safe learning environment.

School Context and Organization Needs

Transportation of students to the high school and home can be a hindrance as 70% of our students take a class at the high school and must ride a bus on a daily basis. This is an issue for those students who need tutorials in their class before/after school.

Technology

Technology Summary

CNGC currently has two COWs (Computers on Wheels) with approximately 20 computers on each for students and teachers to utilize technology. CNGC also has two sets of iPads, which house 12 iPads each for teacher checkout. In addition, students and teachers are able to access three computer labs to complete assignments. CNGC has wireless routers throughout the building for students and faculty to use with their own devices.

Technology Strengths

CNGC strengths include the availability of wireless internet throughout the building and the access to computer labs and COWs.

Technology Needs

CNGC needs include the lack of availability for teachers to have computers in their classes for students to utilize throughout the day. In addition, the COWs do not have enough computers on them for each student to used during lesssons, as many classes have more than 20 students. CNGC is unable to use wireless devices in the portables and students/teachers must relocate to indoor labs when using these devices.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Provide a community outreach avenue which includes schedule distribution for students and parents to meet their teachers and faculty before school, an open house for parents to attend, discussion pertaining to new gpa/class rank, Title 1 parent meeting, PBL showcase, field trips, volunteer opportunities for parents, and field trips to local community businesses

Summative Evaluation: Provide opportunities for parents to volunteer through email blasts and through a volunteer sign up sheet at open house and schedule distribution. Have 10% parent volunteerism. Encourage parent participation through the use of showcases of our student talent and skills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) This is an opportunity for students and parents to develop a communication avenue with the faculty and staff	1, 2, 6	Teachers, Counselors, Administration	Increase in parental involvement reflected in attendance of various opportunities.				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 2) Open house for students and parents to attend	6	Administration and teachers	Turnout of parents and students				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 3) Arrange for Title 1 parent orientation meeting to provide information about involvement, parent notification, participation, etc.	6	Administration and teachers	Parent communication, sign in sheets, agenda, campus calendar				
	Funding Sources: Title I (211)						
Critical Success Factors CSF 5 4) 8th grade parent/student night for future ninth grade students and parents	6	Administration, counselors and teachers	Students and parents will attend the campus function to view the electives and courses in which they will be able to register for				
Critical Success Factors CSF 6 5) CAC and leadership team will meet regularly to develop improvement ideas	1, 2, 6	Principal	Agendas, evaluation tools, progress on measurable goals				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Annual review of campus and district initiatives through the campus leadership team. Meet in August to review previous year's data for CNGC and also for our incoming students from GMS/AMS.

Summative Evaluation: Throughout the year measure STAAR, CA, and benchmark data so that CNGC is complying with district initiatives.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) To maintain a continual focus on campus and district initiatives	1, 2, 3, 4, 5, 6, 8, 9, 10	Administrators and teachers, Campus Leadership team	Campus and district initiatives are included in faculty meetings and are addressed in departmental meetings.				
Critical Success Factors CSF 1 CSF 2 2) Periodic faculty meetings to revisit and review campus and district initiatives	1, 2, 4, 8, 10	Principal	These will be included in faculty meeting agendas				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Develop a parent volunteer list and regularly schedule volunteers to assist teachers and staff. Create opportunities for parents to become involved in their student's learning through field trips, speakers bureau, and other opportunities.

Summative Evaluation: Using campus personnel to contact parents and develop a volunteer list to assist teachers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Use the sign in sheet from open house and from schedule pick up to contact parents.	1, 2, 6	Administration and principal's secretary	Parents regularly volunteer on campus				
Critical Success Factors CSF 5 CSF 6 2) Email/phone prospective volunteers	6	Principal and Principal's secretary	Parent involvement in volunteer opportunities				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Research forms of social media and utilize these communication tools to reach our students and parents. Including the use of monitors in the cafeteria to display information to students and visitors.

Summative Evaluation: Using tools such as Remind 101, blogs, twitter, Google Voice, school messenger, email to communicate regularly on an on-going basis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 CSF 7 1) Utilize social media in an effective and safe manner to communicate with parents and students	1, 2, 6, 9	Teachers and administration	Administrators and teachers have a variety of avenues to communicate with students and parents regarding activities and news from campus.				
Critical Success Factors CSF 5 CSF 6 CSF 7 2) Have teachers report on useful tools to communicate with parents and students	6	Administrators and teachers	Administrators and teachers communicate with staff the variety of tools the campus can use to communicate with parents and students.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Provide campus and district-wide professional development through-out school year to foster relationships between faculty, parents, and the community. This staff development will be based upon a needs assessment conducted in the spring with followups throughout the year which are based upon the needs of our staff and students.

Summative Evaluation: Develop a campus needs assessment to guide professional development through the use of the data collected.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Utilize the days before school and the half days built into the school year for professional development.	1, 2, 4 Funding Sources: Local (199)	Principal	Teachers are growing professionally and believe that the professional development was helpful to them				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Have teachers complete a needs assessment so that the professional development can be focused upon their individual needs.	1, 3, 4	Principal	Needs assessment completed				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Have teachers lead the professional developments	4	Principal	Teachers using their own expertise in a variety of PD fields and teaching colleagues.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Create clubs for students to attend and led by teachers during the school day with assistance from community members. The clubs will meet weekly for 25 minutes to foster relationship building as well as having students find an interest.

Summative Evaluation: Complete a survey with teachers and students that allows 100% of students to participate in a club.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Use a survey for students to determine what type of club they would enjoy being a part of. Have teachers choose a club to host.	1, 2	Administration	100% of students will participate in a club of their choosing				
Critical Success Factors CSF 6 2) Students will choose new clubs in the spring semester		Administration	New survey and shuffle of students will occur exposing students to a new environment.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 7: Publicly recognize teachers and students for making a difference on campus through pizza parties for students and snacks for faculty.

Summative Evaluation: Daily recognize students and weekly teachers through the newsletter. Students are given a pizza party and teachers a token of gratitude.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Recognizing a Staff of the Week in the weekly newsletter and presenting them with Pete the Pirate		Administration	Teachers and students have a higher self worth from being recognized for making a difference				
Critical Success Factors CSF 6 2) Recognize students daily on the announcements for going above and beyond. Once a six weeks have a student difference maker luncheon.		Administration	Students are publicly recognized.				
	Funding Sources: Local (199)						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning Campus Plan which outlines the number of teachers who are expected to be trained and the number of projects each teacher will complete during the school year. These projects will focus on learning the material and not be a "dessert" activity.

Summative Evaluation: Teachers implement multiple PBL lessons throughout the year based upon their training. The goal is to have 100% of the faculty PBL trained for the upcoming school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 1) Develop a PBL campus plan and implement the plan with our staff.	1, 2, 3, 4, 8, 9	Administration and teachers	All staff will be trained in PBL by the end of the year.				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Recruit teachers for next year to attend trainings during the summer	3, 4	Principal	Teachers sign up for the training and participate in PBL next year				
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Meet with current PBL teachers to discuss the pros/cons of implementation of PBL	1, 2, 3, 4	Principal and teachers	Regular meetings to discuss PBL				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas. Point of emphasis will be the improvement of scores for our economically disadvantaged and our at-risk students on the STAAR assessments. In addition, those students who are commended level will continue to grow through the use of high-level questioning.

Summative Evaluation: Students identified and targeted. Data from CA, Benchmarks, tests, and STAAR are analyzed. The gap will decrease by 8 points for At-Risk and 5 points for eco-dis in Algebra and English.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 2 1) Identify students who are at risk or economically disadvantaged. Use this data to assist in early intervention and focus on differentiated instruction for students including the purchase of resources that support the intervention.	1, 3	Administration and teachers	Student scores on the STAAR test will increase for our at risk and economically disadvantaged students.				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Meet with students who are borderline or below passing a class	8, 9	Administration	Student's grades will improve				
Critical Success Factors CSF 1 CSF 2 CSF 7 3) CARA meetings-teachers monitor data from CA's to look for areas of weakness	1, 3, 8, 9	Teachers, curriculum, administration,IS	CA data and reflection forms; teacher growth and collaboration				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	1, 2, 4, 8	campus principal, IS, curriculum dept	PO's, PD				
4) Research and obtain innovative and highly motivating resources that support the 21st century competencies	Funding Sources: State Comp Ed (24), Title I (211)						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance (Level III) on the STAAR assessment for all students in all subjects.

Summative Evaluation: Embed higher level questioning through spirals at the start of each math class. Biology classes will use vocabulary starters to have students understand the vocabulary in which they are learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Target our students who are within three questions of reaching level III on the STAAR exams	1, 2, 3, 4, 8, 9, 10	Administration and teachers	Student scores will increase on Level III for the STAAR exams				
Critical Success Factors CSF 1 2) Target college readiness standards for all students		Administration and teachers	College readiness presentations to parents and course enrollments; STAAR data/course enrollment data				
Critical Success Factors CSF 1 CSF 2 3) Differentiated instruction in the classroom		Teachers	Student achievement; teacher growth				
Critical Success Factors CSF 1 4) Increase students enrolled in Pre-AP or advanced classes		Administration and teachers	Higher enrollment of students in advanced courses				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Increase daily attendance by 1% through daily personal phone calls by our receptionist and/or administrators. In addition, precoding absences for students who are attending school functions. Administration will educate students and parents on the importance of attending school and the 90% law in regards to attendance and credit.

Summative Evaluation: Daily tracking of student attendance to determine improvement to 96%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 1) Increase daily attendance by 1% by making daily phone calls and following up with students and parents.		Attendance clerk and assistant principal	Daily attendance will increase by 1%				
2) Recognize students for perfect attendance each six weeks		Administration and teachers	Student attendance increases				
Critical Success Factors CSF 6 3) Collaborate with other campuses to determine what does and does not work	2	Administration	Student attendance increases				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Implement AIP/IPI tutorials for students one day a week during Pirate Time until student achieves on level achievement. This will be constantly monitored and can increase to two days a week if needed in the fall. In addition, additional days may be utilized in the spring leading up to the STAAR tests.

Summative Evaluation: Identifying students who are in need and developing lessons for academic improvement every Wednesday during Pirate Time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Identify students who need tutorials and place them in an appropriate pirate time class	3, 4, 8, 9	Counselors and teachers	Students will improve their academic success and will be on grade level				
Critical Success Factors CSF 1 CSF 4 2) Students are tutored twice a week in a small group setting		Teachers	Students will improve their academic success				
	Funding Sources: Title I (211) - $10000.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Conduct academic tutoring before and after school as well as Pirate Time. In addition, students have the opportunity to check their grades daily using Skyward App.

Summative Evaluation: Tutoring is available every day for each content, in addition, we will utilize pirate time to tutor with students and create small learning environments. The instructional specialist will gather and identify students who are in need of assistance and escort them to tutorials while contacting their parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Teachers will be available before and after school for students to attend tutorials.	2, 3, 8, 9	Teachers, Principal	Students success in classes will increase				
Critical Success Factors CSF 1 CSF 3 CSF 4	9	Administration and teachers	Students academic success improves				
2) Use of peer tutors for core classes	Funding Sources: Title I (211)						
Critical Success Factors CSF 1 CSF 2 CSF 4		Teachers and administration	Students will regain credit during the spring semester				
3) Utilize odyseyware for students who did not receive credit in the fall semester	Funding Sources: Local (199)						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: We will use field trips, instructional materials, and other activities for student's academic and social growth while also fostering the career and college readiness in which students will need to be successful in the future.

Summative Evaluation: Through the use of field trips, our students will be able to apply content taught into a real life experience and will be able to expound on their knowledge.

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure of our facility and the needs of our students and staff.

Summative Evaluation: Test the bandwidth to handle wireless devices.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct district and campus needs assessments	1	Administration	Use the data to determine the effectiveness of our tech infrastructure				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Identify model classroom equipped with technology and implement that into our daily activities.

Summative Evaluation: Using strategies which are successful on other campuses to guide our classroom setups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Identify model technology classrooms		Administration	Develop classes which allow for an integrated use of technology				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Implement 1:1 wireless access across the district

Summative Evaluation: District initiative.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 1:1 wireless access		District administration	All rooms will have 1:1 wireless access				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Provide technology professional development to support instruction from district administrators.

Summative Evaluation: Identify needs and invite technology to instruct teachers and staff in the assistance of loading programs, making known apps, and educating our staff on trends.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct a needs assessment to determine the technology needs for our faculty	1, 4	Administration	Teachers receive professional development which addresses their needs				
2) Utilize curriculum support for technology lessons		Teachers, curriculum, and administration	Teachers and curriculum are able to work collaboratively to develop lessons and problem solve situations				
3) Incorporate technology professional development into our agendas	4	Principal, curriculum, teachers	Regular professional developments which include relevant technology lessons				
4) Utilize teachers on staff to assist in their department's trainings	4	Principal	Teachers teach each other and are resources for one another				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Ensure students demonstrate responsible digital citizenship through the training conducted by our staff.

Summative Evaluation: Use Pirate Time to discuss student's responsibility and determine effectiveness through discipline reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Address student appropriate use of technology		Administration and faculty	Students are educated of the proper use of technology by the end of the first six weeks.				
2) Teachers and staff monitor appropriate use of technology		Administration and teachers	Students are educated of the proper use of technology				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 6: Expose students to a variety of digitals tools and software so that they can become more productive in their understanding and in their ability to perform in front of audiences.

Summative Evaluation: Encourage teachers to discover tools/software which can be used to drive instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use new software and technology to increase instruction	4, 8, 9	Administration and teachers	Teachers utilize technology to increase instruction				
2) Incorporate computers in the classroom		Teachers	Use of technology in instructional lessons				
3) Utilize technology resources in PBL activities		Teacher and administration	Students are able to appropriately use technology in the presentations				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 7: Work with tech consultants on a timeline now that the bond is passed to integrate technology into the classrooms.

Summative Evaluation: Is in the process at the district level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Communicate with technology department		Administration	Implementation of a technology plan				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Work with county and local officials to determine safe and secure evacuation/lockdown procedures. Practice these scenarios monthly to ensure that our students and faculty are well trained and safe.

Summative Evaluation: Discuss and provide monthly drills to prepare students and staff for emergencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Have timely and appropriate safety drills		Administration and teachers	Safety drills are conducted monthly				
Critical Success Factors CSF 6 2) Create a safety manual for CNGC		Principal	New safety manual developed				
Critical Success Factors CSF 6 3) Meet with facilities director to discuss scenarios		Principal and facilities director	Development of safety protocol				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: Safe and Orderly team will be formed to monitor hallways before and after school. In addition, our faculty stands at their doors during passing periods each day.

Summative Evaluation: Our staff will properly maintain an area of security within our school for students and staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Faculty is present before school, during passing periods, lunch and after school to ensure a safe transition.		Administrator and safe and orderly team	Safety is maintained during the school day.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling allowing for departments to share common planning periods each day. Also, elective classes will be matched up to allow for easier scheduling of students for the fall and spring semesters.

Summative Evaluation: Use of master schedule and teacher scheduling to allow 90% of faculty to have common planning periods.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Master schedule allows for a common planning period for faculty	1, 4	Administration, counselors	Teachers are able to plan within their departments on a weekly basis				
2) Teachers meet once a week to plan and analyze student data		Teachers and administration	Teachers meet as a department at a minimum of one time a week				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Establish a professional development committee on campus that develops needs assessments to provide teacher's professional growth opportunities

Summative Evaluation: Committee includes teachers, counselors, and administrators and utilizes campus needs assessments to address areas of professional growth.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a team of teachers who develop a needs assessment and plan a professional development for our campus	1, 2, 4	Principal	Committee is developed and plan for an effective professional development				
2) Use the upcoming school calendar to plan trainings		Principal	Effective and relevant professional development sessions				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 3: Utilize Pirate Time (25 minutes) two days a week for students to access their teacher's tutorials and website. In addition, 5 minutes has been added to each class, which will allow for up to five additional class days to be added into the school year.

Summative Evaluation: On going process to improve student academic and social success measured through six weeks grades, semester credits, STAAR results, and counselor reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Use pirate time efficiently for student academic achievement	2	Administration and teachers	Students success in class will improve				
Critical Success Factors CSF 1 CSF 4 2) Develop a pirate time committee to look at feedback	2	Administration and teachers	Efficient use of time				
Critical Success Factors CSF 6 3) Organize clubs which meet one time a week	2	Administration	Students are actively engaged in a club of interest to them				
Critical Success Factors CSF 1 4) Students receive training for skyward access		Administration and teachers	100% of students have access to their grades				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 4: Utilize Pirate Time for counselors and administrators to communicate with students in preparing their four year plans in addition to campus, district,and state information. Also use this time for PBL launches and class activities.

Summative Evaluation: Counselors plan and develop lessons for students, which is to be presented during pirate time throughout the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Use this 25 minute period to convey campus, district, state information to students. In addition, use this time for tutorials and for clubs	1	Administration and teachers	Time is efficiently and effectively used for students, teachers, and administrators				
Critical Success Factors CSF 6 2) Regularly scheduled days for counselors/administration to communicate information to students	1	Counselors and administration	Teachers are given lessons and communicated in a timely manner				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Implement a comprehensive list of resources to the district

Summative Evaluation: Identify needs from assessment and provide them to district personnel.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Determine what support and assistance is needed to facilitate instruction	1, 3, 4, 8, 9	Teachers, administration, and district personnel	Teacher's needs are met to facilitate instruction				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Consider district liaison

Summative Evaluation: Determine if the need exists through the completion of a needs assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Determine if a district liaison is needed	1, 6	District personnel	Student achievement and success on STAAR exams increases				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Maintain and improve the Speaker's Bureau

Summative Evaluation: Use this platform for Career day in January.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) Speakers from the community are invited to attend campus funtions	1, 6	Administration	Greater involvement between community and campus				
Critical Success Factors CSF 5 2) Career fair in January		Curriculum and administration	Students are able to listen to speakers from the community discuss their careers				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 4: Utilize Title 1 resources to hire an Instructional Specialist, use instructional materials, attend field trips, purchase technological devices, attend trainings, and use motivational devices which will support all of our students, track student's educational data to intervene quickly, and support our staff in achieving academic success.

Summative Evaluation: These tools will address the needs of all of our students, especially our at-risk and underperforming students.

State Compensatory

Budget for Crossland Ninth Grade Center:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6117 00 005 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$24,762.00
199 E 11 6141 00 005 0 24 000	6141 Social Security/Medicare	$359.00
199 E 11 6142 00 005 0 24 000	6142 Group Health and Life Insurance	$14,640.00
199 E 11 6143 00 005 0 24 000	6143 Workers' Compensation	$240.00
199 E 11 6144 00 005 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,404.00
199 E 11 6145 00 005 0 24 000	6145 Unemployment Compensation	$29.00
199 E 11 6146 00 005 0 24 000	6146 Teacher Retirement/TRS Care	$919.00
	6100 Subtotal:	**$42,353.00**
6300 Supplies and Services		
199 E 11 6395 00 005 0 24 000	6395 Supplies, DP Operations - Locally Defined	$4,500.00
199 e 11 6397 CR 005 0 24 000	6397 Other Equipment - Locally Defined	$17,000.00
	6300 Subtotal:	**$21,500.00**

Title I Personnel

Name	Position	Program	FTE
Jayme Duckett	Instructional Specialist	Title 1 Schoolwide	1

Granbury Independent School District

Acton Middle School

2015-2016 Campus Improvement Plan

Mission Statement

The mission of Acton Middle School is to offer all students the opportunity to be successful at school and become self-motivated, resourceful learners who can make informed choices.

AMS Belief 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!"

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Attendance
- Enrollment
- Special Programs
- Discipline Reports
- LEP Failure Reports
- At-Risk Students data
- Gender of our students and their data
- STAAR Exam Scores
- Failure Reports
- RTI data

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reflections on Common Assessment
- Hispanic Partnership
- Parental Support
- Staff Teams for collaboration
- RTI interventionists
- AIP's for all student not passing STAAR
- RTBI interventions
- Students rewarded for good attendance each 6 weeks
- Students rewarded for good grades each 6 weeks
-

Needs

- Additional support with special pops
- Additional intervention methods
- Improved Attendance
- Time for teacher collaboration
- Additional RTI support
- Training on proper implementation of AIP's
-
-
-

Summary of Needs

- An increased focus on student attendance
- Additional training for intervention methods
- Be able to target all student groups to have them College and Career Ready-monitoring
- Additional support for RTI interventists
- Additional training to properly implement AIP's
- Increased awareness for staff with students in poverty
-
-

- _____
- _____

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- 6 Weeks Common Assessment
- RTI Data & Special Program Data
- BOY and EOY universal screeners
- Readistep and Explore Results
- Class Grades
- Benchmark data
- 3 Week check points
-
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State Assessment above State Levels
- Willing teachers with high expectations
- Data is continuously reviewed
- Teachers implement technology in classrooms
- CARA meetings
- PLC's
- 8th grade STAAR Performance Results
- Zero to Hero for student intervention
- ExtraCurriculular success with programs
-

Needs

- 6th/7th grade for Reading Improvement
- More tools for RTI interventions
- Attendance for some students struggling
- LEP writing improvement
- More students reaching Level III
- Engagement strategies for Special population students
- 7th Grade Writing improvement in all subpopulations
-
-
-

Summary of Needs

- Focus on Reading for 6th and 7th grade grade
- Focus on RTI Intervention Improvement
- Partner with families to improve attendance
- Focus on writing for 7th grade students
- Engagement strategies training for special populations

- _____
- _____
- _____
- _____

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, and Staff
- Campus Leadership Team
- Dept. Head's input
- Parent/Teacher Conferences
- Parent informational meetings
- F.O.R. Club meetings
- Team Building Breakfasts
- PTO meetings
- Grade Level Meetings
- Google Surveys for staff

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Belief Statement - We live it
- Capturing Kids Hearts
- Teachers supportive of one another
- Rachel's Challenge
- Cyber Bulling Awareness Training
- Advisory Support for Students
- Online Bully Reporting
- Outdoor Learning Center Student Team
- Teen Leadership classes offered
- Zero to Hero with student interventions

Needs

- Fitness and Wellness strategies
- More opportunities for at-risk students
- Interventions to Bullying
- New staff trained with Rachel's Challenge
- New staff trained with CKH
- Training on LEP interventions
- Student training on conflict resolution
- Increase positive communication with parents
- Increase parent communication/involvement with student work
- Campus wide discipline system

Summary of Needs

- Training for at-risk students and teachers to over-come the non traditional student
- All classes be relational and empathetic to all students needs

- Bullying training for all staff to support students
- Continue to keep Rachel's Challenge as a campus focus
- Student training on conflict resolution
- Create teacher committes for discipline, technology, advisory, positive relationships, and OLC
-
-

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- PDAS Evaluations
- State Assessments & Common Exams
- State Accountability Comparisons
-
-
-

- Highly Qualified Certification Data
-
-
-

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Quality Instruction with strong alignment
- Proven Assessment results
- Students encouraged to advance
- Strong alignment with teachers
- Excellent support district wide with scope and assessments
- Proven Training for staff support
- Conference periods are the same for each subject allowing collaboration
- Teachers utilize the technology available on campus
- 16.4 student to teacher ratio
-

Needs

- More Professional Development
- Opportunities for additional certifications
- Training for new state assessments
- Clear understanding of new accountability system
- Balance with scope and PBL
- Continued Technology training and support
-
-
-

Summary of Needs

- Teachers are in need of additional training for varied instructional and engagement strategies
- Differentiation training for teachers

- Funds provided to support professional development for teachers
- All staff trained in PBL
- Space out time for collaboration with Professional Development
-

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Walk-Through Data
- Parents Surveys
- Leadership Team
- Molina Walks
- Scope and Sequences
- PBL projects
- State Assessments
- Common Assessments/ Benchmarks
- BOY/EOY Screeners
- GT data

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Effective Curriculum at AMS
- Gateway To Technology pre-engineer class
- High school credits at middle school level can be earned by all students
- Molina Training
- Project Based Learning
- Advisory time gives students support time for homework and tutoring
- PBL showcase
- Science Fair and History Fair projects awards; Math Counts awards
- Tutoring available morning, lunch, and after school in all subjects
- Flipped Classrooms/sophia.org

Needs

- support for staff with stuggling students
- More teacher collaboration
- Knowing the new accountability system
- Working in the spirals to utilize as review and new information
- Additional support for GT teachers with projects
- Additional training on flipping classrooms
- Utilizing technology resource for students at home
- Increased technology for student interventions
-
-

Summary of Needs

- Emphasis on PBL and new tools
- Provide intervention times for ELA & Math
- Create training session for math teachers to be effective with new approach
- Re-Create guidelines for Advisory for time

- Utilizing technology to provide resources for students at home
-
-

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Survey
- PTO Board Input/ Meetings
- Campus Leadership Team
- Hispanic Heritage Partnership Data
- Elective Fair Night
- PBL Showcase
- NJHS Inductions
- Fine Arts Night, Choir Concerts, Band Concerts, Athletic events
- Rachel's Challenge Day/F.O.R. Club community fund raisers
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PTO Involvement
- Parent Support
- School Messenger System for info
- Online Skyward Grading System
- Twitter for classrooms and school
- Pirate Camp for 6th Grade for students and parents
- 7th and 8th Grade Orientation for students and parenst
- Principal Remind 101 texts, e-mails, and videos for students and parents
- Hispanic Hertiage Partnerships
- Parents volunteer for tutoring, awards, special days, and professional development

Needs

- More family partnerships
- improved communication from programs
- time for more teacher/parent conferences
- More Information sessions for parents
- Get tutoring schedules out to parents
- All messages sent in English and Spanish
- Master list of parents willing to volunteer at school
- Mentoring program
- Improve positive communication with parenst
- Improve parent involvement on completing assignments

Summary of Needs

- Support from school community for new outdoor learning center
- Provide information sessions for parents to be more informed
- Send more online videos to families for information
- Academic Advising for students and parents with more venues

- Continue to promote our Hispanic Partnership Dinners
- Be intentional with getting out messages and letters in English and Spanish
- Create a mentoring program utilizing community members for at-risk students
- More communication with parents on students completeing assignments
- More positive communication home with parents
-

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, & Staff
- Campus Leadership Team
- PTO Board Members
-
-
-

- Department Meetings
- Team Building Breakfasts

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- AMS Belief Statement
- Communication from school to home
- Leadership & Decision Making Processes
- Strong Teachers
- Zero to Hero
- PLC's
-
-
-
-

Needs

- Duty Rosters for school safety
- specific programs improve communication
- streamline calendar communication
- Teacher websites updated weekly
- Get all stakeholders involved with Z to H
-
-
-
-

Summary of Needs

- Possibly move to one calendar for entire staff
- hire quality staff to help lead and guide students daily

- continually work to enhance communication from school to home in all programs
- AMS Leadership Team provide support for all staff in all areas of school programs
- Teacher websites updated frequently
-

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Technology Committee
- Technology Plan
- Star Chart
- Campus Infrastructure
- Teacher survey
-
-
-
-
-

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths

- Technology Department
- Equipment upgrades
- Available Equipment
- Technology Training Opportunities
- Librarian technology support for staff
- Emerging Technology class
- Gateway To Technology
- Tech Applications class
- Technology training available during summer
-

Needs

- Diverse use of technology from teachers
- Lessons developed for technology
- more technology training for teachers
- Time to develop and implement
- better connection to Wifi
-
-
-
-
-

Summary of Needs

- Additional inservice days devoted to Technology
- Open additional computer labs for classes
- Keep a tech equipment replacement schedule plus additional funding needed
- Collaboration time for lesson design

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Summative Evaluation: Survey results will show over 90% satisfaction with their AMS experience.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) One Word book study for AMS		Principal	Staff blogs about ONE Word for AMS to use as a focus for the year.				
Critical Success Factors CSF 6	2	Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel; advisory presentations; Counselor Team				
2) Develop and implement character education curriculum	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 5 CSF 6	2, 8	Principal, Teachers	Student Survey; Discipline Report; Parent Survey; Staff Survey; Positive Relations Committee				
3) promote relationship building between students and staff	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 5	1, 4, 7	Teachers, Counselors, Principals	Notice of Parent Meeting; Parent Participation; Parent survey				
4) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 3 CSF 5 CSF 6	7, 8	Principal, ESL &Spanish Teachers, Counselors; Spanish Club	Hispanic family involvement; Parent Survey;				
5) Hispanic Heritage dinners - promote school and home connection with Hispanic families	Funding Sources: Local (199) - $1400.00, ESL/Bilingual (25) - $500.00						
Critical Success Factors CSF 6	2, 4, 8	Teachers, Admin	Lesson Plans; Report Cards; Discipline Data;				
6) TEEN Leadership classes offered to all 7th grade students	Funding Sources: State Comp Ed (24) - $500.00						

System Safeguard Strategies 7) Crime Stoppers Club		Asst Principal	Crime reports being turned in; Discipline Report;				
	Funding Sources: Local (199) - $265.00						
Critical Success Factors CSF 1 8) Honor Roll Awards		PEIMS Clerk, PTO members	Student's Grade improvement each six weeks				
	Funding Sources: Local (199)						
Critical Success Factors CSF 4 9) Perfect Attendance Awards	1, 2, 8	Asst Principals; Attendance Clerk	Six Weeks Attendance Data				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 10) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter	7	Principals, Secretary	School Messenger Reports; Positive Communication				
	Funding Sources: Local (199)						
Critical Success Factors CSF 3 CSF 6 11) Teacher of the Month	5	Principal, Secretary	Certificate & gift card presented to teacher				
	Funding Sources: Local (199) - $300.00						
Critical Success Factors CSF 5 12) Student/Parent Handbook	7	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
Critical Success Factors CSF 5 13) Parent Informational Meetings in various school programs	7	Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Student involvement in extracurricular activities. As well as, parent involvement.				
	Funding Sources: Title I (211) - $500.00, Local (199) - $200.00						
System Safeguard Strategies **Critical Success Factors** CSF 6 14) New students to AMS will have a Welcome Breakfast once each month in the Library	1	Counselors, Asst. Principals	Student progress in the classroom and increased relationships				
	Funding Sources: Local (199) - $200.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: The staff at AMS will maintain positive home/school relationships.

Summative Evaluation: Survey results will show over 90% satisfaction with school to home relations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Outdoor Learning Center Student Team	3, 7, 8	Science Teachers	Participation of others schools in district; Observation; Parent, Staff, and Student survey				
System Safeguard Strategies **Critical Success Factors** CSF 5 CSF 6	1, 2, 4, 7	All Faculty	Smooth transition with full orientation, relationships; Sign In Sheets; Parent Survey; Positive feedback from community				
2) Pirate Camp and Open House	Funding Sources: Local (199) - $2000.00						
3) Pirate Pride rewards for students making positive contributions		AMS Teachers & Staff, PTO incentives	Increased student positive behaviors				
	Funding Sources: Local (199) - $500.00						
System Safeguard Strategies **Critical Success Factors** CSF 3 CSF 5 CSF 6	1, 2, 7	Principals & Counselors	Safe Environment; Acts of Kindness; more Pirate Pride Awards; FOR Club meets on a regular basis; Rachel's Challenge Day				
4) Rachel's Challenge-FOR Club; 1 of RC objectives each 6 weeks posted in the hallways & put on announcements.	Funding Sources: Local (199)						
Critical Success Factors CSF 5	7	Principals, Secretary	Positive Relations; Attendance of dads				
5) "Team Dadz" monthly on duty with students	Funding Sources: Local (199) - $150.00						
Critical Success Factors CSF 5	7	Principal, Assistant principal, Secretary	Positive Relations; Sign In Sheets; Parent Survey				
6) Parents will serve on CLT	Funding Sources: Local (199)						
Critical Success Factors CSF 6 7) Student Council		Student Council Sponsors	Monthly Meetings;Communication; Positive Relations				

System Safeguard Strategies **Critical Success Factors** CSF 7 8) Acton Middle School will only interview highly qualified applicants.	4, 5	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 9) FCA-Fellowship of Christian Anybodies		FCA Sponsors	Student Relations; Sign-In Sheets				
	Funding Sources: Local (199) - $568.00						
Critical Success Factors CSF 5 CSF 6 10) National Junior Honor Society students sponsoring events	8	NJHS Sponsors	Staff and sponsor feedback from other organizations and campuses.				
	Funding Sources: Local (199) - $48.00						
Critical Success Factors CSF 6 11) Customer Care training of all office staff:	7	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
12) Develop and Review servant leadership plan with staff members		Principal and Assistant Principals	Parent and student survey; meeting agenda				
13) Librarian will post announcements on during advisory. Occasionally staff & students may record special announcements.	2, 7	Librarian, Staff & Students	Improved Communication				
	Funding Sources: Local (199)						
Critical Success Factors CSF 1 CSF 5 CSF 6 14) Positive Discipline Referrals	7	Campus Administration, Discipline committee	Increased positive communication with school and parents; data				
Critical Success Factors CSF 5 15) Social Media and Electronic messaging for parents to be informed		Teachers, Counselors, Principals	Parent survey, parent involvement, enhanced student achievement, increased family engagement				
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: All student populations will engage in high rigor curriculum and instruction daily.

Summative Evaluation: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Algebra I teachers will attend Pam Harris training in the summer of 2015		Principal, AP's, IS, Math coordinator, director of curriculum	certificate of attendance and curriculum documents				
	Funding Sources: Title II (255)						
Critical Success Factors CSF 1 2) Advanced academic students will engage with innovative resources and pilot activities		Campus principal, GT teachers	Presentations to staff and students with resources				
	Funding Sources: Gifted (21) - $1840.00						
3) Teachers engage & differentiate instruction for students at the highest level of rigor to acquire Distinction Designations. (STARS)		Teachers, Principals	Increased number of advanced levels of performance on STAAR exams. Improved number of STARS for AMS				
System Safeguard Strategies **Critical Success Factors** CSF 1 4) Target College Readiness standards for all students	1, 2, 3, 4, 5, 6, 8	Principals, Counselors, Teachers	College Readiness Presentations to parents &Course Enrollments; STAAR Data/Course Enrollment data				
	Funding Sources: Local (199)						
System Safeguard Strategies 5) Academic Advising for all students	1, 2, 4	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) Scope & Sequence and Common Assessments focus teachers on TEKS	1, 2, 3, 4, 5, 6, 8	Curriculum Dept	Scope &Sequence; Guaranted & Viable Curriculum				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 7 7) CARA Meetings - teachers monitor data from CA's to look for areas of weakness	1, 2, 3, 4, 6, 8	Teachers, Curriculum Department, Instructional Specialist	CA Data &Reflection Forms;Teacher growth & collaboration				
	Funding Sources: Local (199)						

System Safeguard Strategies **Critical Success Factors** CSF 1 8) SIOP strategies used in classrooms, posting TEK and ELP objectives on board	1, 2, 3, 4, 5, 6, 8	Teachers, Admin	Benchmarks; Instructional Walks, 3 week check points; TELPAS				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 7 9) Professional Development for Teachers to teach effectively	1, 2, 3, 5, 6	Principal; Curriculum Department; Instructional Specialist	Discipline Referral data &student academic scores; STAAR Data, Report Cards				
	Funding Sources: Local (199) - $10550.00						
Critical Success Factors CSF 1 10) Meetings with Students to Extent Awareness of Post Secondary Options	2, 8	Principal, Counselors, Teachers,	Number of students taking Algebra & English I				
System Safeguard Strategies **Critical Success Factors** CSF 3 11) AP Spanish	1, 2, 3, 5	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
	Funding Sources: Gifted (21) - $1000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Frequent monitoring of student progress

Summative Evaluation: 90% of students will meet or exceed state minimum standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Instructional Walks in classrooms		Principals & Instructional Specialist	Instructional Walks data				
System Safeguard Strategies **Critical Success Factors** CSF 1 2) Differentiated instruction in the classroom.	1, 2, 3, 4, 5, 6, 8	Teachers; Instructional Specialist; Principals	Student Achievement; Teacher Growth; Instructional Walks				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 2 3) 3 Week Checkpoints, Common Assessments, and Benchmarks for core content classes	1, 2, 4, 5, 6	Principal, Instructional Specialist	Data from results				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Raise standards and student competency in all CTE programs.

Summative Evaluation: CTE Courses will be 90% full capacity each year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Merge Teen Leadership with Career Explorations course for 7th grade.	5	Principal & Teacher	Student Enrollment Data				
	Funding Sources: CTE (22)						
System Safeguard Strategies **Critical Success Factors** CSF 1	1, 2, 4, 5, 8	Principal, PLTW Teachers, CTE administrator	Teacher Training, Student Participation; Math/Science Growth				
2) Project Lead the Way (Gateway to Technology) implementation	Funding Sources: State Comp Ed (24) - $7500.00, State Comp Ed (24) - $1000.00						
Critical Success Factors CSF 6	4, 7, 8	Principal, PLTW Teachers	Student Enrollment Data				
3) Participate in Recruiting Events for GHS CTE Courses	Funding Sources: CTE (22)						
Critical Success Factors CSF 1 4) Participation in Principles of Emerging Technologies	1, 3, 5	Principal, Technology teachers, District Instructional Technology Coordinator	Student enrollment data				
✓ = Accomplished ◗ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Student time on task will be increased to maximize learning opportunities.

Summative Evaluation: Students will be engaged 90% of classroom learning time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies **Critical Success Factors** CSF 2 CSF 7 1) Provide effective instructional leadership for all staff	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principals, Instructional Specialist	Faculty Survey; STAAR Results; Instructional Walks; Common assessment Data; 3 Week check point data				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 7 2) Summer Conference or Summer Training instruction will be used to improve classroom learning.	1, 2, 3, 4, 5, 6, 8	Superintendent, Curriculum Department, Campus Administrators, and Instructional Specialist	Sign In Forms; Instructional Walks				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 2 CSF 7 3) Horizontal and vertical team meetings/PLCs	1, 2, 3, 4, 5, 6, 8	Principal, Instructional Specialist, and Curriculum Coordinators	Meeting Agendas; Curriculum Coordination				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 4) AMS Theatre Arts department presents annual musical		Theatre Arts Teacher	Musical Performance; Musical Attendance				
	Funding Sources: Local (199) - $2000.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 5) Project Based Learning training for staff with PBL opportunities	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principal, and Instructional Specialist	Final presentation of projects.				
	Funding Sources: Local (199)						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: AMS will continue to develop technology skills for 21st century learners.

Summative Evaluation: AMS Technology Committee will have 90% committee attendance monthly and provide input in campus decisions involving technology at AMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Annual completion of Bright Bytes chart data	3, 4	Principal; Technology Committee	Survey results; Instructional Walks				
Critical Success Factors CSF 3 CSF 7 2) Technology Committee Meetings monthly	1, 3, 5, 6	Principal	Meeting notes and action plans				
	Funding Sources: Local (199)						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Teachers will be competent in technology TEKS and the integration of technology into the curriculum.

Summative Evaluation: PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies **Critical Success Factors** CSF 6 CSF 7 1) Technology integration and professional development at monthly Lunch and Learn	1, 3, 4, 5, 6	Principal; Technology teachers	Use of new technology in the classroom with students				
	Funding Sources: Local (199) - $3000.00						
System Safeguard Strategies **Critical Success Factors** CSF 6 2) Librarian as media specialist to support classroom technology.	1, 3, 4, 5, 6, 8	Librarian	Use of technology labs and number of devices checked out for student use.				
	Funding Sources: Local (199) - $7000.00, Local (199) - $700.00, Local (199) - $2300.00						
System Safeguard Strategies **Critical Success Factors** CSF 6 3) Integration of New Technologies into all classrooms	1, 3, 6, 8	Principal, Technology Department,	Use of technology in the classrooms; Instructional Walks				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: AMS will implement Safety Procedure Training

Summative Evaluation: All AMS Staff will complete the required safety trainings annually. (100%)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Controlled Vestibules with heighten security for our campus		Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				
2) Fire and Bad Weather Practice Drills		Asst Principals, Teachers	AMS student knowledge of emergency plan				
	Funding Sources: Local (199) - $500.00						
3) Signs throughout building with teacher's names and room numbers		Office Staff	User Friendly Hallways				
	Funding Sources: Local (199) - $100.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: Acton Middle School facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.

Summative Evaluation: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Development of new innovative classroom in 8th Grade hallway for increased advanced class sizes	1, 3, 4, 5	Principal, Admin, Technology,	Creative scheduling to support appropriate interventions for struggling students				
2) Review facilities improvement plan each semester		Principal and Head Custodian	Request for Maintenance Completed				
	Funding Sources: Local (199)						
3) Requests for maintenance service will address facility maintenance and repairs		Principal and Head Custodian	Completion of Requested Repairs				
	Funding Sources: Local (199)						
4) The budget planning process will be used to address facility improvements.		Principal and Secretary	Budget Process				
	Funding Sources: Local (199)						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Develop and implement an effective plan to improve the academic performance of all students.

Summative Evaluation: STAAR results will reflect 90% or higher in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies **Critical Success Factors** CSF 4 1) Science & History teachers will collaborate through out the year to build student capacity for STAAR prep	1, 3, 4, 5, 8	Principal, Sci/Hist Teachers, Instructional Specialist	Schedule of Student Rotations; STAAR Data				
	Funding Sources: Local (199) - $200.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 2) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	1, 2, 3, 4, 5, 8	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials; Google form data				
	Funding Sources: State Comp Ed (24) - $5000.00						
System Safeguard Strategies 3) Maximize Instructional Days - even when early dismissal schedule	1, 2, 3, 4, 5, 6, 8	Principal, Teachers	STAAR/CA Data; Instructional Time				
	Funding Sources: Local (199)						
System Safeguard Strategies 4) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	1, 2, 4, 5	PEIMS Clerk, Counselors, Principal, Teachers	7 Period Day Schedule; STAAR & Common Assessment Data				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 4 5) Advisory Time 5 days a week for all students	1, 2, 3, 4, 5	Teacher, Principals	Student academic data ;RTI Data; STAAR Data				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 6) Tutoring Schedules Posted	1, 3, 5	Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers per Google Form				
Critical Success Factors CSF 6 7) Team Building Breakfast-Monthly	1, 2, 6, 8	Principal	Faculty well-informed &trained; Communication; Positive Relations				
	Funding Sources: Local (199)						

System Safeguard Strategies **Critical Success Factors** CSF 6 8) Implement Hallway Meetings	1, 3	Principal	Staff participation; grade level events				
	Funding Sources: Local (199) - $200.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 9) Implement Zero to Hero during advisory to help students to turn in all classroom assignments	1, 5, 7	Teachers, IS, Principals	Improved grades, Improved Test Scores				
Critical Success Factors CSF 5 CSF 6 10) Create 1 day per month-AMS Pirate Rewards and Treasure Time where students who have completed all core assignments are able to enjoy free time and students who have not completed assignments will work with core teacher to complete quality work	1, 3, 5, 7	Campus Admin, Teachers	Improved grades, Improved Test Scores, Reduction of "Zeros" in gradebooks				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 11) Math Teachers will attend CAMT Conference for instructional strategy growth	1, 3, 4, 5, 6	Math teachers, admin,	increased math progress for students				
	Funding Sources: Local (199) - $1000.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 7 12) Send 7th grade writing teachers and English 1 teachers to Jeff Anderson Conference in October 2015 to learn strategies to improve writing including Hispanic and economically disadvantaged students	3, 6	Teacher, Campus Admin	Improved writing scores in writing for all students including Hispanic and economically disadvantaged students				
	Funding Sources: Local (199) - $660.00						
Critical Success Factors CSF 1 CSF 2 13) Teacher 3 week check points for data to analyze, chart, and evaluate student progress to achieve Distinction Designations. STAARS	1, 3, 4, 5	Principal, Instructional Specialist, Teachers, Curriculum	Distinction Designations through TEA Accountability System				
System Safeguard Strategies **Critical Success Factors** CSF 1 14) Reading teachers will work with Instructional Specialist and curriculum department to increase the effectiveness of reading strategies used in the classroom to improve student performance in reading including students in special education	3, 5	Teachers, Admin, Instructional Specialist, Curriculum Department	Improved reading scores in reading for all students including students in special education				

Critical Success Factors CSF 1 CSF 4 15) Conduct Intervention Groups for At Risk students.	1, 2, 3, 4, 5, 8	Principal, Instructional Specialist, Outside Consultant	Student Participation, Google Form Data				
	Funding Sources: State Comp Ed (24) - $1800.00						
Critical Success Factors CSF 1 CSF 7 16) Send ELA teachers and English I teachers to Abydos Writing Conference to learn strategies to improve writing including Hispanic and economically disadvantaged students	3, 6	Teacher, Campus Admin	Improved writing scores in writing for all students including Hispanic and economically disadvantaged students				
	Funding Sources: State Comp Ed (24) - $1000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Provide Instructional help to all students in all content areas.

Summative Evaluation: STAAR results will reflect 90% or higher in each sub-population and program area.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Provide professional development targeting writing for all sub populations including Special Education.		Instructional Specialist, Principals, Teachers, Curriculum Department	Increased number of students successful on benchmarks, screeners, and state assessments.				
	Funding Sources: Local (199)						
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 2) RTI Intervention-struggling students assigned to an intervention teacher/mentor	1, 2, 3, 4, 5, 8	Counselors, Teachers, Assistant Principal, and Instructional Specialist	Numbers of RTI Students; Report Cards; STAAR/CA Data				
	Funding Sources: State Comp Ed (24) - $6800.00, State Comp Ed (24) - $500.00						
Critical Success Factors CSF 1 3) Provide strategies to RTI/struggling students to enhance their learning experience.		Counselors, Teachers, AP's, Principal, and Instructional Specialist	STAAR/CA Data; Progress Monitoring				
	Funding Sources: State Comp Ed (24) - $500.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 4) Study Island (computer program) - used to focus on individual objectives per student	1, 4	Teachers	Weekly Usage Report; Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $6800.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 5) Brain-Pop (computer program) - used for STAAR-type questions in the classroom	1, 3, 5	Teachers	Lesson Plans; Report Cards				
	Funding Sources: Local (199) - $2300.00						

Critical Success Factors CSF 1 6) Think Through Math & IStation for Reading / Math interventions		Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
Critical Success Factors CSF 3 CSF 5 7) Utillze the Outdoor Learning Center at Acton Middle School	1, 3	Principal, Teachers	Usable learning center; teacher use				
	Funding Sources: Local (199) - $1700.00, Local (199) - $10000.00						
System Safeguard Strategies **Critical Success Factors** CSF 1 8) Strive for and maintain viable library services.	1, 3, 4, 5	Librarian	Number of classes meeting in library; Library Rating				
	Funding Sources: Local (199) - $6000.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: All staff members will maintain open communication and develop relationships to create a safe and orderly environment.

Summative Evaluation: Survey results from students will reflect 90% or higher they feel safe at AMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) School Messenger-daily attendance calls & event information		Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 CSF 6 2) PTO		PTO Board; Principal	Sign In Sheets				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 3) Boy's & Girl's Athletic Booster Clubs	7	Athletic Coordinator	Positive Relations				
4) Teacher twitter pages, Remind 101, Websites, and Progress Reports		Teachers, Principals	Student and Family engagement				
Critical Success Factors CSF 5 CSF 6 5) AMS & Teacher Websites/Blogs	7	Teachers	Periodic Updates				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 6) Parent/Teacher Conferences	7	Teachers	Sign-In Reports Attendance; Positive Relations				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 7) Teacher Emails and phone calls to parents	7	Teachers; Positive Relations Committee	Teacher Documentation; Positive Relations				
	Funding Sources: Local (199)						
Critical Success Factors CSF 5 8) Skyward Family Access - posting grades weekly for parent and student information	7	Teachers	CA's &Benchmarks; Parent Involvement; Parent Survey				
	Funding Sources: Local (199)						
9) Communicate guidelines to staff members.		Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
	Funding Sources: Local (199)						

10) Implement regulations from TEA and other State Agencies	6	Principal and Assistant Principal	Decisions will be in compliance with TEA and Other State Policies				
	Funding Sources: Local (199)						
11) Provide information to staff members to help them identify and report children who experience abuse.		Counselors and Teachers	Record of Reports to CPS; Meeting notes				
	Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: The budget for Acton Middle School will provide adequate resources to meet all instructional needs.

Summative Evaluation: AMS Department Heads will collaborate to help allocate funding based on campus and student need.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) The majority of the budget will focus on instructional programs.		Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
	Funding Sources: Local (199)						
2) Monitor and Maintain appropriate and efficient expenditures		Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
	Funding Sources: Local (199)						
3) Employees will be compensated at a rate that is competitive with surrounding school districts.		Superintendent	Salary Schedule; Number of Resignations				
	Funding Sources: Local (199)						
4) Develop a budget for the current school year		Principal, Department Heads, and Campus Leadership Team	Completed Budget; Adequate Resources for Instructional Program				
	Funding Sources: Local (199)						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 1: Students will be given an opportunity to participate in Fine Arts programs.

Summative Evaluation: Fine Arts programs will maintain 90% capacity student enrollment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Band & Choir students perform and recruit at Elementary Schools		Band & Choir Directors	Program enrollment numbers and data				
Critical Success Factors CSF 5 CSF 6 2) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.	7	Theatre Arts Teacher	Student Participation				
	Funding Sources: Local (199) - $1000.00, Local (199) - $500.00						
Critical Success Factors CSF 5 CSF 6 3) Choir Students will perform in numerous concerts, as well as, competitions.	5, 7	Choir Teachers	Choir Schedule; Competition Results				
	Funding Sources: Local (199) - $1200.00, Local (199) - $250.00						
Critical Success Factors CSF 6 4) Art students will be given the opportunity to enter their work in the Quad County Art Show.		Art Teacher	Art Schedule; Art Show Results				
	Funding Sources: Local (199) - $500.00, Local (199) - $2700.00						
Critical Success Factors CSF 5 CSF 6 5) Band students will perform in numerous concerts, as well as, competitions.	7	Band Teachers	Band Schedule; Competition Results				
	Funding Sources: Local (199) - $1000.00, Local (199) - $850.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 2: Students will be given the opportunity to participate in academic activities.

Summative Evaluation: Each UIL academic entry will be filled with students and alternates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6	3, 5	Science & History Teachers	Student Participation and Science/History Fair Results				
1) Other events are Science Fair, History Fair (District, Area, Regional, State).	Funding Sources: Gifted (21) - S3991.00, Gifted (21) - S3000.00, Gifted (21) - $500.00						
Critical Success Factors CSF 1 CSF 6		Sponsors/Coaches	Participation; Activity/Project Results				
2) A number of scholastic activities are available including: Odyssey of the Mind, Spelling Bee, Geography Bee, Mathcounts, Academic UIL Competition.	Funding Sources: Local (199) - $740.00, Local (199) - $1000.00, Local (199) - $1100.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 3: Students will be given the opportunity to participate in various clubs & organizations.

Summative Evaluation: Each club and organization will maintain 90% attendance with students involved.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc)		Club Sponsors	Club Involvement				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 2) Students will be given the chance to perform in the annual Spring Talent Show.		Theatre Arts and Choir Teachers	Participation; Show Performance				
	Funding Sources: Local (199)						
Critical Success Factors CSF 6 3) Students will be given the opportunity to create the AMS Yearbook.		Yearbook Sponsor	Scheduled Deadlines; Final Product				
	Funding Sources: Local (199) - $1500.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 4: Students will be given the opportunity to participate/try out for various athletic organizations.

Summative Evaluation: Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6	7	Coaches, Athletic Director	Schedule, Participation				
1) Students are offered the opportunity to participate in organized sports through the athletic department.	Funding Sources: Local (199)						
Critical Success Factors CSF 6		Cheer Coach	Schedule, Practice, Final Results				
2) Female students are given a chance to try out for cheerleader each year, plus continue in athletics	Funding Sources: Local (199)						
Critical Success Factors CSF 6		Stowaway Coach	Schedule, Practice, Student Development				
3) Female students are given the opportunity to participate in 8th Dance Class.	Funding Sources: Local (199)						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

State Compensatory

Budget for Acton Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 042 0 24 000	6117 Career Ladder - Locally Defined	$123,106.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	$6,800.00
199 E 11 6125 00 042 0 24 000	6125 Salary Support - Locally Defined	$23,249.00
199 e 11 6141 00 042 0 24 000	6141 Social Security/Medicare	$1,368.00
199 e 11 6142 00 042 0 24 000	6142 Group Health and Life Insurance	$61.00
199 e 11 6143 00 042 0 24 000	6143 Workers' Compensation	$915.00
199 e 11 6144 00 042 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,878.00
199 e 11 6145 00 042 0 24 000	6145 Unemployment Compensation	$111.00
199 e 11 6146 00 042 0 24 000	6146 Teacher Retirement/TRS Care	$3,089.00
	6100 Subtotal:	**$164,577.00**
6300 Supplies and Services		
199 e 11 6395 00 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$500.00
199 e 11 6395 GW 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,500.00
	6300 Subtotal:	**$2,000.00**
6400 Other Operating Costs		
199 e 13 6411 00 042 0 24 000	6411 Employee Travel	$1,000.00
	6400 Subtotal:	**$1,000.00**

Title I Personnel

Name	Position	Program	FTE
Mindy Badgett	Instructional Specialist	Title I Targeted	1

Granbury Independent School District

Granbury Middle School

2015-2016 Campus Improvement Plan

Mission Statement

The mission of Granbury Middle School is to provide a safe instructional environment that develops good citizens by equipping students with the knowledge and skills to achieve their potential as lifelong learners.

Vision

The vision for Granbury Middle School is that it will meet the needs of Twenty First Century Learners and equip all of its students with the tools needed to be productive citizens who are able to: think critically, be problem solvers, collaborate with others in a team effort, and be effective communicators.

Value Statement

All Granbury Middle School staff believe that each student on campus is capable of learning and is provided with the opportunities and resources necessary to be successful.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: GRANBURY MIDDLE SCHOOL 2015-2016

Data Sources Reviewed:

- **Minutes from various campus meetings: GMS Leadership, Department, Grade Level, Faculty, Campus Advisory Committee, and GMS Student Ambassador Meetings.**
- **Academic Data from grades, Common Assessments, Benchmarks, Screeners, State End of Course Tests,and STAAR Tests.**
- **Feedback from Parents, Students, Community, and Staff.**
- **Minutes from ESP Planning Retreat (Effective Schools Project).**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	GMS has a diverse population of students. Data below compares the campus vs district numbers: • White - 69.1% vs 74.1% • Hispanic - 25.6% vs 22.4% • Economically Disadvantaged – 59.5% vs 48.0% • English Language Learners - 4.9% vs 6.6% • Two or more races – 2.7% vs 1.5% • Special Education – 12.9% vs 12.1% • Gifted & Talented Students - 7% vs 7.7% • Students enrolled in Career & Technical Education (CTE) – 26.3% vs 28% The diverse population of students closely mirrors the demographics of the community	A majority of the Economically Disadvantaged students are lacking in the areas of: • Financial support to provide fundamental needs like food and clothing • Financial support to provide basic school supplies such as backpacks, paper, and pencils • Academic support at home due to lack of parental supervision or parents having to work • Cultural opportunities like exposure to community events and local celebrations • Access in the form of transportation to local entities, such as: museums, parks, library, and etc... • The English Language Learners	GMS will provide: • School supplies to those students in need • Academic interventions for at-risk students, low performing students, and any student who fails to perform satisfactorily through the role of the Instructional Interventionist and Academic Tutors • Before/after school tutoring for all students by Campus Teachers and Academic Tutors • Adult Mentors for students in need of positive adult role models (currently partner with Christian Service Center who provides them at no cost) • Collaborative Instructional Support/Staff Development for teachers and staff through the mode

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	and brings a rich variety of cultures to the campus. This diversity creates a culture of acceptance of all students regardless of their ethnicity, race, socio-economic status, and or background.	also require extra language support at school since English is not spoken at home. Teachers and Staff need additional training/staff development: • To better understand the needs of their students • To be able to motivate their students to attend school • To be able to provide the academic supports necessary for students to be successful • To be able to bridge the gaps in their learning and in their cultural experiences. Campus Administration and Staff will continue to work on maintaining campus and classroom procedures to ensure a safe and positive learning environment for all students and staff. Campus Administration, Instructional Specialist, Interventionist, and Staff will continue to look for ways to raise the rigor of Academic Excellence so that more students have opportunities to be successful at higher levels.	of professional learning communities led by campus and district leadership • Field trips for students to local entities and community attractions, such as: museums, parks, library, historical places and events, nuclear power plant, colleges, and any other exposure students are lacking • Parents with information to help them support students at home and at school • Federal and State monies would also be used to transport students as needed for field trips and various events • Opportunities for parents and community members to visit the school and participate in campus activities with their students • Opportunities for parents and community to serve on the Campus Advisory Committee (Site Based Decision Making Committee) alongside administrators, teachers, and staff to create plans for school improvement and help problem solve through-out the school year.
Student Achievement	Campus showed an increase in the percent of students achieving Level III (Commended) from the previous year in the following areas: ➢ 6th Reading 9% vs 7% ➢ Algebra I 10% vs 32% ➢ English I 8% vs 15% 8th Social Studies maintained the 7% from the previous year for Level III.	Campus and State data indicate: • Students showed a decline in reading, writing, and math across all three grade levels 6th, 7th, and 8th • 7th Grade Science showed improvement according to Common Assessments and local data but 8th STAAR Science	• Campus will use Title I funds to provide an Instructional Specialists and an Interventionist. • The Instructional Specialist and the Interventionist will work together with teachers and students to monitor student learning and behavior. They will provide instructional strategies and academic

	8th Reading also maintained 6% for Level III in the First Administration of STAAR. Thirty (30) of the 64 - 8th-Grade students who failed the First Test passed the Second Administration of the STAAR 8 Reading Test to raise the percentage total from 63% to 79% passing. New Reading Blitz strategies worked to prepare students for the 2nd Administration of the STAAR 8 Reading. Students in higher level classes like Algebra I and English I performed at 95% and better. Data also indicates: • The work with Dr. Molina in math showed good results in campus assessments, District Common Assessments, and Benchmark Data • Not able to compare STAAR scores since the Test results for Math will not be counted in Accountability this year due to New TEKS. The Principal hosted the First Academic Awards Celebration Night in May to recognize students for Perfect Attendance, A and A/B Honor Roll, Top Academic Performers in each of the Core Academic Subjects, and Participation in UIL Academic Events, Science Fair, History Fair, and Spelling Bee.	Scores were down by 11% • 8th Social Studies STAAR scores were down 5% from last year • The class rosters indicate a large number of students are involved in extra-curricular activities like band, choir, athletics, and etc... Therefore, it is important that the campus support Fine Arts, Athletics, Career and Tech, and other electives to keep students engaged in school • Likewise, it is important these electives support the campus goals to improve reading, writing, and math skills • Attendance data continues to show students are not coming to school as regularly as they should and do not attend 90% of the time as required by State Law. The campus administration and staff will continue to be proactive by monitoring student attendance daily, by providing incentives for perfect attendance each six weeks, and by working closely with Parents & Students who have excess absence to create prevention plans to increase their attendance rate and to reduce the number of Truancy Offenses • The campus will continue to support the District Initiative - Project Based Learning and incorporate the Four C's: Critical	tools for teachers to help them create meaningful and purposeful instruction. • They will also work with students to monitor their progress and to provide academic tutoring and interventions as needed. • The Instructional Specialist and the Interventionist will meet weekly with the academic core subject teachers to train them in implementing new strategies for the classroom, to help them create lessons, to evaluate data and use the information to improve learning, and to participate in staff development related to their current need(s). • GMS will continue to provide interventions and accelerated instruction for students who failed one or more STAAR Tests, are not showing academic progress through their daily grades, and/or are in in need of extra assistance. The Title I funds will be used to pay for tutors, instructional programs & or supplies, and for snacks for students. • Federal and State funds will be used for incentives to motivate students to come to school, to improve attendance rates, and ultimately to improve student learning. • Federal and State monies will pay for programs or speakers that educate students on the importance of attending school and its impact on higher student achievement. The goal

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		Thinking, Collaboration, Communication, and Creativity, to prepare our students for success in high school and post - secondary life experiences.	is to increase student participation at school of all students on campus. • Federal and State Monies will be used to educate and inform Parents of new attendance policies and mandates, and other school related policies and procedures. • Local Grants from the Educational Foundation will be written and sought after by Campus Staff and Administration to help meet the academic need of students and to provide educational opportunities to help students be successful. • Federal and State Monies will be used to provide medals, ribbons, and certificates for the Academic Awards Celebration. • Federal and State Monies will be used to purchase invitations and snacks for the parents of the students being recognized at the Academic Awards Celebration.
School Culture and Climate	• The "Customer Care" philosophy in our district has helped to create a positive attitude with staff, students, parents, and community. The Campus has a "Customer Care Committee." • The Principal and Assistant Principals participate in the "Cart Lady" and bring treats and refreshments to teachers and staff in appreciation of their service at least once every six weeks. • The campus and staff will continue "Rachel's Challenge" and encourage	Campus surveys and staff input indicated the need for a campus Spirit Committee. This committee would create fun "team building" activities throughout the year to create strong positive relationships with staff, students, parents, and community. The Campus Leadership Team will participate in a variety of activities that recognize and show appreciation for the contribution of all staff members throughout the year.	• Federal and State monies will be used to provide supplies and snacks for activities and or committees that promote positive relationships with students, parents, community, and each other. • Federal and State monies would be used to provide incentives, medals, certificates, for student attendance, A/B Honor Roll, participation in Academic events such as Science Fair, History Fair, UIL competitions, and other such academic campus events to be given out each six weeks and at

	students to do "random acts of kindness" throughout the school year and staff will provide various campus activities and assemblies to motivate students. • The district has a website students can anonymously report bullying, harassment, and any other misbehaviors. • The Counselors created a Bully Proof Week last year and students wrote a pledge they recite every morning at announcements. This Bully Proof Week will continue this next school year and in the future. • Students reported a variety of offenses to campus personnel this year and it led to the removal of drugs, weapons, and inappropriate behaviors from the campus. This shows that students want to be part of having a safe school and trusted the teachers, staff, and administrators on the campus. • The campus has other committees, clubs, and organizations that allow for students, staff, and community to have a voice in school decisions. • The PTO provided incentives and awards every six weeks to students for perfect attendance, passing grades, and good behaviors. • The PTO and other Community partners also provided snacks and positive rewards to teachers and staff throughout the school year.	Campus Administration will look for ways to give teachers and staff input and voice on campus decisions, like: surveys, plus/deltas, participation in campus committees, and etc... The campus will continue to participate in character building activities, such as: Rachel's Challenge, Random Acts of Kindness, Finish Strong, Bully-Proof Week, and other positive initiatives. The campus will also continue: • Safe & Positive Learning Environment • Students of the Month • Teacher of the Month • Golden Apple Awards • "Customer Care" • "Cart Lady" • Clubs for students • Campus Committees (relevant to campus needs such as: Discipline, Technology, Customer Care, and etc...) • Campus Team Building • Campus Site Based Decision Making Committees (Campus Advisory Committee, Student Advisory Committee, and etc...) that allow for students, staff, parents, and community to have a voice on campus decisions. The discipline data, types of referrals, comments from counselors and teachers, and student surveys are indicating a need for character building	the end of the year Academic Awards Celebration Night. • Federal and State monies will be used to pay for field trips and incentives related to academics and attendance. • State monies would also go to provide medals and certificate for students who participate in Athletic Events, Fine Arts Performances with Band, choir, Art, and Theater Art. • Federal and State monies would also be used to transport students as needed for field trips and various events. • Federal and State monies will be used to seek out and purchase Character Building Program and supplies to be used with all students on campus, such as: Rachel's Challenge, Capturing Kid's Hearts, and etc.... • Federal and State monies will be used to continue and promote Customer Care on campus with staff, students, parents, and community. • Federal and State monies will be used to implement positive, innovative, intentional discipline/behavioral initiatives that provide training and support for teachers and students. • Federal and State monies will be used to pay for supplies, materials, and snacks for students who participate in the student ambassador committee and in leadership type clubs and committees. • State and local monies will be used to pay for teacher incentives and

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		with our students and everyone on campus. Campus Leaders started a Behavior Committee in March of last year in an attempt to help students learn to self-manage behaviors and to better help teachers understand how to help students behave positively and be productive and successful students.	awards, such as: Gold Apple, Teacher of the Month, and etc...
Staff Quality/ Professional Development	• The Principal and the Human Resource Department work closely together to ensure that the teachers and personnel they hire are highly qualified. • The Curriculum Department works closely with Principals, Instructional Specialists, and campus staff to provide academic support, resources, and professional development as needed for core subject areas and electives. • The Curriculum Department will continue Dr. Molina's work with math teachers to improve the rigor of their instruction and increase the success of student learning. • English Language Arts teachers will continue working with the Instructional Specialist and the Curriculum Department to improve reading and writing instructional strategies. • The Core subject teachers (Math, ELA, Science, and Social Studies) for grades 6th thru 8th will meet with Curriculum Coordinators,	Input from teachers, staff, parents, and community indicated the following: • New Teachers would like to have a peer mentor and be provided more support from the campus during their first year • Teachers and Staff suggested we continue the "Customer Care" philosophy but focus on Team building and improving overall staff morale • Continue to hire a high quality professional who understands the needs of our students, campus, and community • Continue to value staff input and provide opportunities for them to participate in campus decisions • Teachers expressed a need to be trained to better utilize technology to engage students and to create instruction with real world application. The STAAR Data shows a need to continue professional development in	• Principal will provide common planning time for grade level core teachers (example: the two 6th grade core teachers for Math, ELA, Science, and Social Studies will have common planning time) on the master schedule. • Principal will provide an opportunity for 6th grade teachers to team this next school year. Students will be divided into two main core subject groups having the same core team teachers throughout the day. • Principal and designees (Assistant Principal, IS, and or Interventionist) will facilitate the weekly meetings with core departments during their common planning. • Principal will look for and create opportunities to give core teachers extra time during the week to look at data for planning and collaboration. • Principal will create a committee to oversee new teachers and provide each with a mentor for the year. • Campus Administrators will continue to evaluate teachers using the PDAS

	Instructional Specialists, and Campus Administrators regularly throughout the school year as a Professional Learning Community (PLC) to analyze data and create plans for successful student learning. • The campus Instructional Specialist and the Interventionist will work closely with students and teachers to seek out staff development that addresses current needs. • The District Calendar has included professional development days for staff before school starts and during the school year.	the areas of Math, Reading, Writing, Science, and Social Studies. Minutes from Grade Level Meetings reflects a lack of communication with staff when teachers go off to participate in workshops and trainings. Staff would like for them to come and present what they have learned.	model and use monies to purchase an on-line training program for teachers. • Campus Administrators will evaluate campus staff who are not teachers using an alternate district evaluation form. • Federal and State monies will be used to pay for Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies. • Campus will continue to work with the District Math Curriculum Coordinator to continue Dr. Molina's work in Math to improve rigor and critical thinking. • Federal and State monies will also be used to provide staff development to our elective teachers in Fine Arts, Spanish, CTE, and Athletics. • The Principal will work with other District Departments, like: Technology, Special Education, Curriculum, Human Resource, Business/Finance, and etc...to seek and provide professional development as needed. • Principal will continue to partner with Tarleton University in the Effective Schools Project and send to teachers to Professional Development provided by them. • Principal, Instructional Specialist, and Assistant Principals will coordinate and facilitate a Campus PBL Committee that will oversee the work on campus. • Principal will incorporate time during

			faculty meetings and grade level meetings for staff to share what they are learning in their professional development.
Curriculum, Instruction, Assessment	The District's Curriculum Department collaborates with campuses in many ways, such as: • Working with teachers to implement the Scope and Sequence for their subject area • Maintaining online resources for teachers to access lesson plans and a variety of instructional and assessment tools. • Reviewing Common Assessments and Benchmarks for the core/tested subject areas • Coordinating Screeners and other online assessments such as college readiness • Training teachers on using DMAC an online assessment tool • Continue training teachers on district initiative "PBL" Project Based Learning" through the Buck Institute • Disaggregating STAAR Data and other Assessment Data and sending it to campus Principal • Provide resources, materials and supplies for teachers related to their content area • Provide various training and staff development related to campus needs • Create opportunities and facilitate	Comments from Teachers and Staff: • Want to be able to provide input on the Common Assessments before printing • Want over-arching goals for instruction • Liked PBL but want to know how do Common Assessments fit in this model • Restructure Cara Meetings to use DATA more effectively • Be more purposeful in utilizing the Instructional Specialist and Interventionist to improve instruction • Provide training and support for students to access online textbooks and resources • Teachers invite the Curriculum Department to model lessons and strategies in their classrooms • Want to continue working with Curriculum Department to improve instruction for English Language Learners and meet the needs of our 504 and GT students. Campus Needs: • Improve in the following area: o Reading o Writing o Math	• Principal and Administrators will continue to collaborate and work with Curriculum department to meet the academic needs of the campus. • Administrators, Instructional Specialist and selected staff will create and maintain a campus PBL committee to provide support and feedback for teachers • Instructional Specialist and Interventionist will work with Curriculum Department and with teachers to better evaluate assessment so the data is used to improve instruction and learning focused primarily on reading, writing, and math. • The Principal will work with leadership staff on campus to: o Create academic instructional times in the master schedule o Provide support and interventions for students who failed STAAR tests in reading, writing, and math o Provide acceleration and enrichment for students who want to succeed at a higher level and/or are GT o utilize the 30 minute advisory period for additional academic acceleration, interventions and/or

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	Professional Learning Communities • Instructional Specialist, Interventionist and teachers will continue to work with Curriculum Department to evaluate assessments and improve instruction	• Improve the academic performance of the following subpopulations: o At-Risk o English Language Learners o Special Education o Hispanic o Economically Disadvantaged • Addressing the various needs of growing dyslexic population • Increase the number of students achieving level III STAAR performance • Continue to provide opportunities for students to participate in higher level classes (ex: Algebra 1, GTT, English 1) • To provide support for teachers in PBL through the campus PBL committee	instructional strategies that promote student growth • Principal expects that all campus staff will continue to monitor progress of all students and provide interventions and support continually throughout the year • Administrators and leadership team will facilitate content driven Professional Learning Communities with departments in addition to meeting periodically with Curriculum for District PLC's • Federal and State monies will be used to pay the salaries of the Instructional Specialist and Interventionist • Federal and State monies will be used to pay for additional instructional tutors throughout the year • Federal and State monies will be used to pay for programs, supplies and incentives for student success
Family and Community Involvement	GMS provides many opportunities for parents, families, and community to participate in school events, such as: • Open House in Fall • Veterans' Night Celebration • PTO Student Activities • Band Concerts • Choir Concerts • Theater Arts Plays • Art Exhibit and Show • Family Pic-Nic Night	• Increase Parent and Community participation in the events that are scheduled throughout the year • Want to continue partnership with Christian Family Services as they provide many items our students need like clothes, jackets, shoes, backpacks, and etc. • Be purposeful in creating meaningful activities to connect	• Federal and State monies will be used to pay for snacks and supplies for Family and Community Events throughout the year, as listed • Federal and State monies will be used to fund 6th Grade Pirate Camp along with donations from the PTO and other community entities. • Each event will include a sign-in sheet with name of parent and student attending • After each event, a short survey will

	• Parent/School Involvement Activities • UIL events • 6th Grade Pirate Camp • Breakfast with the Principal • Mentors for students • 5th Grade Parent Night • Spring Open House and Elective Fair for 6th & 7th • District Health Fair • Athletic Events – Football, Basketball, Volleyball & Track • Science Fair, History Fair, Spelling Bee, Geography Bee • National Junior Honor Society • GMS Big Event • Weekend-Snack Packs provided by Christian Service Center in Community • Speakers Bureau • Talent Show • Campus Advisory Committee • Volunteers • Perot Science Night • End of Year Awards • PBL exhibits	parents, students and school • Need to recruit more parents and community to serve various committees such as: o Campus Advisory Committee o LPAC o PTO o and any other committees as needed • Through the PBL process, need to create more opportunities for community and business members to interact with students and present real world applications to everyday lessons. • Need more teachers and staff to attend school events	be given out to rate the event and offer suggestions for improvement. • Principal will work with Technology Department and Information Officer to create a website where Parents and Community can give feedback on recent events they attended. • Principal will require that staff attend a minimum number of events.
School Context and Organization	• Campus is aligning with the District's 2020 Goals and preparing students with 21st Century Skills like communication, collaboration, critical thinking, and creativity. • These are also the same skills involved in Project Based Learning that was implanted in the 2013-2014 school year.	• Provide opportunity to meet more often as a grade level • Work together to create a more purposeful plan for the 30 minute advisory time • Need to have a purposeful focus on incorporating reading, writing and math in advisory • Need to continue having Club	• Federal and State Monies will be used to pay for Career surveys to help students begin to select courses and Career pathways for high school. • Federal and State Monies will be used for snacks and supplies in advisory classes that target our at-risk students and provide additional instruction by way of remediation and or

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	• The 8th Grade students also have opportunities to participate in credit classes like Algebra I, English I, Spanish I, Gateway to Technology, Fine Arts, and Technology. • The 7th Grade students have an opportunity to enroll in a Career Exploration Class and an Emerging Technology Class. • Students like the opportunity to attend club time • Campus staff has an opportunity to participate in the Leadership team that meets weekly to review campus concerns, successes and plan for upcoming activities • Every department has a Department Head that leads and organizes meetings to address their needs • Administration communicates with the campus through a variety of ways such as: o Emails/notes o Phone calls o Text Blasts o Announcements o Weekly meetings	time in advisory and seek feedback from students, teachers and community • Principal and District leaders work together to provide course selection that meet the needs of the community	enrichment • Campus monies will be allocated to help pay for supplies needed in clubs. • Principal will work with campus staff, district staff, parents, and community to evaluate current class offerings and make decisions for future course offerings that meet the need of our 21st Century Learners.
Technology	• GMS campus has: o Three computer labs dedicated to special classes – Two are 6th grade Technology Application Classes and One is 8th grade Gateway to Technology Class.	• Teachers have requested more access to computer labs or more availability of the mobile computer on wheels. • Teachers anticipate more technology use with Project Based Learning. • Current Trend is moving to giving	• Federal, State, and Local monies will be used to buy technology, such as: laptops for teachers and staff, computers, IPADS, mobile devices, video cameras, and etc... for classrooms. • Technology Department will use some of the bond money to buy more

	○ Two labs are available for teachers to use. ○ One set of computers on wheels or COWs are available to teachers to check out and use in their rooms. ○ Library has a set of IPADS for teachers to check out and use. ○ One Lecture Lab with seating for approximately 70 students, LCD projector, large screen, and other technology equipment. • Math Department has some IPADS for students to use in their classroom. • Each classroom teacher has a mounted smart board, mounted LCD projector, document camera, microphone, and other technology equipment in their room. • A few teachers have been able to utilize the technology to bring in guest speakers and created an interactive environment using SKYPE. • The CTE teacher created a "Geek Squad" club that volunteered during advisory and helped teachers with minor technology concerns. • The campus does have a Technology Committee that meets regularly to discuss campus and student needs. • The District's Technology Department Is aligned with the	on-line testing versus pencil and paper tests. • Teachers are also utilizing more on-line programs to help provide remediation and or enrichment for students. • Math teachers used a computer based program to provide tutoring for students after school. • Technology Committee needs to be more active and seek out student and campus needs. • Technology Committee needs to be communicating with Technology Department and reporting back to staff. • Brite Bytes Survey indicated teachers were integrating technology more often in their lesson design and delivery. • Brite Bytes Survey indicated students were not given many opportunities to integrate technology into their learning and needed to be able to use technology for research, presentation, and to enhance the learning experience. • Principal needs more training on how to effectively implement and use technology equipment, software programs, and tools for staff meetings, staff development, and campus meetings/presentations.	portable devices such as Google Chrome Books and IPADS for teachers and student use. • Principal will work with Curriculum Department and Technology Department to schedule trainings and staff development that help teacher integrate technology in their lesson design and delivery. • Federal and State Monies will be used to provide supplies and snacks for these meetings. • Principal will continue to meet with Student Ambassador Committee to hear their concerns, and ideas on technology and their learning. • Federal and State Monies will be used to provide supplies and snacks for these meetings. • Principal will continue to meet with staff, parents, and community to hear and discuss their concerns and or ideas on use of technology for instruction and how well they believe we are equipping our students for real world situations. Monies will be used to provide supplies and snacks for these meetings. • Federal and State monies will be used for Principal and designated staff to attend workshops/conferences to learn about the new innovative technology for teachers and student learning.

	Strategic 2020 Plan and has been working to get all campuses in compliance of this goal.
	  o Wiring to enhance the infrastructure was installed
	  o Internet and Wi-Fi are more readily available.
	• Technology is a very important and integral part of how the campus functions on a daily basis. The Technology Department provides support and assistance to campus staff through training and staff development as needed throughout the school year.
	• Surveys are conducted yearly to review the use and integration of technology for staff and students.
	• District has bought various programs such as Edivate and Plan 4 Learning to help Administrators provide Staff Development online to staff and to create Campus documents such as Comprehensive Needs Assessment, and etc...		

Goals

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Students will be able to participate in clubs at least twice per six weeks. The goals is to have clubs available every other week.

Summative Evaluation: Evidence of Club opportunities and student participation as shown on club rosters

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Advertise club opportunities	1	Principal and Asst Principals	Newsletters, pictures of posters in hallways and student surveys at least once per semester.				
	Funding Sources: Local (199) - $350.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Teachers will participate in Project Based Learning and encourage peers, community and parents to be involved from beginning to the final process which is student public presentations.

Summative Evaluation: Evidence of Project Based Learning and Community Involvement. Teachers and staff will be able to post dates on campus event calendar, school marquee, and websites. They will also be able to send out notices via school social media such as twitter, face book, and etc... Campus staff will be able to post photos and updates on the GMS and GISD website.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Collect good quality examples of PBL projects throughout the school year and have the community come view them.	1, 6	Principal, Teachers and Department Heads. Also, the Campus Project Based Lead Team.	Photos from PBL Night and Projects getting vetted and added to the district website.				
	Funding Sources: Title I (211) - $279.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Teachers and Staff will collaborate and create an event for incoming sixth grade students and their parents. This is called Pirate Camp and will be held prior to beginning of school and will involve all teachers and staff on campus. Community will also be able to provide supplies, support, and resources for students and parents.

Summative Evaluation: Pirate Camp Event for incoming 6th grade students and parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create Pirate Camp Procedures for Campus Staff to ensure a successful event for students and parents	1, 6	Teachers, staff, and Administrators	Survey staff, students, and parents for pros and cons.				
	Funding Sources: Local (199) - $1511.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: GMS will continue to host a variety of events that allow parents and community to participate throughout the school year. Some of these include but are not limited to: Open House towards end of 1st Grading Period, Veterans Night the first week of November, Hispanic Heritage Night the 2nd week of October, Band and Choir Concerts, Theater One-Act Plays, Talent show, district Health Fair, Readers' Theater, and etc...

Summative Evaluation: GMS Parent and Community Involvement Events Calendar posted on website, school marquee, and written schedule of events available to parents in front office.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a Calendar of Events listing who or what Campus Department is responsible for each event.	1, 6	Department Heads, Counselors, and Administration	Sign-in Sheets for each event				
	Funding Sources: Title I (211) - $1500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Teachers will access resources like: the GISD Speakers Bureau and other venues, to bring in Community Members to speak to students and incorporate them in their instruction to make real world and community connections.

Summative Evaluation: Create Partnership with Community to bring real world perspective to learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize the GISD database/website to access the Speakers Bureau. This is a resource of community members who have volunteered and are willing to speak to our students.	1, 10	Teachers, Department Heads, and Principal	Sign-in sheets on campus as speakers come in the building. Survey of students and teachers on effectiveness of speakers. Survey community members and members of the GISD Speakers Bureau to find out how much they were utilized by teachers during the school year.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Students from each grade level will be able to participate in the Principal's Student Advisory Committee. This committee is called the GMS Ambassadors and will be selected by the Principal and designated staff based on the following criteria: attendance, academic performance, positive behavior, and leadership skills.

Summative Evaluation: Each grade level committee will elect officers: President, Vice-President, Secretary, Treasurer, and Reporter. The GMS Ambassadors will meet monthly to review campus procedures, discuss campus/student concerns, and generate ideas to help improve campus culture and climate and improve academic success for all students. Copies of sign-in sheets, agendas, and minutes will be given to the campus secretary at the end of each meeting.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be nominated by teachers, their peers, and or nominate themselves. The Student Advisory Committee will meet t least once per month.	1	Principal	Sign in Sheets and minutes from meetings. Ideas will be brought to Campus Staff Meetings and the Campus Advisory Committee which includes parents and community members.				
	Funding Sources: Local (199) - $500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 7: Students of the month will be selected by the teachers and staff on campus. Teacher of the month will be selected by the students.

Summative Evaluation: Create an opportunity for Students and Teachers to represent GMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students from each grade level will be nominated by teachers and staff members once per month. They will be nominated based on leadership qualities and academic excellence. Teacher of the month will be selected by the students each month. The teacher with the most student votes will be chosen.	1	Principal	Students of the Month will be announced by the Principal. The students will help with morning and afternoon announcements for that month. Teacher of the Month will be announced by the Principal. The teacher will be able to park in the special parking space labeled "Teacher of the Month" for that month.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 8: GMS will continue the mentor program that was created two years ago. Students who are in need of positive adult role models are assigned a mentor from the campus staff or from our community partners.

Summative Evaluation: Mentors will meet weekly with students during lunch time, advisory time, and or any other time as approved by the principal.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide positive role models for student well-being and success	1, 10	Counselors & Administrators	Campus sign-in log. Student Survey.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 9: GMS Assistant Principals and Principals in response to changing state laws, teacher, staff, and community input have created new campus discipline procedures patterned after the Positive Behavior Support Interventions (PBIS) Model. The campus goal is to help teachers and staff work with and train students on positive and appropriate school behaviors.

Summative Evaluation: The sign on the ISS room has changed to "REFOCUS", teachers will utilize LLRs (Low Level Referrals) before issuing regular discipline referrals, some teachers will be assigned as behavior coaches during advisory time, and the number of campus discipline referrals should be lower at the end of this year.
Assistant Principals will survey teachers and staff at the end of each six weeks and report their findings to the GMS Leadership Team.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) This is a campus effort to assist students with positive behaviors.	1, 2	All staff with coordination by assistant principals and discipline committee.	Reduction in discipline referrals, increase in number of students receiving positive incentives.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: GMS will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 10: GMS will create a positive culture for learning by motivating students and providing incentives for attendance, academic progress, good behavior, and participation in campus activities that help promote a positive school climate.

Summative Evaluation: A variety of campus staff and organizations will provide the incentives, such as: PTO, Assistant Principals, Counselors, Teachers, and etc...These incentives will be awarded at different times throughout the school year, examples: Motivational Monday Assemblies, End of Six Weeks, End of the Semester, End of the Year Academic Awards Celebration, and other such times. The incentives will vary from coupons for "get in the line first during lunch", to candy and popcorn, to Ice Cream Passes, to Certificates, and other items.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) To provide incentives to increase attendance rate, improve academic performance, promote good behavior and to motivate students to participate in campus activities that promote a culture/climate.	1, 2, 9, 10	Administrators, teachers, counselors, campus staff, PTO, support staff	List of incentives given, PO,				
	Funding Sources: Local (199) - $1000.00, Title I (211) - $1000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: The Campus will work to improve Reading scores by five points per student with an effort to increase student performance in all grade levels and subjects.

Summative Evaluation: Lesson Plans, Advisory Time (DEAR), Campus, District, and State Assessments.
Campus posters to motivate reading and writing. Websites and social media will post photos and progress. One day a week the Advisory Time will be DEAR (Drop Everything And Read). Teachers and Staff will model reading for students. ELA teachers will work with the Campus Interventionist and the Instructional Specialists to create lessons and implement strategies to help students be better readers and writers. All other content areas will look for ways to support reading and writing on campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus-wide focus on reading and writing.	1, 2, 3, 8, 9	Instructional Team and ELA department.	Improved local and state assessments. Improvement in regular and ongoing formative assessments.				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Math Teachers will continue to incorporate the strategies learned from Dr. Molina's work and other Professional Development Workshops and Trainings to create lessons that engage students in academic discourse at a level of rigor that produces higher level of understanding and critical thinking.

Summative Evaluation: Teaching and Instruction are at a higher level of rigor and student engagement as determined by walk through data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to use daily math spirals following protocol.	1, 4, 8, 9	Administrators, Department Heads, and Curriculum Staff	Observation/Evaluation sheets from walk-throughs conducted by Principal, Assistant Principal, Department Head, and Curriculum Staff.				
	Funding Sources: Local (199) - $420.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: GMS Principal, Instructional Specialist, and Intervention Coordinator will work with Curriculum to train all teachers and especially those in the core content (Math, ELA, Science, and Social Studies) on using classroom strategies that develop high levels of rigor and student engagement so students can attain a higher level of understanding and critical thinking.

Summative Evaluation: GMS Administration will conduct walk throughs and classroom observations to monitor implementation of strategies. Classroom, Campus, District, and State Assessment Data will be used to determine effectiveness.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Math teachers will attend Pam Harris training and CAMT in the summer of 2015	4	Principal, Asst Principals, Instructional Team, Math Department Head, district Math Curriculum staff, Director of Curriculum	Certificate and curriculum documents. Improved student performance on formative and summative assessments.				
	Funding Sources: Title I (211) - $1000.00						
2) Research and obtain innovative resources that compliment the 21st century competencies for all content areas.	1, 2, 4	Campus principal, IS's, Curriculum Dept	PO's, PD				
	Funding Sources: Title I (211) - $1000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will monitor their own academic progress. They will use data to reflect and set academic goals.

Summative Evaluation: Data Folders will be completed during advisory classes each week.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will create and use data folders weekly in advisory classes to document their progress.	1, 9	Teachers, Principal and Assistant Principals	Teachers will check data folders weekly. Administrators will conduct walkthroughs and look for them. Administrators will check the Failure Grade Reports				
	Funding Sources: Title I (211) - $419.40						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: All content areas will be encouraged to continue to bring in people from the Speakers Bureau as well as other community and business members to help students understand the various Career Pathways.

Summative Evaluation: Teachers will schedule specific speakers in the classroom according to compliment classroom instruction in all subject areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Spark career interests for all students and create an opportunity for community involvement.	1, 10	Administrators and teachers	Sign-in Campus Sheet and Survey students				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Principal will ensure that all staff be trained in Project Based Learning.

Summative Evaluation: All Teachers will be trained in Project Based Learning and be able to implement the Project Based Learning Strategies to create a more rigorous and engaging curriculum that will equip our students with required competencies to meet the demands of a 21st Century Learner. Teachers will develop projects using the Critical Friends Protocol and then evaluate the project using the Student Work Protocol. Teachers will reflect on the overall PBL unit through completing the Post Project Reflection.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Offer training in PBL at various times throughout the year.	1, 2, 4	Principals and department heads	To have current staff trained by 2015-2016 and additional staff on a continual basis.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: GMS Instructional Specialists, Principal, and the Administrative team will work with the Curriculum Department to provide frequent staff development opportunities for teachers in core contents (Math, ELA, Science, and Social Studies). Teachers may also seek professional development outside the district to help meet the academic needs of students. Staff development will be focused on providing a rigorous curriculum, innovative instruction strategies to improve student academic success, increasing technology application and usage, and meeting campus goals.

Summative Evaluation: Ongoing staff development for all teachers and staff to attend workshops and training that meets the current academic needs of students and campus needs. Staff will also have the opportunity to reflect on professional development through use of evaluative surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct weekly CARA Meetings with the four core content areas (Math, ELA, Science, and Social Studies) to evaluate learning and instruction and to discuss student and campus needs.	1, 4	Teachers, Principal, Assistant Principals, and Curriculum Staff	Information from meetings and data from classroom assessments like: quizzes, tests, exit tickets, mini assessments, etc... will be used to guide weekly instruction. Data from Common Assessments and Benchmarks will be used to target specific instruction for STAAR Testing.				
	Funding Sources: Local (199) - $3182.00, Title I (211) - $3182.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 8: Administration will work with other content areas such as Fine Arts, Fitness and Wellness, and other electives to provide Staff Development opportunities for teachers to help them meet the current needs of students. Staff development will be focused on providing a rigorous curriculum, innovative instruction strategies to improve student academic success, increasing technology application and usage, and meeting campus goals.

Summative Evaluation: Principal and Campus Leadership Team will work together to collect data that addressed the specific needs of teachers and instructional staff. Professional Development will be provided based on this campus data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Collect data and feedback from department heads of elective subjects to determine professional development needs.	1, 4	Department heads, administration, and elective teachers.	Certifications, sign-in sheets, notes and minutes from department meetings.				
	Funding Sources: Title I (211) - $1500.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 9: GMS will continue to use the Engage, Redi-Step, and Explore surveys to address student interests for sixth, seventh, and eighth grades.

Summative Evaluation: Students in 6th grade will take the Engage Survey once per year, students in the 7th grade will take Redi-Step, and students in 8th grade will take the Explore Survey. Counselors will use this information to academically advise students. Copies of the results will be mailed home to parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students are able to see career opportunities and student interests.	1, 10	Counselors and Administrators	Data Reports with student results				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 10: Campus Staff will seek outside professional development opportunities to address areas of need in various contents and for different grade levels. This year Reading is a major focus and teachers may need to seek outside expertise to find strategies to improve reading skills and writing skills.

Summative Evaluation: Campus and District Assessments will identify the needs and travel authorizations and purchase orders will document the outside professional development, programs, and supplies needed.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Staff will attend professional development opportunities outside of our district.	1, 4	Administration, department heads, campus secretary.	PO's, travel authorizations, certificates				
	Funding Sources: Title I (211) - $1500.00, Title I (211) - $1500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: GMS will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 11: GMS will utilize a variety of instructional resources, such as: textbooks, workbooks, online textbooks, online programs, dictionaries, calculators, technology equipment and apps, and etc... to provide and fill the gaps as needed by our special populations, like: ELL, Hispanic, Low SES, GT, 504, and etc...

Summative Evaluation: Needs will be dictated per data, teacher, and staff information.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Use of a variety of resources.	1, 10	Department heads, curriculum staff, instructional team, administration, librarian.	PO's				
	Funding Sources: Title I (211) - $1500.00, Title I (211) - $1500.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: GMS will continue to form a Technology Committee each year that consists of staff, teachers, administrators, and also includes district personnel from technology and curriculum.

Summative Evaluation: Technology Committee

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Sign at the beginning of the new school year	1, 2	Administrators, teachers, technology department	Growth in Bright Bytes survey				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: GMS Technology Committee will meet regularly throughout the school year to discuss and evaluate current campus needs and their alignment with Technology Goals and provide technology training resources to GMS staff on a regular basis.

Summative Evaluation: Campus Technology Goal Alignment and Training

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee Chair will work with the Technology Committee to create an agenda for each meeting based on campus needs.	1	GMS Technology committee chairperson and Principal.	Minutes for meetings and Campus Goals for each school year.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: GMS Technology Committee will work with Librarian and Campus Secretary to take inventory of current technology on campus.

Summative Evaluation: Campus Technology Inventory

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Committee members will take inventory of current technology in each classroom by October 1st.	1	GMS Technology committee members and Campus Secretary	Inventory List				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: GMS Principal and Counselors will work with the CTE (Career and Technology Education) Director and the Technology Director to provide classes that encourage students to follow those pathways in high school and beyond.

Summative Evaluation: CTE and Technology Classes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide classes that encourage students to follow CTE and Technology Pathways.	1	Principal, Counselors, CTE Director, and Technology Director	CTE and TEchnology Courses offered in Course Catalogue for Middle School.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: GMS will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: GMS will provide updated technological resources to help special populations of GMS students such as ESL students, GT students, Economically Disadvantaged students, and etc... as well as the school's general population of students.

Summative Evaluation: Purchase new technological resources.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Purchase new resources for special populations.	1	Campus Intervention Coordinator, Instructional Specialist, Dylsexia Coordinator, teachers, and Principal	New resources and integration of resources.				
	Funding Sources: Local (199) - $270.00, Local (199) - $270.00, Local (199) - $270.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: GMS Principal will continue to work with Superintendent, Facilities Director, and Architects to maintain the safe and secure front office entrance area for visitors and parents for the 2015-2016 School Year as well as maintain security of the teacher lounge that connects to secured front office entrance.

Summative Evaluation: Principal, Facilities Director, and Technology Director will continue to work together to maintain secured entrances. Front Doors are controlled remotely and rely on software maintained by Technology Department. Construction is complete on the secured entrances and we rely on the Facilities/Maintenance Department to help with any problems that arise.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to adhere to district safety policies.	2	Principal, Architects, Superintendent, front office staff, technology staff	Secure facilities				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: GMS Administrators will develop consistent safety procedures, train campus staff, and conduct safety drills on a regular monthly basis throughout the school year.

Summative Evaluation: Campus Safety Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Safety drills, staff training, procedures training	1	Principal, Assistant Principals, and Staff, District facilities and safety staff	Monthly Drills and Staff Safety Training certificates				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 3: GMS Administration will continue to work with the campus staff, technology committee, Campus Advisory Committee, and Technology Director to provide state-of-the-art technology equipment for current and future needs and to maintain such equipment. Per the Bond passed in 2014-2015 school year, new Smart Boards, Document Cameras, Overhead Projectors, and Sound systems were installed summer of 2014 in each classroom at GMS. Computer Carts were also provided to house all of the mobile equipment. For the 2015-2016 School year, the bond money will be used to purchase ten Chromebooks per core content teacher's classroom and ten IPADS per each fine arts classroom. Also, purchased in 2015-2016 were two sets of mobile computers carts for each of the four content areas: math, social studies, ELA, and science.

Summative Evaluation: The campus librarian and the campus administrators will manage the inventory, oversee the work orders, and communicate with the District Technology Department to maintain the equipment in optimal working condition, as well as solicit input from student and teacher groups for future technology needs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) GMS will maintain equipment in optimal working condition and procure new technology.	1, 2	Principal, secretary, instructional team, teachers, librarian, and district technology staff	Integration of technology during classroom instruction.				
	Funding Sources: Local (199) - $1016.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 4: GMS will work with the CTE Director and the Technology Director to continue to offer Career and Tech classes in seventh and eighth grades as needed.

Summative Evaluation: CTE and Technology Classes offered to 7th and 8th grade students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to collaborate with the CTE and Technology Departments I	1, 4	CTE Personnel and Principal	Updated curriculum, and state of the art technology equipment in classrooms				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 5: GMS Principal will continue to meet with each Fine Arts Program staff to determine current and future needs for students and teachers.

Summative Evaluation: Each Fine Arts Program will create a list of needs to include equipment that would create a state-of-the-arts facilities and set goals for the current year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular meetings with Fine Arts to determine needs	1	Fine Arts and Principals	Improvements to fine arts equipment and facilities				
	Funding Sources: Local (199) - $14460.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 6: GMS will provide various Parent/Community trainings throughout the school year as needed in safety, technology, and other issues as they arise.

Summative Evaluation: Parent/Community Trainings Sign-in Sheets.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Regular parent communication about safety procedures and technology usage.	1, 6	Administration, Office Staff, and Campus Advisory Committee.	Regular parent phone calls and emails and Sign-in sheets for trainings. Online registration completed.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: GMS will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 7: GMS will continue to work with the Technology Department and the Curriculum Department to provide Administrators, Counselors, teachers, and staff with creative ideas for classroom use of technology, new technological advances with equipment and software apps, innovative classroom strategies, workshops and trainings to keep them abreast of current school issues with respect to safety, security, bullying, discipline, etc.

Summative Evaluation: Staff Development Attendance

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ATTENDANCE OF THE WORKSHOPS	1, 4, 10	PRINCIPAL, ASSIST PRINC	Better knowledge of current safety training, bulling training, etc, to keep students safe.				
	Funding Sources: Title I (211) - $2500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: GMS Principal will continue to survey staff and students at the end of the first semester and again at the end of each school year to determine current needs to support rigorous academic curriculum.

Summative Evaluation: Surveys and Scope and Sequence for a Rigorous Academic Curriculum

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal will send out survey.		Principal and Curriculum Department	Results of survey				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: GMS will continue to utilize the Advisory Class time to provide Club Time for students throughout the school year.

Summative Evaluation: Utilize Clubs to make real world connections for student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have students participate in clubs on Fridays.	1	Teachers	Club newsletters, club time, and club attendance sheets.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 3: GMS Principal will continue to collaborate with other Middle School Principals to research and investigate school day schedules that provide optimal learning time for students and instructional time for teachers.

Summative Evaluation: School Day Bell Schedules and Master Schedule.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Middle School Principal meetings	1	Middle School Principals and Staff	Similar schedules for both middle schools				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 4: GMS Principal will continue to collaborate with Department Heads and Counselors to determine the most effective Master Schedule possible.

Summative Evaluation: Master Schedule

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Meetings with regard to schedules	1	Campus Leadership Team and PEIMS Clerk	Develop and implement of an effective master schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: GMS will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 5: GMS will utilize the Advisory Class Time to provide opportunities for individual academic student growth. Students will be strategically placed to accommodate their needs such as GT, SPED, and etc... Opportunities for enrichment and or remediation will be provided during Advisory Class Time. GMS will also utilize Advisory Class Time one day a week as a planning time for teachers who provide interventions for targeted students.

Summative Evaluation: Monitor Data from: Campus Grades, Campus and District Assessments, and Student STAAR tests.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Support rigorous academic curriculum through advisory class time.	1, 2, 8, 9, 10	Instructional Team, Administration, Teacher providing interventions	Growth in local and state assessments				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: GMS Principal and Curriculum Department will provide support to teachers through the Project Based Learning Implementation.

Summative Evaluation: Teachers were surveyed at the end of the 2014-2015 school year and the data indicated teachers needed more support and feedback throughout the school year. For 2015-2016, each campus created a PBL Lead Team and will work with the District Curriculum Department to provide support for teachers who are implementing and using PBL in their instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Ongoing debriefings and mini-trainings. Offer sustained support	1, 2, 3, 4, 8, 10	Principal, PBL Lead Team, Curriculum Department	Student products and presentations, increased growth in local and state assessments.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: GMS will continue to work with the Curriculum Department in training teachers for Project Based Learning.

Summative Evaluation: All current teachers on campus should be trained by end of 2015-2016 School Year. New teachers to the district will be trained summer of 2015-2016 prior to the beginning of the 2016-2017 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Have all teachers trained in PBL.	1, 2, 3, 8, 10	Principal, Curriculum Department	PBL Certificates, Implementation of PBL in the classroom.				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: GMS core content teachers (ELA, Math, Science, and Social Studies) will continue to meet regulary with the District Curriculum Department in PLC meetings before and after school for the following reasons: to improve student engagement, to create rigorous lessons, and to improve student performance.

Summative Evaluation: District Calendar with invites for all the meetings and notebooks provided for each core teacher with data and resources per their content and grade level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of District PLC meetings.	1, 2, 3, 8	Administration, Instructional Team, District Curriculum staff	Improved instruction and growth in student achievement.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 4: The core content teachers (Math, ELA, Science, and Social Studies) will also meet weekly with the Campus Principal and Instructional Team to review formative and summative assessments and to discuss how this information will drive instruction, improve learning opportunities, and promote academic growth for all students.

Summative Evaluation: Weekly PLC meeting notes, agendas, sign-in sheets and lesson plans.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of Campus PLC meetings to allow assessment to drive instruction.	1, 2, 3, 8	Administration, Department Heads, Instructional Team	Improved instruction and improvement in academic progress.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 5: GMS Staff and Teachers will continue to provide learning opportunities for students through things like field trips, innovative technology devices, and other such related things and or events. These opportunities will be funded through various state and federal monies as well as GISD Educational Foundation Grants.

Summative Evaluation: Student participation in field trips and events funded through state and federal monies and Educational Foundation Grants.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize monetary resources to provide students with real-world learning opportunities.	1, 9, 10	Administration, Department Heads, school secretary, Instructional Team	Attendance of field trips, events, and other learning-related activities.				
	Funding Sources: Title I (211) - $1500.00, Local (199) - $1500.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 6: GMS will provide a variety of opportunities for parents and community to support students in their learning during school hours and through after school events.

Summative Evaluation: Various programs and events during and after school where parents are invited to participate.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School will host the following events: Family Pic-Nic Night, Breakfast with the Principal, Teen Read Week, Veteran's Day Program, Book Fair Week, Teen Health Fair, Band and Choir Concerts, One-Act Play Productions, Project Based Learning Presentations, Various Athletic Games and Events, and other related school activities.	6	Administrators, teachers, and staff.	Posters, Flyers, Programs, and sign-in sheets.				
	Funding Sources: Title I (211) - $1000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 7: GMS Staff and Teachers will provide tutoring outside of the normal school hours before and after school.

Summative Evaluation: Tutoring Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide tutoring for students after school hours from 4:05-5:45. Offer activity bus.	1, 9	Administrators, teachers	Attendance/Tutoring Sign-in Sheets				
	Funding Sources: Title I (211) - $2800.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 8: GMS Administrators and Counselors will continue to partner with Christian Family Services and other community organizations to provide for the physical needs of students.

Summative Evaluation: Community Partnerships and Resources

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Create a list of student needs for campus.	1, 10	Counselors and Assistant Principal	Provide coats, backpacks, snacks, school supplies and other needed materials, Mentor lunches and Friday snack packs.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 9: GMS will intentionally and continually assess the needs of GMS students to assure their academic success and evaluate their current state of health and wellbeing.
Parent surveys, staff surveys, parent phone calls, fitness grams, physical screenings, and other forms of data collection will be utilized on a regular basis.

Summative Evaluation: Survey results and information from data collection will be used to create Comprehensive Needs Assessment and the Campus Improvement Plan for GMS.
The Fitness and Wellness teachers will conduct the annual Fitness Gram for the State and the Nurse will conduct the mandatory State Health Screenings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize assessment instruments.	1, 6, 10	Counselors, Campus Advisory Committee, Nurse, Administrators and campus staff	identification of needs, completed surveys				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: GMS will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 10: Teachers and staff of non-core subjects/content like fine arts, fitness and wellness, library, counselors, etc. will support core curriculum through a variety of ways. (Examples: The librarian will work with teachers and students to ensure that all students have something to read for DEAR (Drop Everything And Read) time. Fitness and Wellness will have students journal once a week on the importance of nutrition and exercise in their lives.)

Summative Evaluation: Seamless integration of core curriculum across all content areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Motivate non-core curricula teachers to support math, reading, and writing in their varied content areas.	1, 2, 3	Administration, Department Heads, Instructional Team.	Student work that illustrates integration of core curriculum.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

State Compensatory

Budget for Granbury Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6117 00 041 0 24 000	6117 Career Ladder - Locally Defined	$46,661.00
199 e 11 6141 00 041 0 24 000	6141 Social Security/Medicare	$677.00
199 e 11 6142 00 041 0 24 000	6142 Group Health and Life Insurance	$4,230.00
199 e 11 6143 00 041 0 24 000	6143 Workers' Compensation	$523.00
199 e 11 6144 00 041 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$2,756.00
199 e 11 6145 00 041 0 24 000	6145 Unemployment Compensation	$117.00
199 E 11 6146 00 041 0 24 000	6146 Teacher Retirement/TRS Care	$1,646.00
	6100 Subtotal:	**$56,610.00**
6300 Supplies and Services		
199 e 11 6395 00 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$9,480.00
199 e 11 6395 GW 041 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,500.00
199 e 11 6397 00 041 0 24 000	6397 Other Equipment - Locally Defined	$10,350.00
	6300 Subtotal:	**$21,330.00**
6400 Other Operating Costs		
199 e 13 6411 00 041 0 24 000	6411 Employee Travel	$5,000.00
199 e 13 6411 GW 041 0 24 000	6411 Employee Travel	$6,000.00
	6400 Subtotal:	**$11,000.00**

Title I Personnel

Name	Position	Program	FTE
Heather Dollins	Campus Intervention Coordinator	Title I Schoolwide	0.65
Polly Pooler	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Acton Elementary School

2015-2016 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

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.

Acton Elementary
Comprehensive Needs Assessment
2015-2016

Vision – EVERY STUDENT IS WORTH MY BEST!

Mission - Acton Elementary in partnership with the community has high expectations and is committed to:

- reaching hearts
- building character
- growing learners
- embracing families

Demographics

Acton Elementary ended the year with seven hundred thirty-eight students. In May 2015, 41.8% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 593 White, 125 Hispanic, 3 Black, 4 American Indian, 11 two or more races and 2 Native Hawaiian or other Pacific Islander.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was at or above district average in all areas except for writing. The quantitative data on the 2014-2015 STAAR indicated that 85% of students met reading satisfactory standard in grades 3-5. In math, 81% of students in grades 3-5 met the satisfactory standard. In writing, 62% of fourth graders met standard and in science, 785% of 5th graders met satisfactory standard. Overall in grades 3-5, 31% of students performed at the advanced level in reading, 24% in math, 3% in writing, and 10% in science. Economically disadvantaged, Hispanic and special education students' scores in math, reading and writing were below campus average.

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 assistant principal and principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner. All students on RTI level II and III were offered extra assistance during the school day during designated RTI time.

Ninety-six students received instruction by certified tutors in reading and in math. The tutors individualize and group students in third, fourth and fifth grade according to need and objective. Our tutors were funded through Title I. Kindergarten through 5th grade

students receive iStation assessments with interventions in reading. All grade levels had a 45 minute intensive intervention time built into their schedule to help students in areas of weakness according to need. Students were grouped by objective Students in fourth and fifth grade also receive iStation interventions in reading. All fourth grade students participated in a Writing Boot Camp. Teachers and the tutors used objectives to build lessons as well as supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and science rotations. Certified tutors will begin in November to provide additional intervention for identified students.

State Assessment Goals for 2015-2016:
- o Reading at 90% Satisfactory Level II w/ Advanced Level III at 35%
- o Math at 86% Satisfactory Level II w/ Advanced Level III at 28%
- o Writing at 80% Satisfactory Level II w/ Advanced Level III at 10%
- o Science at 85% Satisfactory Level II w/ Advanced Level III at 15

83% of Hispanic and economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math, writing and science assessments.

Students who are at-risk will be identified with classroom assignments, common assessments and benchmarks.

At-risk students will be referred to the RTI committee.

Students who are on RTI Level II and III will receive tutoring by certified tutors.

Students who are on RTI Level II and III will be receive additional intervention by classroom teachers.

Students on RTI Level III whose progress has plateaued will be considered for a referral for an educational evaluation.

2014-2015 TELPAS

- Summary
- 12 at Beginning Level of TELPAS
- 9 at Intermediate Level of TELPAS
- 9 at Advanced Level of TELPAS
- 5 at Advanced High Level of TELPAS
- Out of 35 LEP students we had 19 that did not progress

The school met AYP year in previous years.

Strengths: Our level III performance increased in reading and math. We look to increase these levels in the 2015-2016 school year. We targeted our higher level learners with PBL activities, intensive instruction, and Odyssey of the Mind.

Focus for 2015-2016: Our writing performance decreased by 11%. We have identified vocabulary as an area to strengthen next school year. We are working with Literary Fusions for a training on August 16th focused on using technology to engage students in vocabulary. We are also using vocabulary across the building so that students can be immersed in new words while walking in halls, in cafeteria, in pit and restrooms.

Curriculum, Instruction and Assessment

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 Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the principals on campus.

STAAR, Benchmarks, iStation Assessments and Common Assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science. Through Title I, we were able to purchase a phonics book, Secret Stories, for grades K-2.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms also have a LCD projector, document cameras, five student computers and smart boards are available for the teachers and students.

Focus for 2015-2016: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. All subject areas will have a mandatory weekly planning meeting. This meeting will be in addition to the weekly grade level meetings. This is to ensure that we are collaborating on the what and how of instruction.

Staff Quality, Recruitment and Retention

All teachers are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment.
Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to

understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students. Teachers are offered and can register for technology and instruction classes to meet the needs of their content area/grade level.

Acton Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a fifty 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.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple sites, organizations, colleges and maintaining an active webpage. New teachers are given a mentor in order to retain highly qualified staff members.

Teachers are given assistance in maintaining or attaining certification through alternative programs. GT certification, ESL certification, coursework and TExES testing in order to assure all staff are highly qualified.

Focus for 2015-2016: This summer, our staff is participating in a book study over the book this, Deliberate Optimism. These books were purchased with Title I funds. All faculty and staff will collaborate through our AES google classroom. We remain focused on fostering a positive and optimistic environment that encourages and builds up one another. The atmosphere plays a huge role in the success of our school. Our book study will be complete upon the beginning of the 2015-2016 school year, however, we will use the ideas in the book for a deeper study and implementation throughout the year.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students' grades at any time through our skyward parent access.
Just a few of the many ways parents can volunteer include the following:

Classroom volunteer

Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Attend school picnic
Parent teacher conferences

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. The secretary in the front office is fluent in English and Spanish.

This year, we held four family nights for parents, families and community members to get involved. At the beginning of the year, we held a back to school picnic serving food funded by the PTO. We also held a family reading night and family fitness night each producing well over 200 participants at each event. At the end of the year, we celebrated with our family enrichment night. Our families rotated through enrichment activities as our students do each Friday during the year. This was funded through Title I.

Focus for 2015-2016:
Mrs. Walton will be heading up our mentor program. Our program will include parents, family members and community members working with students and building positive relationships.
Next year, we will implement a STAAR night where we will introduce parents to STAAR test questions. This family night is to encourage parents to have a better understanding of what our state assessment entails and what our students are taking each year.
This upcoming year, we will also have a google form sent out to all parents about volunteering opportunities. This will include opportunities to volunteer at school, at home and through PTO.

School Organization

Staff members are involved in decision making by serving on the Site Based Committee or Title I School Support Team. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. 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 share the responsibility for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal and assistant principal conduct classroom snapshot visits. 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 Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

Focus for 2015-2016: This summer, we are working on a staff handbook with procedures and expectations. All things AES will be listed in our handbook for easy reference and understanding of what is expected here at Acton. We feel this will streamline all procedures and help new teachers to Acton become accustomed to our routines.

School Culture and Climate

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered at to all grades. Go Math universal screener is administered in kindergarten, first and second grade. These are all quantitative data sources.

Families are invited throughout the year to AES family involvement nights. Communication is mandatory at AES through the use of webpages, weekly email, Facebook, Remind app, schools messenger as well as notes home in folders.

We continued our Customer Care approach. Our office staff as well as the entire faculty in staff live by the motto "treat others as you would like to be treated if you were in their shoes." This year, we also challenged our staff and students to create Moments of Wow spreading kindness to others.

Other activities to help improve campus culture and climate were Bully Prevention with Morris Brothers, Nancy Wooster for Red Ribbon Week, and Ronnie Hill presented a motivational talk to 3rd – 5th graders.

Focus for 2015-2016: Our staff is participating in a book study over the book, Deliberate Optimism. All faculty and staff will collaborate through our AES google classroom. We

remain focused on fostering a positive and optimistic environment that encourages and builds up one another. The atmosphere plays a huge role in the success of our school We also have formed a family committee that focuses on planning events and celebrations for our campus. We want to get the word out and celebrate all the successes happening at AES.

Campus Leadership Team Involvement

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional coach, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week.
AR, STAR, iStation, Study Island, Think Through Math, Tumble Books, and Rosetta Stone are all available for the students.
Each teacher has a document camera, an LCD Projector and a Smart Board mounted on the wall.
Title I funds allowed us to purchase more SmartBoards for additional classroom instruction. Techy Times were held throughout the year to help teachers learn and implement new technology. Not many teachers attended, with new devices we will have more, but attendance will be required. The principal and assistant principal attended TCEA Tots and Technology in Galveston. They want to send members of the technology team to also attend next year.

This year, we purchased cubelets for science and math hands-on instruction. These cubelets were funded through Title I.

Focus for 2015-2016: Through our bond initiative, each classroom will have ten handheld devices for the upcoming school year. We are bringing in technology training the week of August 17th with title 1 funds. Our technology team will also hold techie times once a month with new ideas for using technology. Teachers are also attending technology trainings this summer held by our curriculum and technology departments.

Special Programs and Services

The gifted and talented teachers will provide lessons for the gifted learners that require higher order thinking skills. Gifted students will participate in the science fair and other specialized projects. Students participating in the Gifted and Talented program will meet once a week with the GT teacher for forty-five minutes where they will participate in activities geared towards higher level thinking. GT students will also have the opportunity to participate in Odyssey of the Mind.

At-Risk learners will be provided small group instruction by certified tutors. At-Risk students will remain in the Response to Intervention process until they reach grade level or receive a referral for an educational evaluation.

English Language Learners (ELL) will be evaluated to determine their educational needs. Students who need accelerated instruction in reading will receive instruction from the reading tutor and/or classroom teacher. Students who need accelerated instruction in math will receive instruction by certified tutors and classroom teachers.

Special education students will receive inclusion services in the general education classroom. One special education teacher and one paraprofessional will provide extra support for the students in the general education setting. Special education students in the life skills program will receive academic instruction in the classroom. They will also participate in a functional/community based curriculum. Special education students will participate in general education classes as determined by their Individual Education Plan.

Homeless students will be identified and provided with school supplies, food from a local food pantry, clothing and special instruction as needed. Title I funds are used to make purchases of backpacks and school supplies for our students.

In addition to our enrichment Fridays which serve to provide our students with creating experiences and making connections, we also serve our students in the Response to Intervention Program through rotations every Monday and Wednesday. Every grade level groups students by objective and builds upon his or her strengths.

Focus for 2015-2016: We will continue to grow our Odyssey of the Mind Program with our gifted and talented learners. We will be holding an enrichment family night with

problem solving stations for family participation and collaboration. Our focus on vocabulary will impact our ELL and ECD learners. Our training on August 19th will focus on vocabulary strategies. Our Special Education teacher will be trained in MTA to better serve our students with reading strategies.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. Go Math universal screeners will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Focus for 2015-2016: We will be holding data meetings in writing monthly, with weekly planning meetings, and other subjects after each common assessment, screener and/or benchmark. Teachers will also keep data spreadsheets tracking student progress. This data is used to monitor students throughout the year. We also will send this data to parents to keep them informed of how their student is performing and progressing.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: AES school survey will show 90% satisfactory in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Schoolwide Implementation of CHAMPS and positive character building.	2, 6	Counselor, Principal, AP, Librarian, discipline committee	Kick-off, CHAMPS bucks, observation, morning assembly, CHAMPS expectations posted in common areas, hallways and classrooms, Celebrations each grading period.				
2) Family Reading Night, Enrichment Night, Family Picnic Night, STAAR family night, Fitness Night and K-5 Music Programs.	2, 3, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
	Funding Sources: Title I (211) - $983.00						
3) Parent Orientation Meetings - Title I Campus Overview and notification	6, 10	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2015-2016 school year.	7	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Implementation of Customer Care techniques and continued training for all AES staff.	6	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principals, AP, Counselor	Sign-in sheets, agendas				
7) Create school unity through daily morning assembly.	1, 2, 6, 10	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, Superhero student of the day				
8) All staff and students will participate in acts of kindness throughout the school year earning CHAMPS bucks.	1, 2	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback, pictures, school survey				
9) Smiling Dads Program will be utilized to welcome students to school and as a way for dads to be involved at AES.	6	Principal, AP	Parent and student feedback, observation				

10) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.	6	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.				
11) GAME CHANGER student recognition during morning assembly each school day. A game changer is a student who exhibits great character. Game changers are recognized by school personnel.	1, 2	Principals, Teachers, Staff	observations of acts of kindness, school climate				
12) Coffee with the Principals meeting at least once a school year.	1, 2, 6	Principal and AP	School survey, parent feedback, meeting agenda, sign in sheet				
	Funding Sources: Title I (211) - $100.00						
13) All staff will implement and continue study of our book study read - Deliberate Optimism	1, 2, 4	Principal, AP, Teachers	Parent and student feedback, observation, school survey, student progress performance, google site adn blog				
14) All teachers will send weekly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send weekly emails to all AES families keeping all stakeholders informed.	2, 6	Administration	copies of emails, school survey, participation, observations and feedback.				
15) AES will actively implement facebook and twitter to promote positive community relations.	2, 6	admin	community participation, social media, school survey				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: AES volunteers will log at least 250 hours of service throughout the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	6, 10	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.	2, 10	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation Brookshires HEB Volunteer Fire Department Spring Creek Family Night Sonic AES day Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a				
3) Enlist and partner with volunteers for AES Mentor Program.	2, 6	Administration, Instructional Specialist	student feedback, observations, volunteer log, teacher feedback				
	Funding Sources: Local (199) - $500.00						
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				
5) Google document will be sent out to all parents to sign up for various volunteer opportunities on the campus.	2, 6	Administration	volunteer log, observations, school survey				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of the summer of 2016, 100% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	2, 4, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Attend PBL Lead Training from the Buck Institute.	2, 4	Principal, AP	PBL Training Certificate				
3) Each summer 2015 trained staff member will develop and implement one PBL project per semester. Each 2013 and 2014 trained staff member will complete at least 3 PBL projects in the 2015-16.	2, 3, 4	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
4) Enlist additional teachers to attend Project Based Learning cohort group summer 2016.	2, 4	Curriculum Director, Principal	PBL Training Certificate				
5) PBL Family Night	2, 6	Teachers, Instructional Coach, AP, Principal	school survey, sign in sheets, parent communication flyer, school schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: In the 2015-2016 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data. Data Meetings will be held each at least once each grading period.	1, 2, 3, 8, 9	Principal, AP, Instructional Coach	school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 85% to 90% 3-5 Math 81% to 86% 4th Writing 62% to 80% 5th Science 75% to 85%				
System Safeguard Strategies 2) Provide supplemental intervention to support student success for all students and student subgroups including reading and math improvement in the economically disadvantaged and hispanic subgroups and science in the economically disadvantaged subgroup. We will also be focusing on writing for all students.	1, 2, 3, 8, 9	Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	Intervention Documentation, data for students at-risk, ELL and SPED, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3 , Imagine Learning, Dyslexia Tutor, People's Education - Writing, Reading, Math and Science, Dr. Mike for Kindergarten, Daily Rigor and Countdown to STAAR Grades 2-5				
	Funding Sources: Title I (211) - $25274.00						
3) Provide enrichment opportunities for identified Gifted and Talented students.	10	Principal, AP, Gifted and Talented Teachers	Enrichment Rotations, Odyssey of the Mind				
	Funding Sources: Gifted (21) - $6935.00, Gifted (21) - $4000.00						
System Safeguard Strategies 4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester.	1, 2, 4, 8, 9	Principal, AP, Vertical Team Leaders, Instructional Coach	Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data				
System Safeguard Strategies 5) Utilize Instructional Coach to work with classroom teachers to improve instruction.	1, 2, 3, 4, 9	Principal, Assistant Principal, Instructional Coach	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data				
	Funding Sources: Title I (211) - $64243.00						

System Safeguard Strategies 6) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms.	2	Principal, Assistant Principal, Instructional Specialist, Teachers	local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary.				
System Safeguard Strategies 7) All classroom teachers will track student progress by using a data spreadsheet.	1, 2, 8	Principal, AP, Instructional Coach, Teachers	student progress data spreadsheets, local and state assessments, teacher observation				
System Safeguard Strategies 8) We will conduct bi-weekly subject area meetings in math, reading, writing and science.	4, 8, 9	Administration, IS	lesson plans, meeting minutes, instructional walkthroughs, common assessment data.				
System Safeguard Strategies 9) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students: Utilize the Lesson Cycle for all Reading, Math and Language/Writing lessons. Implement use of Motivation Math (gr. 2-5), Motivation Reading (gr. 2-5), Motivation Writing (gr. 4) and Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. 5) Countdown to STAAR for Reading and Writing in 4th Grade, Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2).	1, 2, 3, 8, 9	Principal, AP, IS, Teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
	Funding Sources: Local (199) - $5640.00, Title I (211) - $1000.00						
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2015-2016 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	1, 2, 3, 9	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 31% to 35% 3-5 Math 24% to 28% 4th Writing - 3% to 10% 5th Science 10% to 15%				
2) All 2nd and 3rd Graders will participate in the First Move Chess Program.	6, 9	2nd and 3rd Grade Teachers, Instructional Coach	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
	Funding Sources: Local (199) - $2000.00						
System Safeguard Strategies 3) All grade levels will participate in instructional rotations targeting specific skills and objectives adn promote high levels of academic growth for all students, especially targeting high-performing students.	1, 2, 8, 9	principal, AP, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
4) All teachers will maintain progress logs tracking student growth throughout the year in writing, math, science and reading.	8, 9	administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible AES students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Fitness Gram Report, lesson plans				
2) Students in 5th grade will have the opportunity to view and discuss the "Growing-Up" video selected by the district Student Health Advisory Committee. (SHAC)	2	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 5th Grade Milers Club	2, 10	P.E. Teachers, Principal	Documented miles, medals, T-shirts, awards ceremony				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	2, 10	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	2, 10	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
	Funding Sources: Local (199) - $500.00, Local (199) - $600.00						
6) 4th and 5th Grade Field Day	2	PE Teachers, Principal, Teachers	student participation, observation, school survey, student and parent feedback				
7) Students in PK-3rd grades will participate in a PE fun day.	2	PE teachers, Principal, teachers	student participation, observation, student and parent feedback, school survey.				
8) AES will hold a fitness night partnering with local businesses and agencies to promote health.	2	PE teachers, Principal, teachers	sign in logs, family participation, school survey, Partnership with YMCA, HEB, Tarleton health and science department, Officer Hastings, bicycle safety, DCBE volunteer fire department and EMT units.				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Provide flexible opportunities for students that are at-risk of dropping out or not completing.

Summative Evaluation: In the 2015-2016 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
	Funding Sources: ESL/Bilingual (25) - $1690.00						
2) Monitor and provide interventions for targeted students with low attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings, CHAMPS bucks				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	1, 2, 6, 8, 9	Principal, AP, Teachers, CTE Director	lesson plans, observation, lesson plans, student schedules and products				
4) 5th graders will have the opportunity to attend Camp Grady Spruce.	1, 2, 8, 9	Administration, 5th grade teachers	school survey, observations, student and parent feedback on experience, science assessment data.				
5) AES will partner with Rancho Brazos after school club to target students in the after school program.	2, 6, 8, 9	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) The AES mentor program will target students at risk.		IS, Administration	student feedback, observations, volunteer log, teacher feedback				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Create a setting with innovative strategies

Summative Evaluation: Review of new opportunities

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities		Campus principal, IS, Curriculum Dept	Reporting at CLT				
2) Obtain innovative resources to support 21st century competencies		campus principal, IS, Curriculum Dept	POs, PD, Literary Fusions Training, Cubelets, Robot				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of AES teachers will meet campus based technology proficiencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	1, 2, 3, 4, 8, 9	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) Bi-weekly technology meetings with tech department.	3, 4	Librarian, Instructional technology team	sign-in sheet, agenda, walkthrough data				
3) Principal or AP, Librarian and members of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	1, 4	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
	Funding Sources: Local (199) - $900.00						
4) All classroom teachers will actively participate in app smashing professional development with a team from Literary Fusions.		principals, IS	walkthroughs, Bright bytes data, school family survey				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of AES students will complete safety training during the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	1, 2, 3, 4, 10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: AES teachers will use technology to enhance instruction at least 80% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers and students will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones, chromebooks, ipads.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcya.com, Reading Express, Think Through Math, Spelling City, Xtra Math, and Go Math to improve student performance.	1, 2, 9	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
System Safeguard Strategies 3) Implement app smash vocabulary tech training from Literary Fusions.	2, 8, 9	principak, AP, IS	increased performance on assessments, growth and progress on data logs, observations and walkthroughs				
4) Implement cubelets, robot and coding into the classroom.	1, 2, 9	Principal, librarian, IS	observations, increased technology noted on data walkthroughs, student feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Implement and maintain campus safety plan.

Summative Evaluation: 100% of AES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	1, 2, 10	Principal, AP, Lead Custodian	Completed monthly inspection report, timely submission of campus work orders				
2) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	1, 2, 10	Principal, AP, Transportation Dept, teachers	State and local completion reports.				
3) Create an effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling.

Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	1, 2, 3, 9, 10	Principal, AP, Instructional Coach, Teachers, Tutors	Alternate schedule for Rotations, intervention and enrichment, Lesson Plans, master schedule				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 8	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.

Summative Evaluation: 100% of professional development sessions will reflect needs of the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and Campus Leadership Team will meet on a regular basis to discuss professional development needs.	1, 2, 3, 4, 6, 8	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets, Parent Involvement Plan, CIP, CNA				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain comprehensive list of resources available to Acton students and families.

Summative Evaluation: AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	1, 2, 4, 6, 10	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau.

Summative Evaluation: AES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures, PBL projects, Career Day				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for Acton Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6117 00 102 0 24 00	6117 Career Ladder - Locally Defined	$45,500.00
199 e 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	$5,000.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	$660.00
199 E 11 6142 00 102 0 24 000	6142 Group Health and Life Insurance	$25.00
199 E 11 6143 00 102 0 24 000	6143 Workers' Compensation	$441.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$2,562.00
199 E 11 6145 00 102 0 24 000	6145 Unemployment Compensation	$54.00
199 E 11 6146 00 102 0 24 000	6146 Teacher Retirement/TRS Care	$1,702.00
	6100 Subtotal:	**$55,944.00**
6300 Supplies and Services		
199 E 11 6397 IS 102 0 24 00 N	6397 Other Equipment - Locally Defined	$5,660.00
	6300 Subtotal:	**$5,660.00**

Title I Personnel

Name	Position	Program	FTE
Maggie Walton	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Baccus Elementary School

2015-2016 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

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.

Nettie Baccus Elementary
Comprehensive Needs Assessment
2015-2016

Demographics

Nettie Baccus Elementary averaged 550 students during the 2014-2015 school year. 75% of the students qualified for free or reduced price meals. Approximately 24% of the students are Hispanic; 17% American Indian or Alaskan Native; <2% black; 81% students are white; 9% students qualify as Limited English Proficient; 45%students were identified as at-risk; 14% students qualify for Special Education; 9% of the students qualify as Gifted and Talented.

Student Achievement

Student performance is evaluated, by sub-population, on state assessments, district assessments and timely interventions processes.

The percent of students passing the 2014-2015 STAAR tests are listed below.

3rd Grade Reading -
3rd Grade Math – N/A due to new TEKS & no passing rate set
4th Grade Writing -
4th Grade Reading -
4th Grade Math - N/A due to new TEKS & no passing rate set
5th Grade Reading -
5th Grade Math - N/A due to new TEKS & no passing rate set
5th Grade Science –

Target areas identified: Math, Reading, Writing and Science are all target areas under the new STAAR assessment program. A focus will continue on our Hispanic and ECD students.

Quantitative data will continue to be used to identify individual student needs. At-risk assessments are administered at the beginning of the school year for student identification. At-Risk students are monitored through the RtI process. In 2014-2015, 87+ students received intervention in reading. 87 students received intervention in math. 11 students received writing intervention. 37 students received behavior interventions. These interventions were given by classroom teachers, math and reading and literacy specialists, and certified tutors. 87 students also received after school tutoring administered by teachers. Kindergarten – 5th grade students received iStation assessments with interventions, as needed, in reading taught by their homeroom teachers. The literacy specialist worked with students needing reading and writing interventions.

In 2015-2016, each teacher will continue to maintain 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 throughout the year. The Response to Intervention (RTI)

process and information on the data sheets will be used to identify student needs in a timely manner.

ELL student achievement will also be monitored through the RtI process with specific language objectives and vocabulary strategies used in all classrooms. ELL students will receive specialized instruction from our district interpreters targeting vocabulary and English language proficiency. GT students will be targeted with projects to address their needs. Goals will be set with teachers for GT student achievement tied to state and local assessments. Special Education student achievement will be monitored through appropriate qualitative and quantitative data. IEPs will drive their instructional programs and appropriate testing. Homeless students will be provided with free breakfast and lunch, school supplies, counseling services, and tutoring as needed. These students will be supported with any clothes or shoes they may need as well.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS).

STAAR, TEMI, Benchmarks, GISD Common Asssessments, iStation, DRA, and LLI and common district assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI) process.

A variety of curriculum materials are used to teach the TEKS. Motivation Math, Reading, and Writing, Triumph Learning for Science, Houghton Mifflin Harcourt- Go Math!, Houghton Mifflin Harcourt- Science Fusion, Heineman Comprehension and Fluency, Journeys in Reading, Investigations in Math, Scott Foresman Social Studies, Novels, and Empowering Writers are some of the materials used teach the TEKS. Project Based Learning will be implemented in each grade level. Baccus will have all teachers PBL trained for the 2015-2016 year.

All students receive instruction in the computer lab each week. Each classroom has four-five student computers, DLP projector, Smart board, document camera, teacher station, and sound system. Tablets are available for the teacher to checkout for students in the library.

Staff Quality, Recruitment and Retention

All teachers and paraprofessionals are highly qualified. The GISD Human Resources department determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with at-risk students including Hispanic, ELL, special education and economically disadvantaged students.

All teachers on each grade level have a forty-five 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.

Family and Community Involvement

A parent survey was conducted in May of the 2014. Approximately 120 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 20, 2014. A teacher survey was also conducted in May 2014. 26 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 20, 2014. Areas to target for the 2015-2016 school year are as follows:

Bullying continues to be a concern from the parents. The campus will work on continuing to inform parents and students what defines bullying. Information will be shared with parents and students on ways to report bullying. More education will be provided to students in regards to the importance of not harassing or bullying other people.

A few parents reported not feeling like the campus discusses issues with them before making decisions. The campus will work on communication with parents about upcoming CLT meetings and Parent Teacher Organization meetings. The campus will seek more parent input about decisions.

Student respect is a target area identified in both the parent and teacher surveys. The counselor will use the 6 Pillars of Character; as well as, Rachel's Challenge to provide lessons on respect.

Teachers send progress reports and report cards home to keep parents/guardians informed. Parents can also look at their students grades at anytime online using Skyward Family Access.

The BEAM mentoring program will continue to be used to pair students and community members with at-risk students. The mentors will meet with their assigned student once each week. Title 1 funds will be used to help facilitate this program.

Parent volunteers are utilized throughout the school. Just a few of the many ways parents can volunteer include the following:

- Classroom volunteer
- Reading/Math/Science volunteer tutor
- Parent Teacher Organization (PTO)
- Share career experiences with students
- Fieldtrip chaperone

Music Programs
Parent teacher conferences
Fund Raisers
Book Fairs
Miler's Club

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

We will continue to have opportunities for parents to be involved in a child's education. Parent information is shared via the GISD website, notes sent home, monthly newsletters, and the School Messenger phone service.

School Context and Organization

District Vision – Quality implementation of the TEKS every day, in every classroom, for every student.
School Mission – The mission of Nettie Baccus Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is developed by central office personnel. Teachers give input through a staff survey, grade level meetings, and CLT meetings regarding funding needs.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader, as well as the grade level meetings.

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade for reading & math. The STAAR will also measure 4th grade writing & 5th grade science mastery. Benchmarks and Common Assessments are administered to all grades. GoMath assessments will be administered in kindergarten, first and second grade. Study Island will be administered in third, fourth and fifth grades for math. Istation & DRA2 reading assessments are administered grades K-2. All grades will be assessed with the Istation reading assessments. These are all quantitative data sources.

School Culture and Climate
School culture is facilitated through teacher collaboration and parent involvement. Baccus staff works together to foster a positive school environment driven by high expectations.

Each morning the school day will begin with all students and staff in the cafeteria for pledges and announcements. Students will recite a school pledge daily and sing the school song weekly. Staff members will create a safe and positive learning environment.

Parent and/or staff surveys will be administered to evaluate school culture and climate in the 2015-2016 school year.

Campus Leadership Team
The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, non-teaching staff, Assistant Principal, Principal, District Staff Member, a parent & community member.

Campus Improvement Plan
The Campus Improvement Plan is developed by the CLT. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology
The teachers are all provided a laptop computer. Four - five student computers are available in each classroom. The school has a computer lab for each class to access 1-1 student computers at least once each week. A Computer Lab on Wheels is also available with 24 mini computers. Teachers & students will have access to approximately 115 computers, 50 tablets, 45 portable media center, and 32 interactive whiteboards are utilized. Each teacher has an LCD projector, Smartboard, teacher station, and surround sound system. Istation, Study Island, AR, STAR, Reading Eggs, Starfall, & websites are utilized on the campus.

Evaluation of Plans and Strategies
Granbury ISD common assessments and benchmarks will be used to evaluate student achievement on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Istation assessments will be given to all students in grades K-5 for reading.

A staff and/or parent/community survey will be conducted again in April, 2016. The results of the quantitative and qualitative data will be used to measure how successful the

school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Parent & student feedback and participation rates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement Rachel's Challenge Activities through-out the school year	2, 6	Rachel's Challenge Committee, Principal, Vice Principal, Counselor, & Teachers	RC Kick-Off &Community Event; Chain Links				
	Funding Sources: Local (199) - $150.00						
2) Provide opportunities outside of school (Family Nights at local businesses, Carnival, or Music Programs) for all Baccus students & families	2, 6	Principal, Vice Principal, & Classroom Teachers	Parent Communication, School Calendar				
	Funding Sources: Title I (211) - $1000.00, Local (199) - $800.00						
3) Arrange for Title I parent orientation meeting to provide information about Involvement, Parent Notification, Participation, etc.	6	Principal, Teachers	Parent Communication, Sign-In Sheets, Agenda, Campus Calendar				
	Funding Sources: Title I (211) - $200.00						
4) Provide Kindergarten Round Up for guardians to enroll students in Kindergarten	6, 7	Office Staff, GISD Public Information Officer	Public announcements, Kindergarten enrollment				
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback				
6) Provide staff training on bullying awareness,prevention and procedures.	6	Principal, AP, Counselor	Sign-in sheets, Agendas				
7) Create school unity through daily morning assembly with school songs & announcements	1, 2, 6	Principal	Morning Assembly, Student Participation, Observation, Daily Schedule, Announcement of Student Birthdays & Class with Best Weekly Attendance				
8) Continue Watch DOGS (Dads of Great Students) and Smiling Dads to increase positive male role models on campus	1, 6	Office Staff	Visitor Log & Parent Feedback				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteer Hours documented in Raptor

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through a Parent Teacher Organization (PTO)	6, 10	Principal, PTO Staff Members	Agendas, Sing-In Sheets, Raptor Logs				
2) BEAM Mentor Program	6, 10	BEAM Coordinator	Sign-In Logs				
	Funding Sources: Title I (211) - $1500.00						
3) Partner with community organizations and businesses for student/parent education & recognition	2, 10	Principal & Office Staff	Kiwanis Super Citizens & Terrific Kids Rosters/List, Certificates, Parent Notification, Kia Van Griffith Kia (Red Ribbon Week), VFD Fire Safety Week, Granbury Education Foundation, Brookshire (donations for Family Nights), H-E-B donations, Speaker's Bureau, Positive Promotions materials at Health Fair				
	Funding Sources: Title I (211) - $2500.00						
4) Create opportunities for students to be involved in community service projects (Examples include 1st grade PBL project, 4th grade bottled water drive, Student Council collections, etc.)	1, 6, 10	Student Council Sponsor, BES Staff	Completed projects, donations, calendar, parent notes				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: Increased STAAR scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Provide supplemental interventions to support student success through campus-wide Baccus Break Out Times	1, 2, 3, 8, 9, 10	Classroom Teachers, Instructional Specialists, and Tutors	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
	Funding Sources: Title I (211) - $5200.00, Local (199) - $6000.00						
System Safeguard Strategies 2) Provide a variety of academic resources to support student understanding and mastery of TEKS (workshops & materials such as Greg Tang/Creative Mathematics, Kim Sutton, Measuring Up, Positive Promotions, Motivation Math/Reading,Empowering Writers, etc)	1, 2, 3, 8, 9, 10	Classroom teachers and tutors	Students understanding of TEKS Assessments including classroom, district, and state				
	Funding Sources: Title I (211) - $2500.00						
System Safeguard Strategies 3) Instructional staff will attend: - Bi-weekly academic planning meetings on campus - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
System Safeguard Strategies 4) Students will be exposed to vocabulary words through a variety of strategies (such as school-wide Word of the Week & Word Wall, word walls in classrooms, modeling, rewards, etc.)	1, 2, 3, 4, 9	Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
	Funding Sources: ESL/Bilingual (25) - $1500.00						
System Safeguard Strategies 5) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				

System Safeguard Strategies 6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	1, 2, 3, 8, 9, 10	Tutors & teachers	Schedules &student products; Increase STAAR percentage scores at Level III Advanced for all student in... All Subjects from 10% to 15% Reading from 17% to 25% Mathematics from 6% to 15% Writing from 1% to 5% Science from 13% to 20% Baccus Break OUt Schedule				
	Funding Sources: Title I (211) - $1500.00, Gifted (21) - $3000.00						
7) All 3-5th grade students will participate in VMath Summer program to increase/maintain math skills. The computer/internet based resource will be used by students during May at school & in June at home.	1, 2, 3, 8, 9, 10	Tutors & teachers	VMath data, student common assessment data,				
✓ = Accomplished ◗ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Provide flexible opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: Student survey
Increase STAAR passing rate of at-risk students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI & LEP students with innovative materials and resources.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: Title I (211) - $5200.00						
System Safeguard Strategies 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards. Award attendance wreath to class with best attendance in school-wide assembly				
3) Provide opportunities for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Provide opportunities for students to learn about a variety of careers and importance of education/school for different careers		Counselor	Library/Counselor Schedule/agenda, sign-in sheets or Raptor log of guests, Speaker's Bureau				
System Safeguard Strategies 5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	1, 2, 6, 9	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
	Funding Sources: Title I (211) - $995.00						
6) Enrich second and third grade curriculum with Chess		2nd & 3rd grade teachers	Chess Program, Schedules, Surveys				
System Safeguard Strategies 7) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	1, 2, 6, 9, 10	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
System Safeguard Strategies 8) Provide dyslexic specialist to work with struggling learners on reading strategies	1, 3, 4, 9, 10	Lorna Cockerham, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Implement Project Based Learning

Summative Evaluation: 25% of teachers will be trained & implementing Project Based Learning

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Certificates				
2) Administrators attend PBL Lead training from the Buck Institute	2, 4, 8	Principal, Vice Principal	Certificates				
3) Each trained staff member will develop and implement one PBL project per semester	2, 4	Early Adopter Teachers, Principal, CBP Staff	Project Overview, presentations				
4) Enlist additional teachers to attend Project Based Learning	2, 4	Curriculum Director, Principal, & Teachers	PBL Certificate & Sign In Sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Improve college readiness performance

Summative Evaluation: Increase number of project based learning projects

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 21st century skills (creativity, communication, critical thinking, collaboration, & communication) in all classrooms	1, 2, 3, 9	Classroom Teachers & Specialist	Increased percentage of students meeting level 3 on state assessments, Walk through data, lesson plans				
2) All students in second and third grades will participate in the First Move Chess Program.	1, 2, 3, 9	Classroom Teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, classroom walkthrough data				
3) Provide G/T Enrichment for all students every Friday during scheduled time	1, 3, 9	G/T Tutor	Student projects, increased performance on district & state assessments, lesson plans, walk-through data				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities

Summative Evaluation: 100% Fitness Gram Participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will participate in the state fitness assessment (Fitness Gram), Jump Rope for Heart, & Miler's Club during Physical Education classes.	1	PE Teacher	Fitness Gram Report				
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent Notification, School Calendar, Lesson Plans				
3) All first grade students will participate in dental health program with local, dental office & charity.		1st Grade Teachers	School Calendar & Lesson Plans				
4) All students will participate in school activities promoting healthy life-styles (Red Ribbon Week & Field Day)		PE Teacher & School Counselor	Field Day Agenda & Lesson Plans				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Early intervention will be implemented for those students that are at-risk

Summative Evaluation: Decrease in the number of at-risk students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) PK teachers will attend Frog Street training		Principal	Travel Logs				
	Funding Sources: Title I (211)						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Provide technology professional development to support instruction.

Summative Evaluation: 100% of Baccus teachers will attend scheduled technology trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Six weeks technology trainings for teachers	4	Principal & Campus Technology Staff	School Calendar, Agendas, Documented Classroom Technology Activities				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: 100% of Baccus students will be trained in cyber safety training by the end of the first six-weeks of school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Expose students to a variety of digital tools and software.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use technology tools to imporve student performance such as classrom computers, LCD projectors, document cameras, interactive whiteboards, flip cameras, tablets, classroom audio/speakers, and hand held devices.	1, 2, 9	Principal, Instructional Specialist, Librarian, GISD Technology DEpartment	STAR Chart, Snapshot Data, PDAS				
2) Students will use software such as Think Through Math, iStation, Study Island, Reading Eggs, Brain Pop, AR, Science Fusion, and Imagine Learning to improve student performance.	2, 9	Principal, Instructional Specialist, Librarian, GISD Technology Department	Software Usage REports & State Assessment Data				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective facilities and safety plan.

Summative Evaluation: Participation in all safety training topics and drills

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Conduct regular campus facility inspections (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				
3) Implement Standard Operating Procedures (SOPs) including release procedures (identification for pick-up students & teachers escorting all students to specific bus each day).	1, 2, 6	Principal, AP, Teachers, Staff	Lesson Plans, daily teacher PM logs, BES Handbook				
4) Timely submission of campus work orders.	1, 2, 6, 10	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide student opportunities for participation in enrichment/intervention classes	1, 2, 3, 9, 10	Principal, AP, RtI Aide, Teachers	Intervention schedule, lesson plans, school calendar (early release days)				
2) Create time for campus planning, teacher collaboration and training with student early release days at the end of each grading period	1, 2, 4, 8	Principal, CLT	Agendas, School Calendar, Sign-in Sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team (CLT) to determine and evaluate professional development needs of the campus.

Summative Evaluation: CLT agendas

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and CLT will meet on a regular basis to discuss professional development needs.	1, 2, 3, 4, 6, 8	Principal, CLT Members	Meeting Agendas, Sign-in Sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of available resources

Summative Evaluation: Parent feedback & review of list

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Direct families needing assistance to resources within the district and community		Counselor & Vice Principal	Comprehensive list of known resources and services.				
2) Establish procedures and train all staff members on referral process for families in need of assistance	1, 2, 4, 6, 10	Principal, AP Counselor, Nurse	Documentation of SOPs, resource list, agendas, sign-in sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau

Summative Evaluation: Increase speaker from Bureau, evidence in lesson plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.		Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

State Compensatory

Budget for Baccus Elementary School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199 E 11 6395 00 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	$4,000.00
199 E 11 6397 IS 105 0 24 00N	6397 Other Equipment - Locally Defined	$5,660.00
	6300 Subtotal:	**$9,660.00**

Title I Personnel

Name	Position	Program	FTE
Patti Collier	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Brawner Intermediate School

2015-2016 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

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.

Brawner Intermediate School

Comprehensive Needs Assessment
2015-2016

Principal: Jincy Ross

Granbury ISD Vision Statement: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Granbury ISD Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Brawner Motto - The motto of Brawner Intermediate School is:

Learning For All...Whatever It Takes!

School Profile

Brawner Intermediate averaged approximately 400-420 students during the 2014-2015 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 1, 2015) it is anticipated that the number will remain close to 410 at the start of school in August (current prediction is 408). The breakdown per grade level is 7 sections of 3rd grade (2 are bilingual), 8 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).

In the upcoming year (2015-2016) 3rd grade will be reduced by 1 section (7 total with 2 bilingual) due to the lower enrollment of the incoming 3rd grade from Emma Roberson-Brawner's feeder school.

Brawner Intermediate houses the bilingual program for the district and during the 2014-2015 school year there were 73 bilingual students and 13 ESL students. At the start of school in 2014, 237 students qualified for free or reduced price meals which resulted in 57.2% free and reduced percentage. While this percentage fluctuated slightly throughout the year, the year ended with 228 students receiving free/reduced meals. This was approximately 55.9%. The enrollment by ethnic background was 253- White, 145-Hispanic, 2-African American, 3-Asian, 2 American Indian and 3 mixed races.

105 students withdrew during the 2014-2015 school year. 83 students entered during the 2014-2015 school year. This year the campus has about a 25% mobility rate.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With implementation of the state testing (STAAR and STAAR A), campuses this year received reading scores for all students at the end of May 2014 (including 2nd round admin for 5th grade reading) as well as 4th writing and 5th science. The campus scores are as follows:

STAAR (used for accountability purposes)
3rd Reading: 83%
4th Reading: 84%
4th Writing: 80%
5th Reading: 87% (including 2nd admin)
5th Science: 77%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2015), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus. (STAAR A scores were not used in accountability, but will be considered when the campus reviews the data in depth at the beginning of the 2015-2016 school year.)

Brawner Intermediate's scores were at or above district averages. Subpopulation score averages revealed separate initial target areas. In general the performance gap between Hispanic and white the gap was reduced significantly in 4th grade reading (only 3 points difference) and writing, the gap still remained significant in 5th grade reading and science. In 3rd grade reading the Hispanic population outscored the white population by 10 points. Initial informal calculations done by the campus indicate math overall is a target area, but the gaps remained consistent with the reading scores in all areas. This held true when comparing economically

disadvantaged students to non-economically disadvantaged students. Our economically disadvantaged students and at risk populations continue to be target populations for the campus. Initial outcomes from the previous year's targets indicate success in the areas of 3rd reading and 4th reading and writing. 5th grade showed significant improvement over last year's reading scores as well. The expected outcome for 2015-2016 is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus. A complete review of target areas needed for individual students will be set through campus meetings in the fall of 2015.

Quantitative data from a variety of sources (common assessments, classroom based assessments, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will receive a beginning of the year data correlation sheet for their classes. The data sheets 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 principal each six weeks. Response to Intervention (RTI), teacher information, 3 week checkpoints, and information on the data sheets will be used to identify student needs in a timely manner. In addition, student data folders will be implemented and students will work to track their individual data during the RTI process. Students will work to set goals and monitor progress. Staff will be trained on revised implementation of student data folders used by the Instructional Specialist in August of 2015.

Identified struggling students will receive instruction by certified Title I tutors. The tutors will tutor the third, fourth and fifth grade students using a variety of materials including iStation, Study Island, Brain Pop, etc. 3rd-5th grade Tier 3 students will receive additional interventions from the instructional specialists paid for with Title 1 funding. Reports on progress of all Tier 2 & 3 students will be reviewed by campus RTI committee each 6 weeks and meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed through the 504, RTI or Special Education committees.

At this time it is unknown if the school made AYP/System Safeguards for the 14-15 school year, however due to increased scores in reading and writing, initial reports indicate the campus will meet those goals this year.

Curriculum and Instruction

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 throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialist and principal on campus. Campus "CAPA" meetings (Collect, Analyze, Reflect, Act) are held after each district common assessment and benchmark in order to make action plans to address the areas of weakness revealed through the assessments reviewed. District Curriculum Coordinators continue to support the need for additional strategies and direct CAPA meetings as well.

Previous STAAR tests, Benchmarks, universal screeners (Study Island, iStation, etc.) fluency probes, and Common Assessments are used to evaluate instructional effectiveness and student progress. These assessments are tracked by the classroom teachers for all students and identified low performing students are referred for interventions through the appropriate program. The TEKS are the approved curriculum for each subject. Textbooks are adopted and are used to help teach the TEKS. Multiple resources are considered in order to achieve optimum results. Including Motivation Math, Reading, Writing and Science resources.

All students are given access to the computer lab weekly. Each classroom has at least 3-4 student N-station computers with 2 full mobile labs per grade level and 10 mobile devices for each class. DLP projectors and smart boards are mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for check out (from the campus librarian) are 31 mini-iPads and 20 iPod touches. All teachers demonstrated proficiency in document cameras, smartboards and LCD projectors last year. The campus technology committee will implement additional proficiencies for the materials approved through the bond as needed by the campus.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment.

Teachers and paraprofessionals attend a district wide Summer Conference. Participation in Summer Conference is included in the staff contract days. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Continued training on PBL was given for new teachers (3 day) and sustained support training was given to previously trained PBL teachers to continue to provide the needed support for the implementation. Additional campus trainings will be implemented throughout the school year based upon the update of the campus professional development plan through campus leadership team meetings. Training is also provided for any new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the individual sessions held throughout the summer for input on improvement for the next school year.

Campus professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, bilingual, special education and economically disadvantaged students in various content areas. Target areas will be refined based upon up to date data and trainings attended by the staff will result in presentations to highlight the sessions they attended. Several of the summer technology sessions offered will be brought back to campus and presented through "Appy Hours" where teachers learn how to integrate technology into the classrooms for student use by other teachers that are implementing. This year, Brawner Intermediate staff will participate in an in depth book study *Delibrate Optimism-Reclaiming the Joy in Education.* Brawner Intermediate also participates in the Effective Schools Project through Tarleton State University and will be continue to implement *Wordly Wise,* a vocabulary program as well.

All teachers on each grade level have a fifty minute planning period. The planning period is structured so that grade level-content teachers meet during the school day to improve collaboration. An alternate schedule on

Wednesdays or Fridays is implemented to allow grade level team teachers time to meet for planning as well.

Common planning time across grade levels is also scheduled on days the students are not in attendance. Teacher teams meet with campus intervention specialists and principal each 6 weeks to review grade level student data. Individual staff conferences are held with the principal 2-3 times each year. These conferences are held to determine strengths/weaknesses and to help drive staff needs for professional development.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line.

A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students. The mentors will meet with their assigned student once each week.

Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Assist with the school family celebrations (Family Reading Night, Family Math Night, Family Science Night)
Parent teacher conferences

The PTO and Campus leadership Team all give parents and community members an opportunity to be involved in decision making through multiple meeting opportunities throughout the year.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

Each year students are given the opportunity to participate in enrichment. Enrichment is a weekly occurrence in which students select the enrichment club they would like to attend for an hour each Friday. There are 4 sessions of enrichment, each lasting 7 weeks. Some examples of Enrichment Clubs are: Digital Dudes and Divas, Community Helpers, Emerging Engineers, etc.) This year all 3rd grade students will be participating in *First Move Chess* clubs during enrichment which was initially provided through a grant by the Granbury Education Foundation.

Another opportunity provided is through auditioning for the campus Musical. The musical is a spring event in which Student Council provides snacks and a show. Students present "teasers" of songs/skits from the musical during the school day as a dress rehearsal, so the students who were unable to attend get to see the show as well.

Additional opportunities include:
Student Council (class reps and board) -Class reps are elected by class vote (1 boy and 1 girl per class) and the board is elected through a school wide election. Monthly meetings are held and at the beginning of the year students meet with community organizations in order to understand the needs of the community. Then STUCO members select several organizations to support with donations throughout the year. STUCO is also responsible for the design & layout of the campus yearbook.
Miler's Club-All students are given the opportunity to run miles on the track. Students receive medals and T-shirts for reaching their goals of 50 and 100 miles each year. Grade level totals are charted weekly during morning meeting and the status of travels across the United States (capitals) and around the globe. Lake Granbury Medical Center provides funding to support this campus effort.
Cross Fit Club-Students are invited to join the campus Cross Fit club. This club meets 2 times weekly at 7:15 beginning in the 2nd grading period and involves members of the community and Brawner staff. Local gym owner, Dan Trumble, provides support for the team throughout the year.

School and District Organization
Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is reviewed and allocation

requests are discussed with the Campus Leadership Team. The campus Professional Development Plan is also reviewed and approved by the CLT.

The intervention specialist is the liaison with personnel in the curriculum department as well as with grade level teams. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal, assistant principal, and specialist conduct classroom snapshot visits. 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 results of this information also provide direction for additional professional development.

The local school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Campus Leadership Team.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader through weekly grade level team meetings.

The campus accountability rating for the 2013-2014 school year was "Met Standard". The rating for the 2014-2015 school year will be formalized in August of 2015 and discussion surrounding the rating and updated data provided will be discussed at the staff meetings.

Information Gathered from a Variety of Sources
The State of Texas Assessments of Academic Readiness (STAAR), Benchmarks and Common Assessments are administered to all grades. BOY, MOY and EOY Universal Screener scores are also reviewed.

Employee, student, and parent surveys are sources of qualitative data. The results of the employee survey identified areas in need of improvement. The purpose of the employee survey was to determine employee attitudes and perceptions. The student survey was specific to activities and preferences of previously implemented student activities. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Intermediate.

School Support Team Involvement
The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan
The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Campus Leadership Team. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

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 proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies

Common assessments, benchmarks Yearly Universal Screener results will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math STAAR test will be given in grades three, four and five. Writing will be given at fourth grade and Science will be given in fifth.

A parent survey will be conducted in the fall of 2014 to assess target areas with our parents. The STUCO board will design a survey for students in order to gather data regarding areas to target that are specific to students. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Integrate programs to help all learners (students and parents) feel welcome.

Summative Evaluation: Improve attendance at parent meetings by ten percent.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) School Wide Implementation of Rachel's Challenge	2, 6	Rachel's Challenge Committee (Principal, Assistant Principal, Counselor, Grade Level Leaders)	Campus Wide Kick Off, Campus Linking Ceremonies during each grading period				
	Funding Sources: Local (199) - $250.00						
2) Brawner Family Nights: -Reading Night -Math Night -Science Night -Campus Culture Night during Hispanic Heritage Month	1, 2, 6	Teachers, Specialists, Counselor, Grade Level Leaders, Bilingual Teachers	Parent Communication Flyers/Sign In Sheets/School Calendar/Facebook updates/Twitter updates/Remind 101 updates				
	Funding Sources: Local (199) - $500.00, Title I (211) - $250.00, ESL/Bilingual (25) - $200.00						
3) Parent/Teacher Conferences	3, 6	Teachers/Assistant Principal/Principal	Conference/Parent Contact Logs/Brawner Folder				
	Funding Sources: Title I (211) - $1500.00						
4) Parent Orientation (Title 1 Campus Overview and Parent Notification)	6, 7, 10	Principal, AP, Teachers	Parent Communication Flyers, Sign In Sheets, Meeting Minutes/Facebook updates/Twitter updates/Remind 101 updates				
5) Increase daily communication with all visitors and students.	6	Principal/Assistant Principal, Office Staff, Nurse, Counselor	Parent/student Feedback				
	Funding Sources: Title I (211) - $3000.00						
6) Provide training for staff on bullying awareness, prevention and procedures, and child abuse awareness and prevention.	1, 2, 4, 9, 10	Principal, AP, Counselor Child Advocacy Center of Granbury	Sign in sheets, agendas, brochures, handouts, phone numbers, websites				

7) Create school unity through daily morning meeting highlighting student effort, reinforcement of campus motto, pledges, character word of the week.	1, 2, 6, 10	Principal, Assistant Principal, Teachers, Counselor	Student participation, daily schedule of differing morning activities prior to morning meeting.				
8) Highlight "Brawner Student of the Month" in classroom and grade level winners. Highlight "Staff Member of the Month."	1, 2, 7	Principal, Assistant Principal, Counselor, Teachers	Teacher nominations, grade level pictures of "Brawner Student of the Month" on website/Facebook page. Staff member of the month chosen by Principal and Assistant Principal.				
	Funding Sources: Local (199) - $500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Create options for staff, students, and families to participate in outreach efforts in Hood County.

Summative Evaluation: Families and staff will assist in packing non-perishable weekend food for students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist parent and community volunteers through PTO and Helping Hands Club.	6, 10	Principal, PTO Teacher Representative from each grade level	Volunteer hour logs, Raptor,agendas, Spreadsheet of volunteers with times/days and activity specifications				
2) Partner with community organizations businesses for student recognition such as awards, coupons, certificates.	2, 10	Principal, Teachers, office staff	-Kiwanis-Terrific kids/Super citizens rosters -Six Flags Read to Succeed Reading Logs -Awards Assembly sign in sheets -HCN Published Honor Roll -GEF -Chick-Fil-A Parent Nights -Speakers Bureau -Helping Hands Club -Fuzzy's Taco Night				
	Funding Sources: Local (199) - $500.00						
3) Partner with local organizations for support and reinforcement of positive school and community relationship building. (Mentoring, weekend snack packs).	2, 10	Nurse, Counselor, Principal, AP, Teachers	Volunteer sign in sheets, mentoring sign in sheets, agendas, list of students who receive weekend snack packs				
	Funding Sources: Local (199) - $150.00						

✓ = Accomplished ◕ = Considerable ◔ = Some Progress — = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Continue to support Project Based Learning in all grade levels.

Summative Evaluation: Campus-wide Project Based Learning activity during Freedom Week which separates students into those who have rights and those who do not. Use a Google Form to gain feedback from students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Cohort 3, GISD Staff	Eduphoria Teacher Training Certificates/Sign In Sheets				
2) Attend 2 day PBL Lead update training from the Buck Institute	2, 4	Principal, AP, Campus Instructional Specialist, GISD CBP Staff	PBL Lead Training Certificate				
3) Cohort 2 Trained PBL staff members will implement one project per semester, Cohort 1 will implement three projects in a year.	2, 3, 4	Principal, Cohort 2 Teachers, Cohort 1 Teachers.	Documentation of presentations, Project Overviews,				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, focusing on all students increasing STAAR scores.

Summative Evaluation: Brawner students will increase percentage passing by 5% in each sub-population. Staff will focus on improving Writing and Science scores.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect and analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data	1, 2, 3, 8, 9	Principal, Teachers, Specialists	CARA process meeting notes, action plan, calendar schedule.				
System Safeguard Strategies 2) Provide supplemental interventions to support student success.	1, 2, 3, 8, 9	Campus Special Programs Coordinator(s), Principal, Teachers, Specialists, Campus certified tutors	Intervention documentation (RTI, 504, SPED, Istation, Study Island), common assessment and benchmark scores				
	Funding Sources: State Comp Ed (24) - $4000.00, ESL/Bilingual (25) - $250.00, Title I (211) - $8000.00						
System Safeguard Strategies 3) Utilize strategies and materials to increase Hispanic and ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers, Instructional Specialist	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading, STAAR				
	Funding Sources: ESL/Bilingual (25) - $7500.00, State Comp Ed (24) - $3000.00, Title II (255)						
4) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules, field trips, daily Enrichment class				
	Funding Sources: Gifted (21) - $1000.00						
5) Provide additional opportunity for staff development in science (Attend CAST-conference for the Advancement of Science & Technology workshop and Teacher Conservation Institute -TCI)	1, 2, 4, 9, 10	Principal, Instructional Specialists, Teachers, Librarian	Workshop participation certificates, staff meeting agenda for follow up training of all science teachers, walk through documentation on use of implemented strategies, implementation of new Library and Technology techniques				
	Funding Sources: Local (199) - $375.00, Title I (211) - $1000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Focus on individual student growth from the previous year's STAAR scores.

Summative Evaluation: Level III performance in each STAAR subject will improve by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st Century Skills in all classrooms. (Creativity, Collaboration, Communication, Critical Thinking)	1, 2, 3, 9	Principal, AP, Teachers	Lesson plans, Classroom walk-throughs, STAAR Assessment Data reflecting an increase percentage in Level 3				
2) Provide Friday GT enrichment for all grade level GT students. Provide club opportunities for GT students to expand their interests.	1, 10	Principals, Teachers, Instructional Specialists	Lesson plans, walkthroughs, alternate schedules.				
	Funding Sources: Local (199) - $300.00						
3) Implement critical thinking activities during morning meeting (before school) and during Friday enrichment. Campus-wide focus will be on science.	2, 3, 9	Principals, Teachers, Instructional Specialist	Student work, STAAR data showing increased growth from year to year				
	Funding Sources: Local (199) - $250.00, State Comp Ed (24) - $3000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide interesting educational opportunities for students who are at-risk of not attaining a high school diploma.

Summative Evaluation: 70% of Brawner students will meet or exceed state progress measure standard. Students will take control of their learning by using data folders to track their STAAR and benchmark testing progress.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Implementation of supplemental instruction for LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers	Tutors, Lesson Plans, Tutor Schedules, Intervention Documentation				
Funding Sources: ESL/Bilingual (25) - $3000.00							
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards and incentives.				
Funding Sources: Local (199) - $1000.00							
3) Provide opportunity for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Host campus career fair for all grade levels.	2	Counselor, Principals, Teachers	Speaker sign in sheets, Career Fair schedules/rotations				
Funding Sources: Local (199) - $150.00							

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated technology activities such as classroom use of Chromebooks.

Summative Evaluation: Brawner students will exhibit proficiency on Chromebook skills during Technology Day.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment (Fitness Gram)	2, 10	P.E. Teacher, Nurse	Lesson Plans/Fitness Gram Reports				
2) Implement and support campus wide fitness initiatives, such as Miler's Club, Scarecrow Scamper, Football Friday	2, 10	P.E. Teacher, Classroom Teachers	Documented student fitness charts/graphs, Number of students earning medals for 50 Miles, T-shirts for students earning 100 Miles, Jump Rope Club school wide performance, Parent participation Logs/sign in sheets. (Campus Wide Kick-Off with GHS Cross Country Team, Football team, Parents, community members, etc.)				
	Funding Sources: Local (199) - $500.00						
3) Brawner Community Health Fair	2, 6, 10	Principal, AP, P.E. Teacher, Counselor, Nurse, Teachers	Agenda, sign in sheets, Health Fair layout/resource sponsors sign in.				
	Funding Sources: Local (199) - $250.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Foster partnerships with Speakers Bureau to bring real-world career experiences to our students.

Summative Evaluation: Review of Speakers Bureau with staff and students using written feedback.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities that support 21st century competencies		Principal, Instructional Specialist, Curriculum Department	Reporting to CAC				
2) Obtain innovative resources to support 21st century competencies		Principal, Instructional Specialist, Curriculum Department	Professional Development feedback				
	Funding Sources: Title I (211), State Comp Ed (24)						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development opportunities that support new instructional strategies in order to engage all learners.

Summative Evaluation: All Brawner classroom teachers and administrators will complete at least twelve hours of technology training during the summer.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Books and Bytes Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, Librarian	School Calendar, Sign In Sheets, documented classroom technology activities, Faculty Meetings				
2) Teachers will attend GISD Technology Department summer and after school technology sessions.	1, 2, 3, 4	Principal, Technology Department	Sign In Sheets, STAR Chart and PDAS				
3) Teachers will complete campus level proficiencies on current devices and software. Proficiencies are developed by the campus technology committee	1, 2, 3, 4	Principal, Technology Committee, Teachers	Completed proficiencies and PDAS				
	Funding Sources: Local (199) - $6000.00						
Critical Success Factors CSF 7	1, 4	Technology Committee, Librarian	Conference Training Schedule and follow up training documentation				
4) Campus Technology Committee reps will attend TCEA Conference and train campus staff on new information regarding technology.	Funding Sources: Local (199) - $1000.00, Title I (211)						

✓ = Accomplished ◕ = Considerable ◔ = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Students will be trained in acceptable uses of technology while using school equipment.

Summative Evaluation: Counselor will provide internet safety trainings at the beginning of the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual acceptable use training using Counselor and Librarian	1, 2, 3, 4, 10	Principal, Librarian, Counselor	Librarian log, reduced number of bullying reports related to technology.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools while teaching them to use technology in a responsible manner.

Summative Evaluation: Teachers will use Chromebooks, Smart Boards, and knowledge of Google to peak students' learning. Teachers will be expected to use technology during formal/informal observations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, Smart Boards, Chromebooks, iPads)	1, 2, 9	Principal, Librarian, Technology Committee	Classroom walk-throughs, PDAS				
2) Teachers will use a variety of applications to improve student performance. (Examples: Brain Pop, iStation, Reading Eggs, Study Island, Imagine Learning, Think Through Math, Motivation Math, Wordly Wise)	1, 2, 9	Principal, Librarian, Technology Committee, Teachers	Usage Reports,Teacher/Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR				
	Funding Sources: Local (199) - $475.00						
3) Students will learn to demonstrate proficiency and increase use of a variety of technology equipment/apps, software, etc. in classroom lessons and PBL projects.	1, 2, 9, 10	Principals, Librarian, Technology Committee, Teachers	Classroom walkthroughs, PDAS, project evaluations-PBL presentations				
	Funding Sources: Title I (211) - $1500.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The Safety Committee will develop effective student drills: monthly fire drills, two lock down drills, two tornado drills, and one bus evacuation.

Summative Evaluation: All Brawner staff and students will participate in campus safety drills. Staff members will be required to view and pass safety video tests.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly campus facility inspection (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 2: All stakeholders (administrators, staff, students) will adhere to safety guidelines while at school.

Summative Evaluation: Quarterly safety inspections will be guided by Assistant Principal and Lead Custodian.

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Scheduling will be designed to meet student academic needs.

Summative Evaluation: Campus administrators and staff will work closely together to create scheduling options for students who need RtI, GT, or other instruction. This extra academic time will be provided daily during Enrichment time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, AP, Instructional Intrerventionist, Teachers	Friday Alternate Schedule, Enrichment Schedule/spreadsheet				
	Funding Sources: Local (199) - $500.00, Gifted (21) - $500.00, Title I (211) - $500.00, State Comp Ed (24) - $500.00						
2) Implement team preparation/grade level planning and campus professional development during early release days (end of each grading period).	1, 2, 4, 8	Principal, AP, CAC, teachers and staff	Sign in sheets, Agendas, District calendar				
	Funding Sources: Local (199) - $250.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: All students will participate in a club of his/her choice on Friday to spark interest in different subjects. Teachers will have the option of choosing a club which interests them and is TEKS-based.

Summative Evaluation: Students will provide feedback at the end of the year regarding which clubs were most engaging and productive.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Advisory Committee meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CAC members	Minutes, Sign in Sheets, Agendas				
2) Restructure Instructional Specialist position to maximize evaluation of student and teacher needs based upon current data.	2, 4, 8, 9	Principal, AP	Walkthroughs, implementation MVP (RTI) student time-data associated, common assessments, meeting agendas from Instructional Admin Team, etc.				
	Funding Sources: Title I (211)						
3) 3) Students will be given personal choice regarding the club they attend on Friday	1, 3, 7	Teachers, Instructional Specialist, Principal, Assistant Principal	Feedback regarding club participation and activities conducted.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: The Counselor will maintain a community list of resources available to Brawner students and families.

Summative Evaluation: A community list of resources will be updated at least two times a year by the Counselor and will be provided to families in need.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources available within the district.	1, 6, 9, 10	Principal, AP, Counselor,Nurse and Teachers.	Comprehensive list of known resources and services				
2) Revisit and implement revised campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Teachers and staff.	Resource list, agendas, sign in sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Teachers will be asked to utilize the Speakers Bureau volunteers.

Summative Evaluation: Brawner will utilize the Speakers Bureau at least three times during each six weeks. Each grade level will be expected to have one speaker per six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the Speakers Bureau to bring real-world connections and enhance academic learning to students from community members.	1, 2, 3, 6, 8, 9, 10	Pricniapl, AP, Counselor, Teachers	Lesson Plans, Speaker Schedules				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Seek input from the Campus Advisory Committee (CAC) on effective professional development activities for Brawner staff.

Summative Evaluation: Use ideas generated by the Campus Advisory Committee to provide professional development instruction during half days at the end of each six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Utilize CAC to generate ideas/needs for staff development	1, 3, 4, 5	CAC, Lead Teachers, Principal, Assistant Principal, Instructional Specialist	Teacher satisfaction regarding professional development, implementation of professional development strategies.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for Brawner Intermediate School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	$4,000.00
	6100 Subtotal:	**$4,000.00**
6300 Supplies and Services		
199 e 11 6395 00 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	$1,040.00
	6300 Subtotal:	**$1,040.00**

Title I Personnel

Name	Position	Program	FTE
Melanie Ferguson	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Roberson Elementary School

2015-2016 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

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.

Emma Roberson Elementary
Title I Needs Assessment 2015-2016

Vision – Quality implementation of the Texas Essential Knowledge and Skills (TEKS) every day, in every classroom, for every student.
Mission – The mission of Emma Roberson Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

School Profile

Emma Roberson Elementary averaged approximately 540 students during the 2014-2015 school year. In May, 2015, 329 students qualified for free or reduced price meals which resulted in a slight increase to 66.8% FAR. The enrollment by ethnic background was 307 White, 217 Hispanic, 4 African American, 5 American Indian and 7 Asian. Our ethnic diversity increased among the 4 minority ethnic groups. The number of students that withdrew during the 2014-2015 school year was 66 and 86 students entered.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With implementation of the state testing (STAAR and STAAR A), campuses this year received reading scores for all students at the end of May 2014 (including 2nd round admin for 5th grade reading) as well as 4th writing and 5th science. The campus scores are as follows:

STAAR (used for accountability purposes)
3rd Reading: 83%
4th Reading: 84%
4th Writing: 80%
5th Reading: 87% (including 2nd admin)
5th Science: 77%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2015), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus. (STAAR A scores were not used in accountability, but will be considered when the campus reviews the data in depth at the beginning of the 2015-2016 school year.)

Brawner Intermediate's scores were at or above district averages. Subpopulation score averages revealed separate initial target areas. In general the performance gap between Hispanic and white the gap was reduced significantly in 4th grade reading (only 3 points difference) and writing, the gap still remained significant in 5th grade reading and science. In 3rd grade reading the Hispanic population outscored the white population by 10 points. Initial informal calculations done by the campus indicate math overall is a target area, but the gaps remained consistent with the reading scores in all areas. This held true when comparing economically disadvantaged students to non-economically disadvantaged students. Our economically disadvantaged students and at risk populations continue to be

target populations for the campus. Initial outcomes from the previous year's targets indicate success in the areas of 3rd reading and 4th reading and writing. 5th grade showed significant improvement over last year's reading scores as well. The expected outcome for 2015-2016 is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus. A complete review of target areas needed for individual students will be set through campus meetings in the fall of 2015.

TELPAS data revealed adequate student progress in all rated areas for all students except for 16. Those students remained at the same composite level. There is a transition from 1st grade to 2nd in reading due to the change to online testing. One student was exited from the LEP program this year. Six students' parents denied the bilingual program but remained in the ESL program. The IPT testing continued with new entering students and all students at the end of the year. All but 16 targeted students showed improvements on end of year IPT, 83% improvement. Increased rigor is needed between 1st and 2nd grade reading.

The expected outcome is that Title I resources will continue to improve student performance and increase parent participation until the achievement gap is closed and then continue support to maintain student academic success.

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 intervention specialist, math/reading specialists, counselor and principal each six weeks. The principal keeps those data sheets until the students exit Emma Roberson Elementary and then passes them on to Brawner. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive additional instruction by classroom teachers, intervention specialist or certified Title I tutors.

K-2 Math interventions from classroom teachers
individual or small group tutoring by certified tutors
Assessment Go-Math Results
District developed common assessments

K-2 Reading interventions from classroom teachers
individual or small group tutoring by certified tutors, intervention specialist and certified tutors
Imagine Learning Software – individualized for each student
Assessment I-station
Imagine Learning for RtI students only
DRA
District developed common assessments

Writing deficits are addressed individually through teacher and RtI committee interventions.

The school made AYP this year and in previous years.

Curriculum and Instruction

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 Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialists on campus.

STAAR, Benchmarks, I-station Assessments, DRA Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). Imagine Learning software will be used this year to improve reading fluency and comprehension. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district adopted:

Harcourt Health and Fitness, Journeys Reading, Spelling
Scott Foresman Social Studies
Foss Kits and Houghton Mifflin Harcourt Science Fusion for Science.
Houghton Mifflin Harcourt Go Math for math.
Empowering Writing will continue to be the utilized curriculum for Pk-2 writing

All students receive instruction in the computer lab each week. Pre-kindergarten, kindergarten and 1st grade classrooms have 5 student L300 computers, 2nd grade has a combination of 5 L300's and 5 mini-laptops in each room. The classrooms also have a DLP projector,smart board, document camera, student sound system, available to students. Mobile devices available to students were increased to 45 including ipods and various tablets. Increased technology will continue to be added as new hardware is developed. Continued implementation of Cublets, Beebots, and LEGO systems are planned for student introduction to robotics and coding for the 2015-16 school year. Model classrooms are being added which include 5 mobile devices each and 2 mobile chromebook labs per grade level.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference offered by the district. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions, PBL, Empowering

Writing, First Move Chess (2/3 grade), Frogstreet (PK), Imagine Learning, etc. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.
Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Pre-kindergarten, kindergarten, first and second grade teachers will receive on campus technology training in monthly – Technology Tuesdays. Training will be provided by Kellie Morris and district technology employees. Teachers in all grades will receive additional training in iStation, Imagine Learning, DRA, Empowering Writing and Google Docs as needed.

All but 2 new staff members received training in Capturing Kids Hearts. New staff members will receive the training when available. The assistant principal and counselor will attend training on discipline with specific training on bullying.

Emma Roberson Elementary participates in the Effective Schools Project at Tarleton State University which provides targeted professional development throughout the year.

All teachers have split team planning during their conference period and team planning available at the end of the instructional day. The common planning time 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 and after school.

Family and Community Involvement
Teachers send progress reports and report cards to keep parents informed. Parents can also monitor their student's grades at anytime through the online Family Access.
A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students.

Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Assist with the school carnival
Parent teacher conferences

The PTO and Campus Leadership Team give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

Parent resources are maintained for parents to assist their child's academic needs at home. Technology assistance through computers, iPads and iTouches along with take home activities are available. Increased awareness is needed to inform parents of resources available. Parents will be given an explanation about resources available at RtI meetings. Teachers will also be able to refer parents to the IS for resource assistance.

Remind, School Messenger, data building sign, Facebook, and other digital communication is utilized for parent/teacher/school communication.

School and District Organization

Staff members are involved in decision making by serving on the Campus Leadership Team. The school budget is developed with the assistance of the CLT. The Title I budget is developed by the School Support Team.
The principal and intervention specialist meets with personnel in the curriculum department monthly and meets with grade level teams bi-monthly. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RtI) is a collaborative process. RtI will be the process that will be used to identify students who are not making adequate progress. 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 share responsibilities for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal, assistant principal, counselor and intervention specialist will conduct classroom walk-through visits. The information will be 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 Leadership Team.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus has been rated Recognized for several years. An Exemplary rating was achieved for the 2008-09 school year. Now linked to Brawner Intermediate School, the last rating was Recognized for 2.

Information Gathered from a Variety of Sources
Benchmarks and Common Assessments are administered at to all grades. DRA, iStation, Imagine Learning and Go-Math will be administered in kindergarten, first and second grade. These are all quantitative data sources.

A parent survey served as a source of qualitative data. The results of the survey indicated a need for additional parking, campus beautification and increased communication from teacher to parent. These issues, along with continued academic improvements will be addressed by the Campus Leadership Team.

Follow-up surveys will be conducted by the campus in the absence of a district wide survey.

Campus Improvement Plan
The Campus Improvement Plan is developed by the principal, assistant principal, intervention specialist and Campus Leadership Team. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation
Title I resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies
Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. Kindergarten, first and second grade reading will be assessed with Imagine Learning, DRA and iStation assessments.

A staff and parent/community survey will be conducted in October and March. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: EES school survey will show 92% satisfactory in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge using staff presentation of topics	2, 6	Principal, AP, Counselor	Kick-off, lego block 'Kind' structure, staff character videos				
	Funding Sources: Local (199) - $500.00						
2) Family Nights, Hispanic Family Night w/ Brawner	2, 6	Event Committee-Teachers	School Calendar,Parent Communication Flyer, Sign In Sheets				
	Funding Sources: Local (199) - $2000.00						
3) Parent/Teacher Conferences	6	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level	6, 10	Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents				
5) Kindergarten Round-up and pre-school visits	7	Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
6) Provide training for staff on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principal, AP, Counselor	Sign in sheets, agendas				
7) Create school unity through daily morning announcements.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				
8) Hope committee organizes a scholarship fund to present to 2 graduating seniors who attended Emma, makes sure staff birthdays are celebrated and organizes luncheons throughout the year.	2	Hope Committee - Teachers	Scholarship, staff luncheons, staff celebrations				
Critical Success Factors CSF 4 CSF 6 9) Complete a common School Wide Expectation behavior model.	2	All Staff	Students demonstrate an understanding of the expectations for the different areas.				
Critical Success Factors CSF 3 CSF 6 10) Implement Emma News from the Back Office with Google Screencastify.	2	Principal and Asst. Principal	Monthly videos sent to staff.				


= Accomplished
= Considerable
= Some Progress
= No Progress
= Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: EES volunteers will log at least 175 hours of service throughout the 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, PTO Teacher Representatives	PTO Sign-In, Agendas, Raptor Sign-In				
2) Provide academic take home resources for parents.	6, 9	Principal, Intervention Specialists, counselor	Parent Raptor Log In, Resource Log, RtI notes				
	Funding Sources: Title I (211) - $3000.00						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations,awards, coupons,certificates)	2, 6, 10	Principal, teachers, office staff	Kawanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Book-It Show Biz Honor Roll/Attendance Chick-Fil-A Honor Roll Roster Spring Creek Parent Nights Fire Dept Speaker's Bureau GEF Kroger				
	Funding Sources: Local (199) - $2000.00, Local (199) - $1000.00						
4) Implement Extensive Customer Care	1, 2, 4, 5, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				
5) Utilize 'Welcome Wagon' greeters for student's morning drop-off line.	6	Administration and Hope Committee	Different community organizations providing greeters everyday at curb. Sign-in sheets, Raptor log in				
6) Career Day	2, 6, 10	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
7) Host 'Parent Cafe' with Cooks Children's Services and Head Start Program.	2, 6	Principal, Counselor, Curriculum Director	Attendance and participation in Parent Cafe meetings, sign in sheets.				
	Funding Sources: Title I (211) - $500.00						

8) Mystery Bus Reader Bus Tour	6	Administration, IS, Counselor	Recruit readers and take students to different locations to meet the mystery reader.				
	Funding Sources: Title I (211) - $500.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: Completion of 2 PBL projects for each core teacher in 2015-16.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend PBL update training for leaders.	2, 4	Principal, PBL Trainers	PBL Lead Training Certificate				
2) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
3) Summary book study of PBL in the Elementary Grades	2, 4	Principal, Lead PBL Team	Google Doc, Agendas, Sign In Sheets				
	Funding Sources: Local (199) - $1120.00						
4) Train new teachers (2) in Summer of 2016	2, 4	Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
5) Attend sustained support meeting during 2015-16.	2, 3, 4	Principal, lead PBL team, curriculum dept.	Eduphoria Training Completion Certificate, Sign In Sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: In the 2015-16 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 3, 8, 9	Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets				
System Safeguard Strategies 2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.	1, 2, 3, 8, 9, 10	Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log				
	Funding Sources: Title I (211) - $24000.00						
3) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
	Funding Sources: Gifted (21) - $2166.00						
System Safeguard Strategies 4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
	Funding Sources: Local (199) - $1500.00						
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.	1, 2, 6, 7, 9, 10	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math and District Common Assessments				
	Funding Sources: Local (199) - $5000.00, Title I (211) - $10000.00						
6) Instructional Specialist to provide resources, data and support for students, teachers and tutors	1, 2, 9	Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log				
	Funding Sources: Title I (211) - $61000.00						
7) Utilize a laminator for posters/resources for students as reusable visuals to help guide them in their learning.	1, 2	Principal, AP, Intervention Specialist, Counselor and Teachers	Increased scores on DRA, Go Math and District Common Assesments				
	Funding Sources: Title I (211) - $4000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In the 2015-16 school year, EES students in grades K-2 will have a passing rate of 70% or show a 10% improvement on all benchmark assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration).	1, 2, 3, 9	Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks,				
	Funding Sources: Local (199) - $10000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for students that are at-risk of dropping out or not completing

Summative Evaluation: In the 2015-16 school year, EES students will log tutoring hours depending on RtI level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Implementation of supplemental instruction for RtI and LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Fluency Tutor, Grade Level Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Funding Sources: ESL/Bilingual (25) - $8000.00, State Comp Ed (24) - $6000.00, Title I (211) - $30000.00						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Funding Sources: Local (199) - $2500.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible EES students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Lesson Plans				
	Funding Sources: Local (199) - $2500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of EES teachers will meet campus based technology proficiencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Tuesdays - Technology Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
	Funding Sources: Local (199) - $4000.00, Gifted (21) - $1500.00						
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms. .	1, 2, 3, 4, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, and PDAS				
	Funding Sources: Local (199) - $4000.00						
3) Teachers will complete campus level proficiencies developed by the technology committee or district personnel on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and PDAS				
	Funding Sources: Local (199) - $3000.00						
4) Principal, Technology Lead Teacher and grade level tech committee representative teachers will attend the TCEA Conference and train campus on new technology.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
	Funding Sources: Local (199) - $7000.00						

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of EES students in K-2 will complete digital safety training during the 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department curriculum	1, 2, 3, 4, 10	Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digitals tools and software

Summative Evaluation: EES teachers will use technology during instruction, daily, 100% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone and speaker system, and various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	Walk Through Data, PDAS				
	Funding Sources: Local (199) - $4000.00						
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express, and Imagine Learning for added reading support.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
	Funding Sources: Title I (211) - $10000.00						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective safety plan.

Summative Evaluation: 100% of the EES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.	1	AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.	1	Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Create safer and an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				
	Funding Sources: Local (199) - $800.00						
5) Construction of an attached gym for safety.	1, 2	Facilities director, Principal, AP, and office staff	Raptor log in reports, report logs of unauthorized people in building				
	Funding Sources: Local (199)						

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, Counsenlor, Intervention Specialists, Teachers	Intervention schedule, lesson plans, school calendar				
2) Early release days at the end of each grading period followed by a professional development day will be utilized for campus planning, collaboration and training.	1, 2, 4, 5, 8	Principal, AP, Intervention Specialists,Teachers	Sign in sheets, agendas, district calendar				
	Funding Sources: Local (199) - $2000.00						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.	1, 2, 4	Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Summative Evaluation: 100% of professional development will reflect the needs of the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and campus leadership team will meet regularly to address the needs of the campus.	1, 2, 6, 8	Principal and elected teacher representatives.	Sign in sheets and agendas				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of resources available to Emma Roberson students and families.

Summative Evaluation: EES counselor will maintain and edit a comprehensive list of resources during the 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 2, 6, 9, 10	Counselor, G2020 Target Committee, District Curriculum Director	Comprehensive list of known resources and services.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.	1, 2, 4, 6, 7, 10	Principal, Counselor, Nurse	Sign in sheets, agendas, resource list, referral log				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau.

Summative Evaluation: EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize the speaker's bureau to bring real world community members into the classroom to enhance academic learning. (Career Day)	1, 2, 3, 6, 8, 9, 10	Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
	Funding Sources: Local (199) - $500.00						
✓ = Accomplished ◕ = Considerable ◔ = Some Progress — = No Progress ✗ = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: We will give students the opportunity to participate in various academic events outside of the regular classroom.

Summative Evaluation: EES will provide opportunities and continue seeking other activities that our students can compete in.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair.	2, 6	Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for Roberson Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	$6,000.00
	6100 Subtotal:	**$6,000.00**
6300 Supplies and Services		
199 E 11 6397 IS 104 0 24 00N	6397 Other Equipment - Locally Defined	$5,660.00
	6300 Subtotal:	**$5,660.00**

Title I Personnel

Name	Position	Program	FTE
Laura Meek	Instructional Specialist	Title I Schoolwide	1

Granbury Independent School District

Mambrino School

2015-2016 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

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.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2015-2016

Data Sources Reviewed:

- **STAAR results for grades 3, 4, & 5**
- **Local district assessments**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	**There are about 567** students enrolled at Mambrino School in grades PK-5th grade. All elementary life skills programs are on campus and this makes up about 38 students. These classes include: PPCD and 4 life skills classes. 317 students qualify for Free/Reduced meals which equals 55.8% of the student enrollment. 3% of the enrollment is identified as LEP. 6% of the students enrolled are identified as GT. 24% of the students enrolled at Mambrino School qualify as At-Risk.	Economically disadvantaged and Hispanic populations have a need for improvement in all areas.	Combined funding from State Comp Ed, Local budget and Title 1 funds will provide highly qualified and certified tutors for students who are identified as needing assistance in areas of math, reading, writing and science. The tutors will focus work primarily with RtI Tier 3 students.
Student Achievement	**Results of the Spring 2015 STAAR** testing reveal the following: Reading is a definite strength as all state tests indicated huge growth in grades 3, 4 & 5. Math performance showed some growth; however, few students achieved Level III performance.	Improvement in progress, closing the gap and level III in math and reading and writing is needed. The 2015 5th Grade Reading scores showed marked improvement and 25% scored in the Advanced range. Science improvement in all areas. Teachers in grades K-5 will participate in Curriculum PLC Meetings.	Math, reading, writing and science tutoring by highly qualified teacher tutors will be employed. Staff Development will be implemented at regular staff meetings, after school curriculum department trainings and additional teacher training on the district early release days. Teachers in grades K-5 will participate in Curriculum PLC Meetings.
Staff Quality/ Professional	The staff is highly qualified. Several teachers are new to the grade level.	Staff Development needs include: questioning strategies, student	Math: utilizing Motivation Math supplemental materials; Study Island for home and school,

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Development		discourse, implementing Empowering Writers & portfolios across all grade levels, math scope study, Motivation Math and Go Math, IStation for school and home and Study Island focus for home and school. Teachers in grades K-5 will participate in Curriculum PLC Meetings.	Calendar Math for primary grades and the new math adoption. Continued focus on studying the scope and working ahead to bring a higher level of expectation for student performance. Reading: utilize IStation at home and school with fidelity, utilize Imagine Learning for ESL and special education students, focus on higher level learning for middle to high students and work with curriculum coordinators to improve teacher understanding of scope and resources to teach skills. Teachers in grades K-5 will participate in Curriculum PLC Meetings.

Data Sources Reviewed:

- **STAAR results for grades 3, 4, & 5**
- **Local district assessments**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	The Mambrino School has an active PTO that provides funds for additional activities for students.	The PTO is in need of more active volunteers as the volunteer base is growing smaller.	Parent Involvement activities provided by the staff at the school include: Math/Reading Night, Read-a-Thon, Field Day, Grade Level Musicals and Coffee with the Principal. An electronic marquee was purchased by PTO to add to communication between home and school. Utilize "Remind" phone reminders for parents. PTO has scheduled monthly Get2Know social times for parents to cultivate more volunteer support.

Technology	Teachers are utilizing SMART boards, computer labs, classroom computers and some student devices. Additional technology will be installed per district model classrooms.	Technology needs include the following: devices for students like Ipod Touch & Ipads; devices for teachers, staff development to incorporate technology into the hands of students.	Technology is a priority at Mambrino School. State and Local funding will be utilized for staff development and technology devices as per the district model classroom. Since the GISD upgraded the wifi system, the campus Technology Committee needs to recommend purchasing devices from the budget account that PTO donated funds 2 years ago. These funds will purchase additional devices to add to the GISD Model Classroom.

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Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Mambrino School will have 85% positive feedback on year end campus stakeholder survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Form Campus Culture Committee to implement programs/activities to enhance a positive school climate. (Rachel's Challenge, Capturing Kids Hearts, etc.)	2, 6	Principal, AP, Counselor, Campus Leadership Team	Campus-wide kickoff, chain links, staff and class social contracts, positive pirate posts, etc.				
	Funding Sources: Local (199) - $350.00						
2) Family Nights: Reading, Math/Science, Back to School Picnic, etc.	2, 6	Principal, AP, Campus Leadership Team, Teachers	Sign-in sheet, communication flier and school calendar				
	Funding Sources: Title I (211) - $1500.00						
3) Increase/improve Parent Teacher Communication (daily parent communication binder, class remind application, parent conferences, etc.)	6	Principal, AP, Teachers	signed binder, class remind rosters, conference logs				
	Funding Sources: Local (199) - $600.00						
4) Parent Orientation Meetings (Title 1 Campus Overview & Parent Notification)	6, 10	Principal, AP, Campus Leadership Team	Sign-in sheet, communication flier and school calendar				
5) PK/Kindergarten Round-Up, Kinder Parent Meeting. (Scheduled through GISD for May and August 2015)	2, 6, 10	Principal, Public Information Officer, Office Staff and Teachers	Flyers, Campus & District calendars, registration, public announcements				
6) Provide training and procedures for staff on child abuse awareness, Jenna's Law and bullying awareness and prevention.	2, 4, 7	Principal, AP, Staff	Procedures, sign-in sheets, agendas				
7) Create school unity through daily morning meeting. (Music Monday, Drop Everything and Read Tuesday, Watch it Wednesday, Think it Through Thursday and Fun Fit Friday)	1, 6, 10	Principal, AP, Teachers, Students	Observation; daily master schedule				

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide volunteer opportunities for parent and community service

Summative Evaluation: During the school year, volunteers will log at least 100 hours of assistance for the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, Teacher representative, Teachers	Sign-in sheets				
2) Partner with community organizations and businesses for student recognition) (awards, coupons, certificates, grants.	2, 6, 10	Principal, AP, Teachers	Kiwanis Super Citizens awards; Kiwanis Terrific Kids rosters; Lions Club Perfect Attendance; Six Flags Read to Succeed; Coupons from local restaurants				
	Funding Sources: Local (199) - $4000.00						
3) Implement mentoring programs	1, 2, 6	Principal, AP, Counselor, Teachers	Student/Mentor program feedback				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 100% of applicable staff are PBL trained.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will attend three day training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort; GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation				
2) Attend PBL Lead from the Buck Institute	2, 4	Principal, AP, Counselor, Instructional Interventionist	Training certificate through Eduphoria				
3) Summer 2015 trained PBL staff will implement one project per semester. Cohort 1/2 PBL staff will implement three projects per year.	2, 3, 4	Principal, PBL Trainers, PBL trained staff	Documentation of presentation (project overview)				
4) Establish PBL Campus Committee	1, 2, 3, 4	Principal, AP, Instructional Specialist	Minutes/Agenda of campus committee meetings and trainings.				
5) 5) Submit campus documentation of PBL journey through GISD PBL Learning Fair	1, 2, 3, 8, 10	Principal, AP, PBL Campus Committee	Campus submission documentation				
	Funding Sources: Local (199) - $150.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas: (1) Math improvement in Student Achievement, Student Progress, Closing the Performance Gap in Economically Disadvantaged and Hispanic sub-groups.(2) Reading: Student Progress, Closing the Performance Gap (Hispanic, Sped, Economically Disadvantaged.

Summative Evaluation: 60% of all of the Mambrino students in grades 3-5 will improve performance by at least 5% according to state standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the CARA process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 4, 8, 9	Principal, Teachers, Instructional Specialist and Curriculum Coordinators	Calendar, sign-in sheet, agenda				
2) Provide supplemental interventions to increase student success for low-performing students in all sub-groups.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Interventionist, Counselor, Teachers, Certified Teacher Tutors	Intervention documentation (special ed.; 504; RtI; etc.)				
	Funding Sources: State Comp Ed (24) - $2500.00, Local (199) - $15000.00, Title I (211) - $10000.00						
3) Implement 21st Century skills in all classrooms. (creativity, critical thinking, collaboration and communication)	1, 2, 3, 9	Principal, AP, Instructional Interventionist, Teachers	Through campus wonder walks; enrichment lesson plans, state assessment data; Increase in Level 3 performance on STAAR; regular lesson plans; PBL Implementation				
4) Monitor and promote student growth in all academic areas utilizing small group instruction and effective RTI implementation.	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers, highly qualified tutors	Walk-Throughs; Reports; Common assessment, state Assessment data				
	Funding Sources: State Comp Ed (24) - $2500.00, Title I (211) - $1200.00						
5) Monitor the tiers of intervention/progress to assure all students have access to the general curriculum.	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Teachers, Certified Teacher Tutors	Individual student progress charts, RTI Progress Reports on pre/post assessments measures; common assessment/state Assessment data				

6) Implement Motivation Math/Reading (gr. 2-5), Motivation Writing (gr. 4), Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, and provide higher-level thinking/learning opportunities.	1, 2, 3, 9	Principal, AP, Instructional Specialist, Teachers	Walk-Throughs; Lesson Plans; progress reports; report cards				
	Funding Sources: Title I (211) - $10000.00						
7) Utilize Instructional Specialist to work with classroom teachers to improve instruction and RTI Implementation. (Salary Title 1)	1, 2, 3, 4, 9	Principal, AP, Instructional Specialist	Performance on local and state assessments; progress reports; report cards				
	Funding Sources: Title I (211)						
8) 8) Quarterly district wide content based professional development (PLCs) with teachers/staff to promote higher level thinking/questioning and teacher collaboration.	1, 2, 4, 8						
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: In 2015-2016, students in grades 3-5 will increase Level III performance overall by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implement 21st Century skills in all classrooms. (creativity, critical thinking, collaboration and communication.	1, 2, 3, 9	Principal, AP, Instructional Specialist, teachers	Walk-throughs; state assessment data; Increase in Level 3 performance on STAAR; lesson plans				
2) Implement Friday enrichment to promote higher level thinking application of 21st Century Skills and improve in depth knowledge of academic content	1, 3, 8, 10	Principal, AP, Instructional Specialist, Counselor, teachers, certified tutors	Enrichment schedule, student feedback survey				
	Funding Sources: Title I (211) - $3500.00, Local (199)						
3) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance (Combine funding: Title 1; Local)	2, 6, 10	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance.				
	Funding Sources: Local (199) - $750.00						
4) GT students will design and create the layout for the campus yearbook in order to increase opportunity to expand and apply real life skills.	1, 2	Librarian, Instructional Specialist, Counselor, GT Teachers	Completed yearbook				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for students that are at-risk of dropping out of school or not completing

Summative Evaluation: Documented progress in reading and math as documented by state testing (3rd-5th) or EOY assessments (K-2)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) All instructional staff will participate in the CARA process to identify areas of needed growth based upon common assessment and benchmark data for at risk students. Small group intervention will be implemented for identified students based upon 3 week assessment intervals.	1, 2, 4, 8, 9	Principal, AP, Instructional Specialistist, Teachers	Calendar; Tutoring sheets; RTI documentation, CARA documentation, Teacher participation				
System Safeguard Strategies 2) 5th Grade Field Trip to Granbury HS to tour Career & Technology opportunities.	1, 2	Principal, AP, Counselor,5th grade teachers, CTE Director	Improvement in attendance				
System Safeguard Strategies 3) Monitor student progress and interventions to reduce retention.	1, 2, 3, 4, 6, 8, 9, 10	Principal, AP, Instructional Specialist Teachers, Counselor	RtI documentation; Report Cards; Retention documentation				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities.

Summative Evaluation: 100% of eligible Mambrino students will participate in fitness programs through the Physical Education classes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment (Fitness Gram).	2, 10	Principal, AP, PE teacher	Fitness gram report				
2) Students in 2nd- 5th grade have the opportunity to participate in a year long Miler's Club. (1st grade participates in the 2nd semester)	1, 2, 10	Principal, AP, Counselor, Nurse, PE teacher, teachers	PE lesson plans, Individual and class Miler's Club charts.				
3) Campus Wide Health Fair	2, 6, 8	Principal, AP, Counselor, Nurse, PE Teacher	Sign In Sheets, Minutes from campus planning , Community participation in fair.				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Students will participate in coordinated school fine arts activities

Summative Evaluation: 100% of eligible Mambrino students will participate in a fine arts production activity.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be provided an opportunity to audition and participate in the school musical. (Aladdin)	2, 6	Musical Committee	Audition schedule, Performance of campus musical				
	Funding Sources: Local (199) - $400.00						
2) All students will perform in a grade level musical presentation.	1, 3, 6	Music teacher, grade level teachers	Grade level programs, sign ins				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: 100% of Mambrino teachers will participate in technology training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Professional development for Mambrino Staff through the GISD Technology Department, and/or campus technology department. (Appy Hours)	2, 3, 4, 9	Principal, AP, Instructional Specialist, teachers, GISD Technology tech trainers, Librarian	Agendas; sign-in sheets;				
2) Teachers will increase student use of technology in classrooms.	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers, Technology Department	Technology Walk-Throughs; PDAS, positive increase on year end Bright Bytes survey.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of the Mambrino students will participate in internet safety lessons.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in Internet Safety education training utilizing GISD Technology Department curriculum.	1, 2, 3, 4, 10	Principal, AP, Teachers, Librarian	Principal attestation; Lesson plans; reduction in violation of internet use policy				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software

Summative Evaluation: Mambrino teachers will utilize digital tools 75% of the time to enhance student learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will utilize a variety of digital tools to enhance student performance: interactive white board; hand-held devices; projection system; classroom chrome books/ipads; computer lab; software and apps	1, 2, 3, 4, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers	Teacher Walk-Throughs PDAS				
2) Students will utilize software: iStation; Imagine Learning (ESL &Sped.); Study Island (Universal Screener gr. 3-5) AR; Study Island; Think Through Math, Reading Eggs; Brain Pop	1, 2, 3, 7, 8, 9, 10	Principal, AP, Instructional Specialist; Teachers	PDAS; Bright Bytes survey, State Assessment; Usage reports				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Mambrino will evaluate, improve and maintain campus safety and security.

Summative Evaluation: 100% of Mambrino teachers will participate in safety training and monthly disaster drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Monthly facility inspection report		Principal, AP, Lead Custodian	Monthly Inspection reports Work Order completion				
2) Campus state and local safety trainings including: 10 GISD Required Trainings, Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) & Science Safety Trainings (2)	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
3) Implementation and training of 5 rule school wide discipline. (green, yellow and red cards)	2, 3, 4	Principal, AP, Teachers	Documentation of procedures taught. End of year evaluation by discipline committee.				
4) Implement the Mambrino safe release procedure for pick-up students and implement safe loading procedures for bus students.		Principal, AP, CLT, Teachers	Staff and parent feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: All grade levels will participate in alternate scheduling

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9	Principal, AP, Instructional Interventionist, teachers	Enrichment/Intervention schedule, Lesson Plans				
	Funding Sources: Local (199) - $500.00						
2) Early release days followed by professional development day at the end of each grading period is utilized for staff development and curriculum planning.	1, 2, 4, 5, 8	Principal, AP, Campus Leadership Team, Instructional Specialist, Teachers	District Calendar Agendas & Sign-in Sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Summative Evaluation: The Campus Leadership Team (CLT) meets a minimum of 6 times/year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus Leadership Team meets regularly with administration regarding the professional development needs of the campus.	1, 2, 3, 4, 6, 8	Principal, AP, CLT members	Minutes, sign-in sheets, agendas				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Community resources list will be updated and made available throughout the school year.

Summative Evaluation: Community resources list will be maintained and/or edited at least 3 times per year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	2, 6, 9	Principal, AP, Counselor, Office Staff, Nurse, teachers	Comprehensive list of known resources & services				
2) Evaluate and update campus procedures for all staff members on referral process for families in need.	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Office Staff, Teachers	Documentation of evaluation/updates and lists of referrals, agendas & sign-in sheets				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau

Summative Evaluation: Mambrino staff will increase the use of the Speaker's Bureau (and other community speakers and resources) by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Teachers utilize the Speaker's Bureau to bring relevant real world experiences from community members into the classroom to enhance academic learning.	1, 2, 3, 6, 8, 9, 10	Principal, AP,Teachers	Lesson Plans Sign-In documentation				

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

State Compensatory

Budget for Mambrino School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 107 0 24 000	6118 Extra Duty Stipend - Locally Defined	$5,000.00
	6100 Subtotal:	**$5,000.00**
6300 Supplies and Services		
199 E 11 6397 IS 107 0 24 00N	6397 Other Equipment - Locally Defined	$5,660.00
	6300 Subtotal:	**$5,660.00**

Title I Personnel

Name	Position	Program	FTE
Suzan Turner	Instructional Specialist	Title I Schoolwide	1

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**September 21, 2015**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Dr. James M. Largent**
		Date:	**September 16, 2015**
		RE:	**Hood County Appraisal District Director Positions**

SUMMARY: We have three director positions currently occupied by Walter Baldree, Terry Johnson, and Tony Smith whose terms will expire from the Hood County Appraisal District. All three have expressed a willingness to serve another term. If you have someone you would like to nominate please let me know or discuss with Mark.

Respectfully submitted,



Dr. James M. Largent
Superintendent

HOOD COUNTY APPRAISAL DISTRICT

1902 WEST PEARL STREET • P. O. BOX 819
GRANBURY, TEXAS 76048
PHONE: 817-573 2471 • FAX: 817-573-6313

GREG STEWART, CHIEF APPRAISER

September 16, 2015

ATTN: Dr. James Largent, Superintendent
Granbury I.S.D.
600 West Pearl St.
Granbury, TX 76048

RE: Selection Process
Board of Directors

Dear Dr. Largent:

We have three director positions currently occupied by Walter Baldree, Terry Johnson, and Tony Smith whose terms will expire. All three have expressed a willingness to serve another term if elected. These terms will expire on December 31, 2015. As you are aware, the taxing entities play a vital role in the selection process of the Hood County Appraisal District Board.

I will outline the time frame concerning the selection process of the Appraisal District's Board of Directors per Section 6.03, Property Tax Code and Section 6.031 as amended by the Hood County Taxing Entities.

(A) **Before October 15** each taxing unit may nominate one candidate for each position to be filled. The presiding officer of the unit submits the names and addresses by written resolution, order, or ordinance to the Chief Appraiser before October 15.

(B) **Before October 30,** the Chief Appraiser must prepare a ballot listing the nominees alphabetically by each candidate's last name and deliver a copy of this ballot to each presiding officer of the taxing unit.

(C) Each taxing unit shall cast one vote for each position to be filled by written resolution and submit it to the Chief Appraiser **before December 15** (in this case two votes).

(D) The Chief Appraiser must count the votes and declare the candidates who received the largest vote totals **before December 31**. The Chief Appraiser then notifies all taxing units and all candidates of the outcome.

(E) If the final vote results in a tie, the Chief Appraiser will resolve the tie according to Section 6.03(k).

Please let me know if you have any questions.

Sincerely,

Greg Stewart

Greg Stewart
Chief Appraiser

GS/lh

Enclosure

Director Qualifications

An appraisal district director must reside in the appraisal district for at least two years immediately proceeding the date he or she takes office.

A person may serve on the governing body of a taxing unit in the appraisal district--that is, a city councilman, school board trustee, county commissioner, or other board member--and still be eligible to serve as a director. The common-law doctrine of incompatibility (holding offices that have conflicting demands on the holder) does not prohibit the same person from holding both offices. There is no limit to the number of elected officials that may serve on the board.

An employee of a taxing unit in the appraisal district is not eligible to serve as a director. The only time that a taxing unit's employee may serve is if that employee is also an elected official. For example, a city councilman who is employed as the school business manager may serve as a director.

The Property Tax Code prohibits nepotism and conflict of interests for appraisal district directors and chief appraisers.

In considering individuals to serve as directors, taxing units should look for expertise in such areas as accounting, finance, management, personnel administration, contracts, computers, real estate, or taxation. Any person elected to the Appraisal District Board of Directors cannot owe any delinquent taxes.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**September 21, 2015**
Action:	**Discussion/Action**

To: **Board of Trustees** **From:** **Dr. James M. Largent**
Date: **September 15, 2015**
RE: Parker County Appraisal District Board of Director Nominations

SUMMARY: There are five director positions currently occupied by Warner Killough, John Hinton, Steve Harris, Gary Aguillard, and David Fischer. If you have someone that you would like to nominate please let me know or discuss with Mark.

RECOMMENDATION:

Respectfully submitted,



Dr. James M. Largent
Superintendent

PARKER COUNTY APPRAISAL DISTRICT
1108 Santa Fe Drive
Weatherford, Texas 76086

TELEPHONE: 817-596-0077
FAX: 817-613-8096

August 26, 2015

Dr. James Largent, Superintendent
Granbury Independent School District
600 W. Pearl Street
Granbury, Texas 76048

Dear Dr. Largent:

It is time once again for taxing units in the Parker County Appraisal District to select appraisal district directors. A board of five directors governs the appraisal district by establishing policies and procedures for the district's organization and operation. These directors will serve a two-year term beginning January 1, 2016.

The Texas Property Tax Code requires the Chief Appraiser to conduct the selection process. The following steps outline the Chief Appraiser's duties in this regard: **(These dates are directory and not mandatory)**

By October 1	Notify each taxing unit entitled to participate in the selection process of the number of votes it may cast and request candidate nominations.
By October 15	Receive director nominations from each voting tax unit.
By October 30	Prepare and deliver a ballot listing all nominees to the presiding officer of each voting unit.
Before December 15	Taxing units determine its vote and submits by resolution to the Chief Appraiser.

To be eligible to serve on the board of directors, a person must be a resident of the appraisal district and must have resided in the district for at least two years immediately preceding the date of taking office. An employee of a taxing unit is prohibited from serving as a director unless the employee is also an elected official or member of the governing body of a taxing unit that participates in the appraisal district.

The following persons currently serve on the Parker County Appraisal District board of directors: Warner Killough, John Hinton, Steve Harris, Gary Aguillard, David Fischer.

NOTE: After 22 years of service, Warner Killough has indicated that he does not wish to serve another term.

The first step in the selection process requires the Chief Appraiser to calculate and notify each voting taxing unit of the number of votes it is entitled to cast. The number of votes allocated to a voting taxing unit is based on the ratio of its 2014 tax levy to the total tax levy of all voting units. The voting entitlement is shown below:

Taxing Entity	Number of Votes
Aledo ISD	895
Azle ISD	275
Brock ISD	185
Garner ISD	50
Granbury ISD	30
Lipan ISD	5
Millsap ISD	125
Mineral Wells ISD	5
Peaster ISD	95
Perrin Whitt ISD	15
Poolville ISD	35
Springtown ISD	290
Weatherford ISD	1285
City of Aledo	20
City of Azle	20
City of Fort Worth	10
City of Millsap	0
City of Mineral Wells	10
City of Reno	10
City of Sanctuary	0
City of Springtown	25
City of Weatherford	240
City of Willow Park	40
Parker County	1045
Weatherford College	290

Each voting tax unit may nominate one candidate for each position to be filled. Thus, your unit may nominate from one to five candidates. Nominations must be made in an open meeting and the presiding officer must submit the names of the nominees by written resolution(sample resolution enclosed) to the Chief Appraiser by October 15, 2015. **(This date is directory and not mandatory)**

Please put this important item on your board meeting agenda, keeping in mind that nominations must be received by October 15, 2015 or very soon thereafter.

The quality of the property tax system in Parker County depends to a great extent on the appraisal district board of directors. Please consider your nominations carefully so that the Parker County Appraisal District can continue to provide the level of service the taxpayers and taxing units deserve.

Sincerely,

Larry Hammonds
Chief Appraiser

CENTRAL APPRAISAL DISTRICT
OF JOHNSON COUNTY

Received
SEP 17 2015
Granbury ISD

109 N Main St
Cleburne, TX 76033
Metro (817) 648-3000
Fax (817) 645-3105
www.johnsoncad.com

Board of Directors
Byron Black – Chairman
Bob Spurlin – Vice Chairman
Kent Williams – Secretary
Don Beeson
Toby Ford
Scott Porter – Tax Assessor/Collector

Executive Director/Chief Appraiser
Jim Hudspeth, RPA, RTA, CTA, CSTA, CCA

September 14, 2015

Dr. James Largent, Superintendent
Granbury Independent School District
600 W. Pearl Street
Granbury, Texas 76048

Dear Dr. Largent:

An election will be held this coming December to determine who will serve on the Board of Directors for the Central Appraisal District of Johnson County for the years 2016 and 2017. The board consists of five members.

In accordance with Section 6.03(d) of the Texas Property Tax Code, we have calculated the number of votes to which each taxing unit in our district is entitled. As indicated on the calculation enclosed, Granbury ISD is entitled to 22 votes. Please submit the name(s) of any nominee(s) (up to five persons), by resolution adopted by your governing body, to me on or before October 15, 2015. (A sample resolution is enclosed). Legislation prohibits nominations received after this date from appearing on the ballot.

I will then prepare a ballot listing the candidates, and deliver a copy of the ballot to you before October 30, 2015. Your governing body will then determine its vote by resolution and submit it to me on or before December 15, 2015. At that time I will count the votes, declare the five candidates who receive the largest cumulative vote totals elected, and submit the results to you and to the candidates prior to December 31, 2015.

As you can see, timeliness is very important. Please let me know if you have any questions regarding this matter.

Sincerely,

Jim Hudspeth, RPA, RTA, CTA, CSTA, CCA
Executive Director/Chief Appraiser

JH/dp

Enclosures

CENTRAL APPRAISAL DISTRICT OF JOHNSON COUNTY

CALCULATION OF VOTES FOR ELECTION OF BOARD OF DIRECTORS FOR 2016-2017

TAXING ENTITY	2014 LEVY	PORTION OF TOTAL LEVY IN DISTRICT	X 1000 X 5 SEATS = NUMBER OF VOTES
CITY OF ALVARADO	2,023,556.43	0.0086	43
CITY OF BURLESON	15,238,571.96	0.0645	323
CITY OF CLEBURNE	14,884,925.74	0.0630	315
CITY OF CROWLEY	18,227.04	0.0001	1
CITY OF GODLEY	301,515.58	0.0013	6
CITY OF GRANDVIEW	459,851.68	0.0019	10
CITY OF JOSHUA	2,239,078.46	0.0095	47
CITY OF KEENE	1,839,421.14	0.0078	39
CITY OF MANSFIELD	1,265,353.03	0.0054	27
CITY OF RIO VISTA	208,579.59	0.0009	4
CITY OF VENUS	736,540.43	0.0031	16
ALVARADO ISD	21,260,070.74	0.0900	450
BURLESON ISD	36,537,914.57	0.1547	774
CLEBURNE ISD	35,652,765.01	0.1510	755
CROWLEY ISD	781,096.68	0.0033	17
GODLEY ISD	10,062,297.18	0.0426	213
GRANBURY ISD	1,018,252.74	0.0043	22
GRANDVIEW ISD	3,956,397.44	0.0168	84
JOSHUA ISD	19,340,913.05	0.0819	409
KEENE ISD	2,330,966.58	0.0099	49
MANSFIELD ISD	7,316,818.53	0.0310	155
RIO VISTA ISD	4,417,095.26	0.0187	94
VENUS ISD	3,488,334.10	0.0148	74
HILL COLLEGE	3,307,507.11	0.0140	70
JOHNSON COUNTY	47,475,043.35	0.2010	1003
TOTAL ALL TAXING UNITS	236,161,093.42	1.0000	5000

NOTE: IT REQUIRES AT LEAST 834 VOTES TO SECURE ONE NOMINEE TO A POSITION ON THE BOARD.

CENTRAL APPRAISAL DISTRICT OF JOHNSON COUNTY

BUDGET SHARE FOR YEAR 2015
BY JURISDICTION

2015 BUDGET:	**$3,396,609.00**				
	TAX LEVY	**PERCENT**	**LESS ESD1**	**BUDGET**	**QUARTERLY**
JURISDICTION	**2014**	**OF BUDGET**	**X .99**	**SHARE**	**PAYMENT**
ALVARADO ISD	21,260,070.74	9.002%	8.912%	$302,717.21	$75,679.30
BURLESON ISD	36,537,914.57	15.472%	15.317%	$520,254.87	$130,063.72
CLEBURNE ISD	35,652,765.01	15.097%	14.946%	$507,651.43	$126,912.86
CROWLEY ISD	781,096.68	0.331%	0.327%	$11,121.85	$2,780.46
GODLEY ISD	10,062,297.18	4.261%	4.218%	$143,274.71	$35,818.68
GRANBURY ISD	1,018,252.74	0.431%	0.427%	$14,498.66	$3,624.67
GRANDVIEW ISD	3,956,397.44	1.675%	1.659%	$56,334.22	$14,083.56
JOSHUA ISD	19,340,913.05	8.190%	8.108%	$275,390.76	$68,847.69
KEENE ISD	2,330,966.58	0.987%	0.977%	$33,190.09	$8,297.52
MANSFIELD ISD	7,316,818.53	3.098%	3.067%	$104,182.48	$26,045.62
RIO VISTA ISD	4,417,095.26	1.870%	1.852%	$62,893.99	$15,723.50
VENUS ISD	3,488,334.10	1.477%	1.462%	$49,669.58	$12,417.39
ALVARADO CITY	2,023,556.43	0.857%	0.848%	$28,812.95	$7,203.24
BURLESON CITY	15,238,571.96	6.453%	6.388%	$216,978.48	$54,244.62
CLEBURNE CITY	14,884,925.74	6.303%	6.240%	$211,943.00	$52,985.75
CROWLEY CITY	18,227.04	0.008%	0.008%	$259.53	$64.88
GODLEY CITY	301,515.58	0.128%	0.126%	$4,293.21	$1,073.30
GRANDVIEW CITY	459,851.68	0.195%	0.193%	$6,547.72	$1,636.93
JOSHUA CITY	2,239,078.46	0.948%	0.939%	$31,881.72	$7,970.43
KEENE CITY	1,839,421.14	0.779%	0.771%	$26,191.09	$6,547.77
MANSFIELD CITY	1,265,353.03	0.536%	0.530%	$18,017.07	$4,504.27
RIO VISTA CITY	208,579.59	0.088%	0.087%	$2,969.92	$742.48
VENUS CITY	736,540.43	0.312%	0.309%	$10,487.43	$2,621.86
JOHNSON CO	47,475,043.35	20.103%	19.902%	$675,986.11	$168,996.53
ESD1	0.00	0.000%	1.000%	$33,966.09	$8,491.52
HILL COLLEGE	3,307,507.11	1.401%	1.387%	$47,094.82	$11,773.71
TOTAL	**$236,161,093.42**	**100.0%**	**100.0%**	**$3,396,609.00**	**$849,152.25**

(SAMPLE RESOLUTION)

RESOLUTION BY _____ AFFIRMING THE NOMINATION(S) FOR CANDIDATE(S) FOR THE BOARD OF DIRECTORS FOR THE CENTRAL APPRAISAL DISTRICT OF JOHNSON COUNTY, TEXAS.

This is to affirm that _____ on the this the_____day of _____, 2015, did move and approve the following nomination(s). Furthermore, said candidate(s) is(are) eligible for election to the Board of Directors of the Central Apraisal District of Johnson County for the 2016-2017 term.

NOMINATION(S) _____

_____

VOTING FOR: _____

_____

VOTING AGAINST: _____

Said resolution was moved and approved on this the_____day of _____, 2015.

Certified by: **Attest:**

_____ _____

Official Delegate Designation Form

Please note:

- Only board members of TASB Active Members (public schools and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (**https://www.tasb.org/apps/memberprofile/index.aspx**). If you have any questions about updating your membership information, contact Anisa Pope (contact information located at bottom of page).
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (**https://www.tasb.org/apps/memberprofile/index.aspx**).

Delegate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

_____

Alternate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

_____

Name of school district: _____

County-district number: _____ **TASB (ESC) region number:** _____

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2015 TASB Delegate Assembly in Austin, Texas, on October 3, 2015 (as provided by the TASB Bylaws).

Board president's signature: _____ Date: _____

*Please return your board's designations online or to the address below by **September 10, 2015**, to receive Delegate Assembly packets by mail. Delegates submitted after the deadline will need to be certified on site by the Credentials Committee and receive their packets at that time.*

Texas Association of School Boards
Attn: Anisa Pope
P.O. Box 400
Austin, Texas 78767-0400

Fax: 512.467.3554

Questions? Contact Anisa Pope at 800.580.8272 or anisa.pope@tasb.org.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Presentation

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: Presentation by Total Compensation Group Investment Advisory Services, LP and the Managed Asset Portfolio Program (MAPP)

SUMMARY:

Board Investment Policy CDA (Local) establishes, among other things, that, "*The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy.*"

In an effort to increase the District's earning potential as well as diversify its investments, District administration would like to consider entering into an agreement with Total Compensation Group Investment Advisory Services, LP (TCG Advisors). TCG has developed the Managed Asset Portfolio Program (MAPP) as a means of providing tailored fixed income investment solutions to help school districts earn greater returns on their investments. Per TCG, the MAPP program utilizes sound, time-proven investment strategies that are practical, yet progressive. TCG also indicates that the MAPP program is compliant with the Public Funds Investment Act. The attached information gives greater detail on TCG's business practices and its qualifications as well as the MAPP program. In addition, TCG has prepared a Fixed Income Portfolio Analysis Report as well as a slide presentation that they will present to the board and then answer any questions the board may have about their company and the services they offer. If the board chooses to move forward, district administration will present the agreement at the October board meeting for approval as well as any changes to investment policy that may need to be made.

Respectfully submitted,

D Williams

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dr. James Largent
Dobie Williams

Date Submitted: September 14, 2015

TCG ADVISORS



strategic approach to ASSET MANAGEMENT FOR YOUR SCHOOL DISTRICT

consulting
strategizing
educating
investing

TCG can help you
map out a deliberate investment strategy



ARE YOU MAXIMIZING THE TAXPAYERS ASSETS?

Each district has its own set of financial goals, so why wouldn't your asset management strategy reflect these distinctive needs? Mapping out a unique plan will positively impact your District's long-term financial goals.

Core Principles of Our Strategy

- Safety
- Liquidity
- Yield

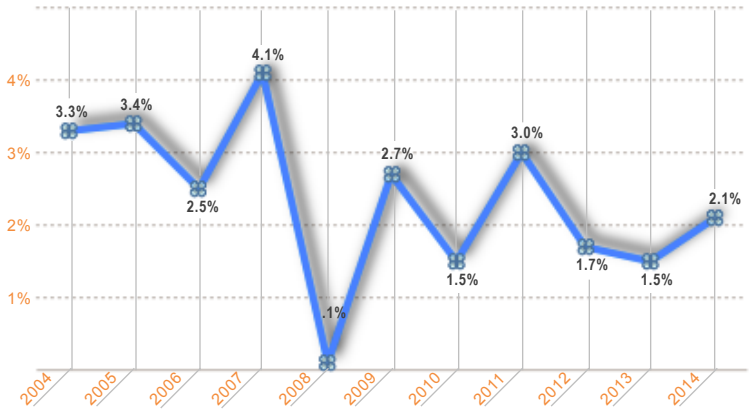
Now more than ever, people are looking to add value in ways they haven't before. Letting your District's funds sit idle in a near-money market equivalent will not allow you to achieve the successes your Board and Community are looking to achieve.

TCG's Managed Asset Portfolio Program (MAPP) can assist you with adding value.

THE *RISK* OF INACTION

We know a few things about financial risks. First and foremost, you cannot escape them no matter how hard you try. Through proper diversification and planning you can hope to minimize the impact. One risk factor that is rarely considered in the plan is the *Purchasing Power Risk*. This is the chance that the cash flows from an investment won't be worth as much in the future due to inflation. A $1 today is not the same $1 even 5 or 10 years into the future. There are risks to letting your money be lazy.

ANNUAL INFLATION RATES CHART (2004—



PUT YOUR MONEY TO WORK AS HARD AS YOU DO

TCG strives to allocate your funds to earn the highest possible rate of return on your investment, all the while maintaining the absolute standards we need to protect your principal. Common misconceptions, and misunderstandings, about the Public Funds Investment Act tend to cause District leaders to rely too heavily on the shortest duration allowed, and not the point on the yield curve that provides the highest benefit.

WE WANT YOUR MONEY TO WORK AS HARD AS YOU DO

Are you getting the most out of your current financial strategy?

FINANCE EXPERTS ARE JUST THAT…EXPERTS

You may not surround yourself with investment strategies, but there are those who live it and breath it everyday —they are schooled on managing risk. Does it hurt to earn more?

BY *NOT* TAKING A RISK… YOU *ARE* RISKING

Did you know you and your District have more options than what are commonly known?

MAPP

Portfolio Investment Advisory Services

TCG ADVISORS PROVIDES AN EXPERT SOLUTION TO WHICH MOST DISTRICTS DIDN'T KNOW THEY HAD ACCESS.

Mapping The Plan

TCG's planning process begins with an in-depth analysis of the client's current financial situation and what that client's financial situation could look like down the road. Working from that clear picture, TCG works closely to identify, clarify and prioritize your goals. Planning requires discipline, starting with an assessment of resources, continuing with an analysis of existing and pending liabilities and moving constantly toward the identification of a desirable end result.

Implementing the Plan

—Cash flow analysis determining efficiencies of investment durations.

—Analysis of organizational risk/return ratios.

—Utilization of time-proven portfolio management strategies.

—Analysis of existing investments regarding optimum return.

—Provide educational materials for the board/community, offering rationale explanations of potential new investment strategies.

TCG relies on a prudent analysis of market factors and a grasp of overall market trends to make sound investment decisions.

COMMON MISCONCEPTIONS

—**"We're taking too much risk"**

The Public Funds Investment Act states what securities are authorized investments for school districts. You and TCG are only investing in what is already approved by law. All investing involves risk; MAPP helps to diversify it.

—**"The Public Funds Act doesn't allow us to invest that long"**

Not all government entities are treated equally; don't get lumped in with cities, counties, etc. Per the PFA, investment pools must manage funds to the lowest common denominator since they hold funds for all types of entities. Did you know that the PFA has a section which specifically gives independent school districts more flexibility and options?

—**"We already have a financial advisor"**

Yes you do, but you don't have a Portfolio Investment Advisor. Your financial advisor does not, and will not, act as a fiduciary and provide you with ongoing investment advice on how to manage your fund balances and capital project/bond proceeds.

—**"We issue our bonds over the course of several years to keep interest costs low"**

In the current interest rate environment this strategy may actually work against you. Waiting to issue bonds may result in a counterproductive situation where your borrowing costs are higher than today. If you are able to invest those dollars to earn a rate closer to the rate at which you issue debt, you can lock in your borrowing cost and provide a more realistic budget figure.

MAPPED OUT, TIME-PROVEN INVESTMENT STRATEGIES CAN WORK FOR YOUR DISTRICT

Our clients rely on us for guidance, from evaluating which investment options are authorized under the Public Funds Investment Act (PFA), to objectively analyzing their individual securities portfolio. TCG has a long history of providing tailored fixed income investment solutions to its clients. We believe that a well-defined and prudently disciplined investment strategy is an organization's best approach, and TCG's expertise provides strategies and services to meet the districts' needs.

TCG ADVISORS TAKE 100% FIDUCIARY RESPONSIBILITY

As an SEC-registered Investment Advisor and registered Municipal Advisor, TCG has a fiduciary duty to provide the highest level of care to our clients. As fiduciaries we always act in complete fairness and never exert any pressure, take selfish advantage, or deal with the client in such a way that benefits ourselves or prejudices the client. These rules are non-negotiable. At TCG, we are committed to delivering value for our clients and providing complete transparency in everything we do. We offers the highest level of transparency with regard to the details of client portfolios, providing clients any time access to the status of their assets, which are held in safekeeping with industry-leading custodians and trust companies.

INVESTMENT POLICY STATEMENT (IPS)

We work with you to develop an Investment Policy Statement that helps to clearly communicate the procedures, investment philosophy, guidelines and constraints to which the parties must adhere. Use of an IPS with each investment client is a best practice for investment advisors and should be expected by clients hiring a professional investment advisor.

MAPP

TCG is *at work* for you

WE WORK HARD FOR YOUR MONEY

how to
surpass your taxpayer's expectations

MAPP CAN HELP *MAKE* MONEY WITH *YOUR* MONEY

We use an investment strategy that is practical yet progressive. The Public Funds Investment Act has stymied public entities ability to utilize sound time-proven investment strategies. Therefore, school boards, superintendents, and CFOs have little incentive to do anything other than what is the "safest" approach. The MAPP strategy looks closer at defining the variables "risk" and "safe"—all while adhering 100% to the Public Funds Investment Act.



The following underlying tenets form the foundation of the MAPP method of best utilizing public monies:

- when one is not meeting at least *inflation*, one is actually losing "principal";
- the entity's finance office should dictate the utilization of monies rather than a construction schedule that is developed chiefly by those who have a vested interest in spending;
- there can be an increase in potential reward greater than the increase in potential risk by implementing the MAPP strategy;
- the upside potential from implementing MAPP may be more significant than other strategies, such as refinancing of debt, energy management, etc.; and
- there is a significant investment value to be added working within the parameters of the Public Funds Investment Act.

Using MAPP can require a possible change in an entity's investment protocol, but it will definitely require a change in thinking...a desire to make your monies work as hard as you do for your district or municipality.

THE INVESTMENT STRATEGY FOR YOUR BOND PROCEEDS

We created this strategy by reviewing how one Texas school district invested $38.9 million of proceeds from bonds it issued. Matching the project schedule to bond maturities, it invested $15 million in bonds maturing in 2020. Most of the remaining proceeds were invested in promissory notes maturing in late 2014, and a small portion was invested in commercial paper. This district has an estimated $2.4 million in income/ return. The government investment pool was estimated to return $110,000.

The estimated positive impact to taxpayers is about $2.29 million.

The strategy we have developed is to

- Analyze the project schedules;
- Determine payment schedules for each project;
- Match the bond maturities to the schedule;
- Use promissory notes for mid-term requirements; and
- Use commercial paper to meet near-dated payment requirements.

Using MAPP can have a positive impact for your district or municipality. This yields a positive impact for your taxpayers.

> “One hears of headline *risk* when investing—but what a pleasure to experience headline *reward!* When your district or municipality earns *more* than the painfully low “pools” make available, then the taxpayers are being well served—and your board will be happy.”

Using the MAPP strategy is not a guarantee of investment performance as all investing involves risk.

CONSULTING
STRATEGIZING
EDUCATING
INVESTING

As a highly-regarded investment advisor, TCG is able to respond nimbly to changing market environments. We can do this while maintaining alignment with the school district's interest and delivering an exceptional service experience.

Our disciplined team of MAPP Advisors begins with an in-depth analysis of the district's current financial situation and what that district's financial future could look like years down the road. This lucid picture allows the MAPP professionals to work closely with the school board, superintendent and CFO to clarify, quantify, and prioritize their goals.

Isn't it time for your district to take a proactive and innovative direction where your taxpayer's funds are concerned? TCG's Advisors are here to help map out an investment strategy for your school district.



DISCLOSURES:
Total Compensation Group Investment Advisory Services, LP ("TCG Advisors, LP") is a registered investment advisor regulated by the U.S. Securities and Exchange Commission (SEC) and is a registered municipal advisor regulated by the Municipal Securities Rulemaking Board (MSRB), subject to the Rules and Regulations of the Investment Advisor Act of 1940 and MSRB rules, and is a part of TCG Group Holdings, LLP. We are located in Austin, Texas. A copy of our Form ADV Part IIs is available upon request.

This brochure is for informational purposes only and does not constitute an offer to sell, a solicitation to buy, or a recommendation for any security, or as an offer to provide advisory or other services in any jurisdiction in which such offer, solicitation, purchase or sale would be unlawful under the securities laws of such jurisdiction. Past performance may not be indicative of any future results.

No current or prospective client should assume that the future performance of any investment or investment strategy referenced directly or indirectly in this brochure will perform in the same manner in the future. Different types of investments and investment strategies involve varying degrees of risk—**all investing involves risk**—and may experience positive or negative growth.

Nothing in this brochure should be construed as guaranteeing any investment performance.

TCG-CJ-1 9/2014

TCG ADVISORS

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Suite 350
Austin, TX 78746
512.309.9939 ph
512.306.9959 fax

www.tcginvestments.com

TCG Advisors, LP Disclosures

Attached are the ADV Part IIA, ADV Part IIB, and our Privacy Policy Notice.

To view the TCG Advisors Form ADV on the SEC Website, go to:
www.adviserinfo.sec.gov/IAPD/Content/Search/iapd_OrgSearch.aspx
and input “TCG Advisors.”

Item 1 — Cover Page

TOTAL COMPENSATION GROUP INVESTMENT ADVISORY SERVICES, LP (dba TCG ADVISORS, LP)

900 South Capital of Texas Highway, Suite 350
512.306.9939
www.tcginvestments.com

May 20, 2015

This Brochure provides information about the qualifications and business practices of TCG ADVISORS, LP. If you have any questions about the contents of this Brochure, please contact David E. Friedman at 512.600.5225 or dfriedman@tcggroupholdings.com. The information in this Brochure has not been approved or verified by the United States Securities and Exchange Commission or by any state securities authority.

TCG ADVISORS, LP is a registered Investment Adviser. Registration of an Investment Adviser does not imply any level of skill or training. The oral and written communications of an Adviser provide you with information which will help you determine to hire or retain an Adviser.

Additional information about TCG ADVISORS, LP also is available on the SEC's website at www.adviserinfo.sec.gov. Input "Total Compensation Group" to search for us.

Item 2 — Material Changes

Pursuant to new SEC Rules, we will ensure that you receive a summary of any materials changes to this and subsequent Brochures within 120 days of the close of our business' fiscal year. We may further provide other ongoing disclosure information about material changes as necessary.

We will further provide you with a new Brochure as necessary based on changes or new information, at any time, without charge.

You may request our Brochure by contacting David E. Friedman at 512.600.5225 or dfriedman@tcggroupholdings.com. Our Brochure is also available on our website, www.tcginvestments.com, also free of charge.

Additional information about TCG Advisors, LP is also available via the SEC's web site www.adviserinfo.sec.gov. The SEC's web site also provides information about any persons affiliated with TCG Advisors, LP who are registered, or are required to be registered, as investment adviser representatives of TCG Advisors, LP.

The ACM Note was removed from this disclosure as it was paid off in full.

TCG Advisors is now a Municipal Advisor registered with the Municipal Securities Rulemaking Board (MSRB). We have a new investment program—the Managed Asset Portfolio Program (MAPP)—available to public entities in Texas.

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Item 4 — Advisory Business

Who We Are

TCG ADVISORS, LP has operated since 2001. We are a privately-held partnership owned by Total Compensation Group Holdings, LLP and Total Compensation Group Investment Advisory Services Management, LLC. John J. Pesce, CEO, and Mike W. Cochran, Chairman, are the founding partners. John J. Pesce is the majority General Partner of Total Compensation Group Holdings, LLP and the majority Member of Total Compensation Group Investment Advisory Services Management, LLC.

We provide investment advisory services and detailed, written financial and retirement plans to individuals, pension and profit-sharing plans, trusts, businesses, individual retirement accounts, state and municipal government retirement plans, public school district general obligation and project development funds, and sub-advisory services to insurance companies and other entities. Occasionally, we provide non-securities related advice to our clients, such as advice on compensation, retirement plans and benefits for employees. In designing our services, we consider the client's financial situation, investment objectives, time horizon, risk tolerance and other client needs. We are a strictly fee-based advisor, rather than commission-based.

Through our affiliate—Total Compensation Group Consulting, LP ("TCG Consulting")—we also provide consulting services for a fee to institutional clients to analyze and to assist in preparing Requests for Proposals for insurance and investment products, and to employers and employees on the negotiation of terms for employment contracts. Some of these clients are also investment advisory clients of TCG ADVISORS, LP. TCG Consulting is also strictly fee-based.

Portfolio Management

We design and manage eight (8) discretionary investment portfolios for individual clients—the Managed Account Program (also referred to as "MAP"). "Discretionary" means that the client, you, gives us permission to make trades in your account(s) without first getting your approval. If you have securities in your account that you do not want traded, we will segregate those securities and only trade the remainder of the account(s).

Knowing that all investing involves risk, we seek to manage risk by using a mixture of growth equities (usually exchange traded funds (ETFs), but also mutual funds) and fixed income investments (bonds, fixed income ETFs, bond funds and other cash equivalent funds). The portfolios range from a speculative tactical model invested 100% in growth equities to a conservative preservation tactical model invested 100% in fixed income investments. The models are

- Aggressive Growth
- Growth
- Balanced
- Conservative
- Preservation

- TCG Tactical Model 100% Equities
- TCG Tactical Balanced Model
- TCG Tactical Model 100% Fixed Income

We also have a discretionary model that is a Rotation Model (Sector / Country). The model can be invested 100% in cash. In some instances, this portfolio may be the used as your core investment.

With the exception of the tactical models, you may invest one hundred percent (100%) in one of our other six models as your core asset, or you may choose to have some of your assets in one of our satellite allocations. (When using the satellite with the core assets, the split is usually 80% core and 20% satellite, though this may vary based upon your total investable assets.) The satellite allocation seeks to increase the *Alpha* of your portfolio. *Alpha* is a measurement of the performance of your portfolio on a risk-adjusted basis, comparing the volatility or price risk of your investment to its risk-adjusted performance compared to an appropriate benchmark (e.g., the S&P 500, the Lehman Brothers Aggregate Bond Index, etc.). The higher the *Alpha* is the better the return is for the expected risk. Remember that past performance is not, however, a guarantee of future returns.

Because all investors are different, we discuss each client's tolerance for risk when assisting him/her in deciding into which portfolio his/her account(s) should be invested. All clients are given an Investment Policy Statement that will

- establish reasonable expectations, objectives, and guidelines in the investment of the Portfolio's assets;
- set forth an investment structure detailing permitted asset classes, normal allocations and permissible ranges of exposure for the Portfolio;
- encourage effective communication between the Investor and the Advisor; and
- create the framework for a well diversified asset mix that can be expected to generate acceptable long-term returns at a level of risk suitable to the Investor.

We review accounts on a regular basis and then we discuss that analysis with each client to determine if he/she should continue in such portfolio or change into a new one based upon current circumstances.

Par 4—USA

Our "Par 4—USA" equity strategy is a domestic large cap equity portfolio designed to generate a flow of steady current income as well as provide the potential for long term capital appreciation. The portfolio is comprised of 25 blue chip common stocks in evenly weighted positions (4% in each stock) to minimize stock specific risk; the Par 4—USA portfolio is broadly diversified among the major industry groups to help minimize economic sector risk. Individual stock positions are selected based on each company's sound fundamentals and its ability to pay substantial regular dividends. We target the average current yield of the Par 4—USA portfolio at 4%, though there is no guarantee that we will achieve such yield.

Par 4—International

Our "Par 4—International" equity strategy is an international (ex-United States) large cap equity portfolio designed to generate a flow of steady current income as well as provide the potential for long term capital appreciation. The portfolio is comprised of 25 blue chip common stocks in evenly weighted positions (4% in each stock) to minimize stock specific risk; the Par 4—International portfolio is broadly diversified among the major industry groups to help minimize economic sector risk. Individual stock positions are selected based on each company's sound fundamentals and its ability to pay substantial regular dividends. We target the average current yield of the Par 4—International portfolio at 4%, though there is no guarantee that we will achieve such yield.

TCG Select Investors, LLC

TCG Select Investors, LLC is a limited liability company formed to provide a business loan to Excel Finance Holding Company ("Excel Holdings"), Excel Finance Company, a Texas corporation ("Excel Texas") and Excel Finance Company, a Louisiana corporation ("Excel Louisiana"). The members of TCG Select Investors, LLC are charged an annual one percent (1.0%) management fee on a monthly basis at a rate of 0.000833333. Only Accredited Investors or Qualified Clients may participate in this alternative investment.

TCG Select Investors Two, LLC

TCG Select Investors TWO, LLC is a limited liability company formed to provide a business loan to 1845 Oilfield Services, Inc. D&T Trucking paid a $100,000 management fee upfront to TCG, which was not charged to the members of Select Investors Two. The members of TCG Select Investors, LLC are charged an annual one percent (1.0%) administrative fee on a monthly basis at a rate of 0.000833333. Only Accredited Investors or Qualified Clients may participate in this alternative investment.

TCG Select Investors Three, LLC

TCG Select Investors Three, LLC is a limited liability company formed to provide a business loan to Michael Dre, LLC. The members of TCG Select Investors Three, LLC are charged an annual one percent (1.0%) management fee on a monthly basis at a rate of 0.000833333. Only Accredited Investors or Qualified Clients may participate in this alternative investment.

Managed Asset Portfolio Program (MAPP)

MAPP is a portfolio management program for municipal entities (i.e., public schools, county governments, etc.) that constructs, invests, and monitors the entity's funds (e.g., general obligation funds, project development funds, etc.), subject to the investment objectives and risk profiles of such fund and the Texas Public Funds Investment Act. We will develop a Written Investment Strategy for each entity's separate fund account.

TCG receives a Management Fee and a Performance Fee (the Performance Fee will be explained under Item 6 below). The Management Fee is 0.1% (10 basis points) billed monthly at a rate of 0.0000833333 for MAPP accounts of $50 million or less. Accounts over $50 million are charged under the following schedule:

Assets			Management Fee
$ 0.00	—	$ 50,000,000	0.10 %
$ 50,000,000.01	—	$ 100,000,000	0.08 %
$ 100,000,000.01	—	$ 150,000,000	0.06 %
$ 150,000,000.01 and over			0.05 %

We may negotiate the Management and Performance Fees based on the size, duration and number of the municipality's account(s).

Single Member LLCs

TCG provides financial advice to two single member private fund limited liability companies. These funds are not open to clients other than their respective single members.

Retirement and Financial Plans

Our retirement and financial planning provides a detailed, written plan designed to assist our clients in achieving their stated objectives and goals. Our plans address some or all of the following areas:

- *Personal*: A review of liquid assets, an analysis of debt and a review of personal savings and spending patterns.
- *Risk Management*: An evaluation of the adequacy of a client's risk management techniques (with respect to common risks, such as premature death, disability, illness, property loss and/or damage, liability, long-term care and unemployment.
- *Investments*: A review of a client's investments to ensure they are consistent with the client's risk tolerance and appropriate in light of the client's objectives and goals (e.g., time horizon, liquidity and marketability, rate of return and risk).
- *Tax*: A review of the impact of taxes on a client's portfolio and assistance in selecting appropriate investments based on tax efficiency.
- *Retirement Planning*: An evaluation of a client's current financial situation and retirement plans/needs and the appropriateness of current investment vehicles and potential investment vehicles, individually or as a composite.
- *Estate Planning*: A review of estate planning techniques to achieve the proper distribution of property, the minimization of estate settlement costs and taxes, and the care of dependents.

When providing retirement and financial plans, we may make general and/or specific product and strategy recommendations. If we make such recommendations, they will be tailored to meet the objectives, goals and risk tolerance of that specific client. The client is under no obligation to use our services to implement such recommendations.

Assets Under Management

We currently manage, as of December 31, 2014, the following client assets:

Discretionary Assets	593,178,343
Non-discretionary Assets	134,343,425
TOTAL	727,521,768

Over 90% of the Non-discretionary Assets are held by institutional clients that use Investment Advisory Committees. TCG ADVISORS, LP provides information and advice to these Committees, which then make their investment decisions.

Item 5 — Fees and Compensation

The specific manner in which we charge fees is detailed in our Customer Service Agreement, which you were given at the time you entered into an advisory relationship with us. We receive an asset management fee based on the Net Assets of each account for which we provide investment advisory services. ("Net Assets" means the market value of your account—or fair market value in the absence of a market value as of a specified date—, plus any credit balance or minus any debit balance.) The asset management fee may vary based on the nature, size and complexity of each client's account and is negotiable. The satellite allocations may have a different asset management fee; however, such funds allocated to the satellite position will only be charged that satellite's asset management fee and not the core asset management fee. You are not charged twice by us on your assets.

The asset management fee does not include brokerage commissions, ticket charges, interest charges, exchange fees, wire transfer fees, or other costs or fees associated with securities transactions or those required by law. The client, you, may incur charges imposed by managers, custodial fees, deferred sales charges, odd-lot differentials, transfer taxes, wire transfer and electronic fund fees, and other fees and taxes on brokerage accounts and securities transactions. Mutual funds and exchange traded funds also charge internal management fees, which are disclosed in the fund's prospectus.

Item 12 below further describes the factors that we consider in selecting or recommending broker/dealers for *client* transactions and determining the reasonableness of their compensation (*e.g.*, commissions).

Such charges, fees and commissions are exclusive of and in addition to our asset management fee, and we do not receive any portion of these commissions, fees, and costs.

Asset Management Fees

Our standard annual asset management fee schedule for individuals is as follows:

Net Assets			Management Fee
$ 0	—	$ 99,999.99	1.50 %
$ 100,000	—	$ 999,999.99	1.25 %
$ 1,000,000	—	$ 2,999,999.99	1.00 %
$ 3,000,000	—	$ 6,999,999.99	0.75 %
$ 7,000,000	—	$ 9,999,999.99	0.50 %
$10,000,000 and over			Negotiated

There may be an annual management fee charged by a third-party advisor for certain sub-accounts of our Managed Account Program. This amount is passed on directly to the outside advisor. This fee is in addition to our standard annual asset management fee and is charged only to those Clients who are invested in such sub-account.

Asset management fees are typically payable in advance on the first day of the specified period. The fees are based on the Net Assets of the account on the last day of the prior period and are a proportionate share of the annual management fee (e.g., ¼ of the annual fee for quarterly deductions, etc.). The specified period may be monthly, quarterly or semiannually. Typically, asset management fees are deducted by the custodian of your account(s) quarterly. Alternate fee-payment arrangements (i.e., payment by check) may be made. Asset management fees shall not be prorated for each capital contribution and withdrawal made during the applicable calendar quarter.

If you open or terminate an Account during a calendar quarter, you will be charged a prorated asset management fee. Such prorated asset management fee for the initial or terminal quarter is calculated as of the first day of a month based on the Net Asset value of the account on the last day of the prior month and is proportionate for the remaining number of months in the quarter. For example, when opening an account in the first month of the quarter, the proportionate asset management fee is calculated on the first day of the second month and then 2/3 of such fee is payable for the quarter. Upon termination of any account, any prepaid, unearned asset management fees, calculated in the same manner, will be promptly refunded, and any earned, unpaid fees will be due and payable.

Retirement and Financial Plan Fees

Retirement/financial planning services fess may be an hourly rate, a flat fee and/or a percentage of the assets under management. We charge $1,750 for a full financial plan, $850 for a retirement plan and $500 for an investment plan. These fees may vary based on the nature, size and complexity of each client's account and are negotiable. All fees are agreed to in advance of us entering into an agreement with any client. Such fees are payable only after the plan has been delivered to the client; however, alternative fee-payment arrangements may be made.

An agreement for retirement/financial planning services may usually be terminated, for any reason, upon written notice by either party. Since, however, these are often longer-term contracts negotiated with employers and other institutions, these contracts may have more restrictive termination provisions. If cancellation occurs, any unearned

fees will be refunded promptly to the client, and any unpaid fees become due and payable as of the date of the termination.

Item 6 — Performance-Based Fees and Side-By-Side Management

TCG ADVISORS, LP has no trading portfolios for individuals that charge a performance-based fee (fees based on a share of capital gains on or capital appreciation of the assets of a client). Our affiliated investment adviser—Fairway Asset Management, LLC—, has investments that it offers which do charge a performance-based fee. We may recommend these investment opportunities to some of our clients. Investments with performance-based fees are only available to Qualified Clients.

The MAPP accounts are charged a Performance Fee. The Performance Fee is ten percent (10%) on the amount over the benchmark. The benchmark for these accounts is the US Government 1-Year Treasury rate determined on the Anniversary Date for each account. The Anniversary Date is the last day of the month for the month in which the entity's account is fully allocated. To be fully allocated the funds in the account will have purchased all investments determined as needed under the Written Investment Strategy for that account.

The portfolio's benchmark for the purposes of fee calculations will be the stated daily current rate of either a) TexPool, an investment pool overseen by the Texas State Comptrollers of Public Accounts, b) Lone Star Investment Pool, an investment pool sponsored by the Texas Association of School Boards, or c) the US Government 1-Year Treasury rate. The benckmark used will be at the Investor's discretion. On each successive anniversary, we will review the Portfolio Yield and Benchmark rate, and if the current Benchmark Rate is higher than the last year's Benchmark rate, we will adjust the Benchmark to the new rate. If the current Benchmark rate is equal to or lower than last year's Benchmark rate, then the Benchmark will not be changed. If the Portfolio Yield over the Benchmark is zero or less, then no Performance Fee will be paid for the year.

Both TCG ADVISORS, LP and Fairway Asset Management will structure any performance or incentive fee arrangement subject to Section 205(a)(1) of the Investment Advisors Act of 1940 (The Advisors Act) in accordance with the available exemptions thereunder, including the exemption set forth in Rule 205-3. Performance based fee arrangements may create an incentive for us to recommend investments which may be riskier or more speculative than those which would be recommended under a different fee arrangement. Such fee arrangements also create an incentive to favor higher fee paying accounts over other accounts in the allocation of investment opportunities. TCG ADVISORS, LP and Fairway Asset Management have procedures designed and implemented to ensure that all investors are treated fairly and equally, and to prevent this conflict from influencing the allocation of investment opportunities among investors.

Item 7 — Types of Clients

We provide portfolio management and retirement/financial planning services to individuals, high net worth individuals, corporate pension and profit-sharing plans, state and municipal entities, foundations, trusts, estates, and private investment funds. The minimum account size for clients in our Core/Satellite Managed Account Program is $100,000 without the Satellite allocation. With the Satellite allocation, the minimum account size is $125,000. TCG Select Investors, LLC has a minimum of $50,000. The TCG Tactical Model Managed Account Program has a recommended minimum of $50,000. We may, at our sole discretion, waive these minimums.

TCG Consulting, our affiliate, provides consulting services to financial services companies, public school administrators, pension consultants, and insurance companies that may provide products and services to clients.

Item 8 — Methods of Analysis, Investment Strategies and Risk of Loss

Remember that all investing in securities involves risk of loss that clients, you, should be prepared to bear. Our investment strategy seeks to achieve higher returns while managing risk. While we cannot remove all risk, we seek to keep the level of risk low to the potential gains. Past performance is not, however, a guarantee of future returns.

Analysis Methods for Individual Client Managed Accounts

Accounts in the Managed Account Program are reviewed and evaluated quarterly. From time-to-time, market conditions may cause the Programs' investments to vary from our established allocation. To remain consistent with our asset allocation guidelines, we rebalance the investments back to the guideline weighting (what percentage each investment is of the total allocation) if the actual weighting varies by five percent (5%) or more from the guidelines.

We use various analysis methods to determine the investments that should be part of the model portfolios. These methods are technical analysis and cyclical analysis, using charts and fundamentals.

Technical analysis forecasts the direction of prices through the study of past market data. Charting allows us to see visually how a security is trending, so we can decide whether or not to keep that security in our portfolios.

Cyclical analysis looks at economic conditions to determine whether the country is prospering or in recession. Certain securities will follow these trends both up and down, while others will run in a contrary manner, so we can determine which securities to put in or to remove from our portfolios.

The investments in our MAP portfolios are also compared to appropriate benchmarks to evaluate how they are doing in relation to other similar investments. We also review how well the investments line up with the MAP Investment Policy Statements.

Analysis Methods for Institutional Accounts

Institutional accounts, where we serve as a non-discretionary advisor, are reviewed and evaluated quarterly. The securities and their performance are compared to the institution's investment policy statement. The evaluation process includes the following:

- Comparing the rate of return for each security (net of investment manager fees and fund expenses) to its benchmark (peer group universe);
- Determining the progress made in achieving the goals in the investment policy statement;
- Noting deviations from the investment policy;
- Reviewing market and economic conditions;
- Making projections for the coming quarter's market and economic conditions;
- Preparing recommendations for each fund—hold, remove, or place on the watch list; and
- Recommending new funds to add, if any.

If, based upon the evaluation, we believe that changes are necessary, we take those recommendations to the institution's investment committee to vote on the changes. Changes may be to remove a security, to place it on a watch list (or remove from the watch list) or to add a security.

Quantitative Rotation Investment Strategy

We receive quantitative analysis from an asset manager for use in rotation strategy analysis. They use a mathematical strategy based on a proprietary model to evaluate financial markets. Their models seek to balance return with risk control. The asset manager provides us information on various financial sectors and countries to help us know when to buy or sell securities in our models. There is a minimum of $100,000 in asset value required to use this strategy.

Item 9 — Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of TCG ADVISORS, LP or the integrity of our management. None of our management or Partners has any disciplinary information to disclose.

Item 10 — Other Financial Industry Activities and Affiliations

TCG ADVISORS, LP is a part of TCG Group Holdings, LLP. We have various affiliates (wholly-owned subsidiaries of TCG Group Holdings, LLP) that sometimes provide services to our clients. These affiliates are Total Compensation Group Consulting, LP; Fairway Asset Management, LLC; JEM Resource Partners, LP; TCG Benefits (f/k/a The Paragon Group, LP; Paragon National, LP; and Paragon Benefits, LP, collectively).

TCG Group Holdings, LLP or its Partners has a minority ownership interest in Four Seasons Administrators LLC, Responsive Learning GP LLC, Search Consulting Specialists, LLC and Proximity Learning, Inc.

TCG Consulting

Total Compensation Group Consulting, LP ("TCG Consulting") provides consulting services for a fee to institutional clients (*e.g*. school districts, municipalities, etc.), including analyzing a client's needs, assisting in the preparation of Request for Proposals for insurance and investment products and assisting in the evaluation of responses as well as in providing evaluation services with respect to existing programs.

Additionally, TCG Consulting provides consulting services to employers and employees with respect to the negotiation and terms of employment agreements. TCG Consulting provides consulting services to some of the clients for which TCG ADVISORS, LP serves as an investment advisor. TCG ADVISORS, LP and TCG Consulting may recommend the other company's services, as appropriate, to meet the needs of clients.

Fairway Asset Management, LLC

Fairway Asset Management, LLC is an affiliated investment advisor, which we own 100% of the member interests. Fairway Asset Management currently has four subsidiaries ("Funds")—Fairway Fund, LP, Fairway Masters Fund, LP, Fairway Eagle Fund, LP and Bull Creek Credit Opportunity Fund, LLC—that offer products and services to qualified purchasers or accredited investors only. Some of our qualified purchaser clients are invested in the Fairway Asset Management funds, and we may recommend the Fairway Asset Management funds to some of our clients.

JEM

JEM Resource Partners, ("JEM"), an affiliate of TCG ADVISORS, LP, provides third-party administrative services to clients in the markets served by TCG. From time to time, we recommend JEM's services to clients. Our recommendation of JEM's services is in those situations where we believe that it is appropriate and in the client's best interest to use those services. JEM is a fee-only administrator and does not sell any investment products.

TCG Benefits, LLC

We formed TCG Benefits, LLC to better reflect its relationship as part of TCG Group Holdings, LLP. The Paragon Group, LP, Paragon National, LP, Paragon Benefits, LP and related companies ("*Paragon*") transferred their licenses to TCG Benefits, LLC. TCG Benefits, LLC sells insurance products in the same markets as TCG ADVISORS, LP. We may use the products of TCG Benefits, as appropriate, to meet the needs of our financial planning clients.

Proximity Learning, Inc.

Proximity Learning, Inc. (formerly TCG Global, LP) is partially owned (over 50%) by partners of TCG Group Holdings, LLP. Some of our clients have invested in Proximity

Learning, Inc. It offers online language instruction to students around the country. For more information on Proximity Learning, visit its website: www.mylanguage360.com.

Other Affiliations

We have a contract with Texas City Management Association (TCMA) under which we provide discounted fees for our services to members of TCMA in return for an annual fee paid to us by TCMA. We are a corporate sponsor for a number of educational associations. Our Chief Compliance Officer, David E. Friedman, is a Limited Partner in ACM Carry Partner, LP which is the General Partner of ACM Liquidation, LP (ACM).

Item 11 — Code of Ethics

We have adopted a Code of Ethics for all supervised persons of the firm describing its high standard of business conduct and fiduciary duty to its clients. The Code of Ethics includes provisions relating to the confidentiality of client information and a prohibition on insider trading, among other things. All associated and supervised persons must acknowledge the terms of the Code of Ethics annually, or as amended. You may request a copy of our Code of Ethics by contacting David E. Friedman.

Personal Securities Transactions

We anticipate that, in appropriate circumstances and consistent with clients' investment objectives, we will recommend to investment advisory clients or prospective clients, the purchase or sale of securities in which we, our affiliates and/or our clients, directly or indirectly, have a position of interest. Our employees and persons associated with us are required to follow our Code of Ethics. Subject to satisfying this policy and applicable laws, officers, directors and employees of TCG ADVISORS, LP and its affiliates may trade for their own accounts in securities which are recommended to and/or purchased for our clients.

We designed the Code of Ethics to ensure that the personal securities transactions, activities and interests of our employees will not interfere with (i) making decisions in the best interest of advisory clients and (ii) implementing such decisions while, at the same time, allowing employees to invest for their own accounts. Under the Code certain classes of securities have been designated as exempt transactions, based upon a determination that these would not materially interfere with the best interest of our clients. In addition, the Code requires pre-clearance of many transactions, and restricts trading in close proximity to client trading activity.

Nonetheless, because the Code of Ethics in some circumstances would permit employees to invest in the same securities as clients, there is a possibility that employees might benefit from market activity by a client in a security held by an employee. Employee trading is continually monitored under the Code of Ethics, and to reasonably prevent conflicts of interest between us and our clients.

Trade Order Practices

Certain affiliated accounts may trade in the same securities with client accounts on an aggregated basis when consistent with our obligation of best execution. In such circumstances, the affiliated and client accounts will share commission costs equally and receive securities at a total average price. We retain records of the trade order (specifying each participating account) and its allocation, which will be completed prior to the entry of the aggregated order. Completed orders will be allocated as specified in the initial trade order. Partially filled orders will be allocated on a pro rata basis. Any exceptions will be explained on the order.

Cross Securities Transactions

It is our policy that the firm will not effect any principal or agency cross securities transactions for client accounts. We will also not cross trades between client accounts. Principal transactions are generally defined as transactions where an adviser, acting as principal for its own account or the account of an affiliated broker/dealer, buys from or sells any security to any advisory client. A principal transaction may also be deemed to have occurred if a security is crossed between an affiliated hedge fund and another client account. An agency cross transaction is defined as a transaction where a person acts as an investment adviser in relation to a transaction in which the investment adviser, or any person controlled by or under common control with the investment adviser, acts as broker for both the advisory client and for another person on the other side of the transaction. Agency cross transactions may arise where an adviser is dually registered as a broker/dealer or has an affiliated broker/dealer.

Item 12 — Brokerage Practices

We do not receive any soft dollar benefits from broker/dealers for placing trades through such broker/dealer. We recommend broker/dealers with whom we have an approved selling agreement and who, in our opinion, are able to provide the best price and execution. We evaluate broker/dealers on a variety of factors: the ability to achieve prompt and reliable executions; the executed trades are done at favorable prices; the operational efficiency with which the broker/dealer executes the transactions; the financial strength, integrity and stability of the broker/dealer; and the competitiveness of commission rates in comparison with other brokers satisfying our other selection criteria.

Many broker/dealers offer research services. This is an additional component in our choosing with which broker/dealers to enter into a selling arrangement. We look at the quality, comprehensiveness and frequency of such research services to determine who we select as broker/dealers for our managed account program. The research services that these broker/dealers provide supplements the other tools that we use to analyze the securities that we recommend.

Item 13 — Review of Accounts

Under current securities law we are required to periodically review client accounts.

Managed Accounts

Managed accounts are reviewed on a regular basis by appropriate supervisory personnel. We review and evaluate each account's performance on a quarterly basis and review each account's portfolio and individual investments. For investment management accounts, we require that each account be reviewed annually and most accounts are reviewed quarterly. The nature and frequency of the reports to clients are determined primarily by the particular needs of each client. Generally, we provide quarterly reports detailing the individual assets and performance of the managed portfolio, unless the client requests information on a more frequent basis, to supplement the reports from the custodian.

Institutional Accounts

For institutional clients, reviews are made by appropriate supervisory personnel. These individuals conduct client portfolio reviews on a quarterly basis. Performance is measured and evaluated. Each client is expected to complete an investment policy statement outlining the investment objectives, expectations, and guidelines. This investment policy statement then serves as the benchmark, providing investment guidance to the client. Allocations are reviewed against the investment policy statement to insure compliance within the framework of the client's stated objectives.

Accounts with Outside Managers

When outside professional managers are used in an account, the following evaluation process will be followed:

1) Measure rates of return for each fund net of investment manager fees and all fund expenses relative to a peer group universe (benchmark) and other relevant market indices on a quarterly basis;
2) Determine progress towards achieving stated objectives in the investment policy statement—the primary goal is to fulfill the values and goals as outlined;
3) Review fund characteristics including duration of manager with the fund, fund objective, style and description of fund performance.
4) Provide comments and observations as it relates to funds investment objectives, style and performance. Note deviations from stated policy, objectives and/or style. Note also any change in key personnel (fund manager or research team);
5) Make recommendations for each fund (Hold-Remove-Watch List);
6) Recommend any new funds (if applicable) on a quarterly basis; and
7) Provide market and economic summary comments from the prior quarter and accompany it with as a forecast for the coming period.

If we believe that an allocation change is appropriate based on its account review, we will promptly advise the client and make recommendations to effect such changes. To supplement the reports from the custodian, we generally provide clients with a quarterly review of their accounts, unless the client requests reviews on a more frequent basis.

We review discretionary accounts quarterly. Written quarterly performance reports are provided to each investor. The reports list the individual holdings, sector weightings, and

quarterly performance. Benchmark comparisons are provided. Additional reports may include:

Transaction Reports	Income & Expense Reports
Performance by Security	Performance History
Realized Gains and Losses	Unrealized Gains and Losses
Portfolio Appraisal	

Item 14 — Client Referrals and Other Compensation

While we generally promote our services through word of mouth (referrals by clients), our services sometimes are promoted by persons or organizations that are not clients.

We are a paid sponsor of certain associations and organizations, and may receive client referrals from these relationships. We currently provide direct or indirect compensation as a corporate partner to the Texas Association of School Administrators, the Urban Superintendents Association of America, the National Association of Governmental Defined Contribution Administrators, the National Center for Education Research and Technology, the American Latino Superintendents and Administrators, the Association of Educational Service Agencies (AESA), the Virginia Association of School Superintendents, the Lake County (Illinois) Superintendents Association, the Center for Quality Leadership, the Texas Association of Suburban/Mid-Urban Superintendents, and various other state and local educational organizations and associations, which allows us to market our services through our interactions with fellow association members.

We have a contract with Association of California School Administrators (ACSA) under which we provide discounted fees for our retirement planning services to its members.

Mike Cochran—a partner—maintains a part-time employee relationship with EverBank. EverBank provides Real Estate Mortgages, and Mike Cochran receives compensation for assisting clients in the processing of their mortgages with EverBank.

Item 15 — Custody

Custody means that the advisor holds client funds or securities or has the authority to possess them. We generally do not have custody of any client funds. If the investment that we are using is an alternative investment (e.g., a hedge fund) issued through us and if the investment cannot be held at a custodian, then you may be a direct investor. Your funds will be placed in a bank account under our control until they are sent to the underlying investment of the alternative. The alternative is audited annually by an independent accounting firm.

We may request distribution of funds held at a custodian on your behalf; however, the distribution may only be made to you or your designated recipient (e.g., your bank account, another securities account owned by you, etc.). Our affiliate, JEM, may have temporary

custody of funds for institutional accounts. They immediately forward such funds to the appropriate qualified custodian of those accounts.

Clients should receive at least quarterly statements from the broker dealer, bank or other qualified custodian that holds and maintains client's investment assets. We urge you to carefully review such statements and compare such official custodial records to the account statements that we may provide to you. Our statements may vary from custodial statements based on accounting procedures, reporting dates, or valuation methodologies of certain securities. We will periodically check that the custodians send statements. If you are not receiving statements, please contact David E. Friedman at 512.600.5225 or dfriedman@tcggroupholdings.com. We have an independent auditor review us each year, and they check with the custodians to see if the custodians are sending out statements, at least quarterly.

Item 16 — Investment Discretion

We usually receive discretionary authority from our clients at the outset of an advisory relationship to select the identity and amount of securities to be bought or sold. In all cases, however, such discretion is to be exercised in a manner consistent with the stated investment objectives for the particular client account.

When selecting securities and determining amounts to be invested in specific securities or sectors, we observe the investment policies, limitations and restrictions of the clients for which the advice applies. For registered investment companies, our authority to trade securities may also be limited by certain federal securities and tax laws that require diversification of investments and favor the holding of investments once made.

Investment guidelines and restrictions must be provided to us in writing through the Investment Policy Statement.

Item 17 — Voting Client Securities

As a matter of firm policy and practice, we do not have any authority to and do not vote proxies on behalf of advisory clients. Clients retain the responsibility for receiving and voting proxies for any and all securities maintained in client portfolios. We may provide advice to clients regarding the clients' voting of proxies.

Item 18 — Financial Information

As a registered investment adviser, we are required in this Item to provide you with certain financial information or disclosures about our financial condition. We have no financial commitment that impairs our ability to meet contractual and fiduciary commitments to our clients, and have not been the subject of a bankruptcy proceeding.

Brochure Supplement(s)

Definitions

Accredited Investor: Accredited Investor is defined in Rule 501 of Regulation D. As a natural person, you (or you and your spouse jointly) must have either a net worth, not including the value of your primary residence, of at least one million ($1,000,000) at the time of the purchase. You may also qualify by having income that exceed two hundred thousand ($200,000) in each of the two most recent years, or you and your spouse may qualify by having three hundred thousand ($300,000) of income in those years.

High Water Mark: This is the highest value of the Account on the last day of a quarter since the Account was opened and is increased by any subsequent principal contributions (funds paid into the Account) and decreased by any distributions (withdrawals) from the Account.

Qualified Client: Qualified Client is defined in Regulation 275.205-3. As a natural person, you (or you and your spouse jointly) may qualify by having seven hundred fifty thousand ($750,000) of assets under our management at the time you enter into this contract. Alternately, you (or you and your spouse jointly) may qualify by having a net worth of at least one million five hundred thousand ($1,500,000), excluding the value of your primary residence.

Qualified Purchaser: Qualified Purchaser includes (A) any company that owns not less than five million ($5,000,000) in investments and that is owned directly or indirectly by or for 2 or more natural persons who are related as siblings or spouse (including former spouses), or direct lineal descendants by birth or adoption, spouses of such persons, the estates of such persons, or foundations, charitable organizations, or trusts established by or for the benefit of such persons; (B) any trust that is not covered under A above and that was not formed for the specific purpose of acquiring the securities offered, as to which the trustee or other person authorized to make decisions with respect to the trust, and each settlor or other person who has contributed assets to the trust, is a person described in clause above; or (C) any person, acting for its own account or the accounts of other qualified purchasers, who in the aggregate owns and invests on a discretionary basis, not less than twenty-five ($25,000,000) in investments.

Item 1- Cover Page

MIKE COCHRAN

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

March 1, 2015

This Brochure Supplement provides information about Mike Cochran that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Mike Cochran
Date of Birth:
Born 1949
Education:
B.A., Howard Payne University, 1972
M.A., Appalachian State University, 1974
Business Background:
2003 – Present Partner, TCG Group Holdings, LLP
2000 – Present Manager, TCG Consulting, LP
2004 – 2008 Registered Representative, Veritrust Financial, LLC
Designations:
FLMI—Fellow, Life Management Institute, Life Office Management Association (LOMA), 1981

The FLMI designation is a professional management designation earned by passing 10 national examinations on life and health insurance subjects including insurance, finance, marketing, law, information systems, accounting, management, and employee benefits.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

Mike Cochran teaches the Financial Peace University (FPU) class offered by the Dave Ramsey organization and has also completed and graduated from the Dave Ramsey Financial Coach training. Mike spends volunteer time in his church offering both of these services.

FPU teaches what Dave Ramsey presents as God's ways of handling money. Through video teaching, class discussions and interactive small group activities, FPU presents biblical, practical steps on how to get rid of debt, manage money, spend and save wisely, and meet retirement goals. The course is offered for 2-3 hours per week for 9 weeks. Financial Coaching is designed to help individuals and couples with specific financial issues and/or who need help in implementing the steps taught in FPU.

Item 5- Additional Compensation

There is no additional income provided to Mike for providing advisory services.

Item 6 - Supervision

Mike's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

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JOHN PESCE

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 31, 2012

This Brochure Supplement provides information about John Pesce that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

John Pesce

Date of Birth:

Born 1965

Education:

CFP™ Courses, University of St. Thomas,

Business Background:

2011 – Present	Co-Chief Investment Officer, Fairway Asset Management, LLC
2003 – Present	Partner/ Co-Chief Investment Officer, TCG Group Holdings, LLP
2001 – Present	Manager, TCG Advisors, LP
2004 – 2008	Registered Principal, Veritrust Financial, LLC

Designations:

Currently, John has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

John Pesce is the Chief Executive Officer of Proximity Learning, Inc. and devotes a substantial amount of time to this company. Proximity Learning, Inc. provides Mandarin language instruction and other foreign language instruction primarily to K-12 students using remote facilities to deliver instruction from a live teacher as well as computer-based instruction. There is no other business activity that produces a substantial amount of income to John.

Item 5- Additional Compensation

There is no additional income provided to John for providing advisory services.

Item 6 - Supervision

John's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

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CAB GILBREATH

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 31, 2012

This Brochure Supplement provides information about Cab Gilbreath that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Cab GIlbreath
Date of Birth:
Born 1959
Education:
B.A., University of Texas, Austin, 1981
M.B.A., University of Texas, Austin, 1988
Business Background:

2011 – Present	Co-Chief Investment Officer, TCG Advisors, LP
2011 – Present	Co-Chief Investment Officer, Fairway Asset Management, LLC
2011 – Present	Partner, TCG Group Holdings, LLP
2003 – 2011	Senior Portfolio Manager, Northern Trust
2000 – 2003	Manager of Investment Management, Northern Trust

Designations:
Currently, Cab has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

Cab currently serves on the Board of Trustees and as Secretary for the Austin Museum of Art; on the Board of Directors and Auction Committee for the Wine and Food Foundation of Texas; and on the Board of Directors and as Treasurer for the Susan Smith Blackburn Prize (International Literary Award). These activities do not require a substantial amount of time nor provide substantial income.

Item 5- Additional Compensation

There is no additional income provided to Cab for providing advisory services.

Item 6 - Supervision

Cab's advisory activities are supervised by David E. Friedman, our Chief Operating Officer. His telephone number is 512.600.5225.

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DAVID E. FRIEDMAN

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 31, 2012

This Brochure Supplement provides information about David Friedman that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

David E Friedman

Date of Birth:

Born 1963

Education:

BSM, Tulane University Freeman School of Business, 1985
JD, Duke University Law School, 1988

Business Background:

2012 – Present	Member, ACM Investment Management, LLC
2011 – Present	Chief Operating Officer, Fairway Asset Management, LLC
2010 – Present	Partner, TCG Group Holdings, LLP
2010 – Present	Chief Operating Officer, TCG Advisors, LP
2010 – Present	General Counsel, SEP Technologies, Inc.
2010 – Present	Managing Member, Four Top Holdings, LLC
2006 – 2010	Chief Operating Officer, Austin Capital Management, Ltd.
2001 – 2006	Vice President and Director, Citigroup Global Markets, Inc.

Designations:

David is admitted to the New York Bar.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount of time for David Friedman. His work with his consulting firm may, however, produce substantial additional income.

Item 5- Additional Compensation

There is no additional income provided to David for providing advisory services.

Item 6 - Supervision

David Friedman's advisory activities are supervised by the Partners of TCG Group Holdings, LLP. They may be reached by telephone at 512.306.9939. Ask for John Pesce or Mike Cochran.

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MARK WOOLERY

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

March 1, 2014

This Brochure Supplement provides information about Mark Woolery that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Mark Woolery
Date of Birth:
Born 1977
Education:
MBA, Southern Methodist University, 2001
B.A., Mississippi State University, 1999
Business Background:
2011 – Present Partners, TCG Group Holdings, LLP
2011 – Present Chief Marketing Officer, TCG Group Holdings, LLP
2005 – Present Director, TCG School Services
Designations:
Currently, Mark has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Mark.

Item 5- Additional Compensation

There is no additional income provided to Mark for providing advisory services.

Item 6 - Supervision

Mark's advisory activities are supervised by John Pesce, our Managing Partner, and David E. Friedman, our Director of Operations and Compliance. Their telephone numbers are 512.600.5237 and 512.600.5225, respectively.

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CHRIS JAMAIL

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

October 1, 2014

This Brochure Supplement provides information about Chris Jamail that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Chris Jamail, CFP®
Date of Birth:
Born 1980
Education:
BBA (Marketing), Texas A&M University, 2002
Business Background:

2014 – Present	Chief Operating Officer, TCG Advisors, LP
2013 – Present	Co-Chief Investment Officer, TCG Advisors, LP
2011 – Present	Partners, TCG Group Holdings, LLP
2011 – Present	Director for Investor Relations, Fairway Asset Management, LLC
2004 – Present	Director for Investor Relations, TCG Advisors, LP

Designations:
CFP®—The CERTIFIED FINANCIAL PLANNER™, CFP® and federally registered CFP (with flame design) marks (collectively, the "CFP® marks") are professional certification marks granted in the United States by Certified Financial Planner Board of Standards, Inc. ("CFP Board").

The CFP® certification is a voluntary certification; no federal or state law or regulation requires financial planners to hold CFP® certification. It is recognized in the United States and a number of other countries for its (1) high standard of professional education; (2) stringent code of conduct and standards of practice; and (3) ethical requirements that govern professional engagements with clients. Currently, more than 62,000 individuals have obtained CFP® certification in the United States.

To attain the right to use the CFP® marks, an individual must satisfactorily fulfill the following requirements:

- Education — Complete an advanced college-level course of study addressing the financial planning subject areas that CFP Board's studies have determined as necessary for the competent and professional delivery of financial planning services, and attain a Bachelor's Degree from a regionally accredited United States college or university (or its equivalent from a foreign university). CFP Board's financial planning subject areas include insurance planning and risk management, employee benefits planning, investment planning, income tax planning, retirement planning, and estate planning;
- Examination — Pass the comprehensive CFP® Certification Examination. The examination, administered in 10 hours over a two-day period, includes case studies and client scenarios designed to test one's ability to correctly diagnose financial planning issues and apply one's knowledge of financial planning to real world circumstances;
- Experience — Complete at least three years of full-time financial planning-related experience (or the equivalent, measured as 2,000 hours per year); and
- Ethics — Agree to be bound by CFP Board's *Standards of Professional Conduct*, a set of documents outlining the ethical and practice standards for CFP® professionals.

Individuals who become certified must complete the following ongoing education and ethics requirements in order to maintain the right to continue to use the CFP® marks:

- Continuing Education — Complete 30 hours of continuing education hours every two years, including two hours on the *Code of Ethics* and other parts of the *Standards of Professional Conduct*, to maintain competence and keep up with developments in the financial planning field; and
- Ethics — Renew an agreement to be bound by the *Standards of Professional Conduct*. The Standards prominently require that CFP® professionals provide financial planning services at a fiduciary standard of care. This means CFP® professionals must provide financial planning services in the best interests of their clients.

CFP® professionals who fail to comply with the above standards and requirements may be subject to CFP Board's enforcement process, which could result in suspension or permanent revocation of their CFP® certification.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Chris.

Item 5- Additional Compensation

There is no additional income provided to Chris for providing advisory services.

Item 6 - Supervision

Chris's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

BLAKE RHODES

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

March 1, 2014

This Brochure Supplement provides information about Blake Rhodes that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Blake Rhodes, CFP®, AIF®
Date of Birth:
Born 1976
Education:
BBA (Finance), University of Texas Austin, 1999
Business Background:

2011 – Present	Bond Portfolio Manager, Fairway Asset Management, LLC
2005 – Present	Bond Portfolio Manager, TCG Advisors, LP
2000 – 2005	Registered Representative, Charles Schwab, Inc.

Designations:
CFP®—The CERTIFIED FINANCIAL PLANNER™, CFP® and federally registered CFP (with flame design) marks (collectively, the "CFP® marks") are professional certification marks granted in the United States by Certified Financial Planner Board of Standards, Inc. ("CFP Board").

The CFP® certification is a voluntary certification; no federal or state law or regulation requires financial planners to hold CFP® certification. It is recognized in the United States and a number of other countries for its (1) high standard of professional education; (2) stringent code of conduct and standards of practice; and (3) ethical requirements that govern professional engagements with clients. Currently, more than 62,000 individuals have obtained CFP® certification in the United States.

To attain the right to use the CFP® marks, an individual must satisfactorily fulfill the following requirements:

- Education — Complete an advanced college-level course of study addressing the financial planning subject areas that CFP Board's studies have determined as necessary for the competent and professional delivery of financial planning services, and attain a Bachelor's Degree from a regionally accredited United States college or university (or its equivalent from a foreign university). CFP Board's financial planning subject areas include insurance planning and risk management, employee benefits planning, investment planning, income tax planning, retirement planning, and estate planning;
- Examination — Pass the comprehensive CFP® Certification Examination. The examination, administered in 10 hours over a two-day period, includes case studies and client scenarios designed to test one's ability to correctly diagnose financial planning issues and apply one's knowledge of financial planning to real world circumstances;
- Experience — Complete at least three years of full-time financial planning-related experience (or the equivalent, measured as 2,000 hours per year); and
- Ethics — Agree to be bound by CFP Board's *Standards of Professional Conduct*, a set of documents outlining the ethical and practice standards for CFP® professionals.

Individuals who become certified must complete the following ongoing education and ethics requirements in order to maintain the right to continue to use the CFP® marks:

- Continuing Education — Complete 30 hours of continuing education hours every two years, including two hours on the *Code of Ethics* and other parts of the *Standards of Professional Conduct*, to maintain competence and keep up with developments in the financial planning field; and
- Ethics — Renew an agreement to be bound by the *Standards of Professional Conduct*. The Standards prominently require that CFP® professionals provide financial planning services at a fiduciary standard of care. This means CFP® professionals must provide financial planning services in the best interests of their clients.

CFP® professionals who fail to comply with the above standards and requirements may be subject to CFP Board's enforcement process, which could result in suspension or permanent revocation of their CFP® certification.

AIF®—Accredited Investment Fiduciary is offered through the Center for Fiduciary Studies. AIF® candidates must complete an educational program, which shows the candidates knowledge of and ability to apply fiduciary practices, and then pass a certification examination. Designees must attest to following a code of ethics and complete six (6) hours of continuing education each year.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Blake.

Item 5- Additional Compensation

There is no additional income provided to Blake for providing advisory services.

Item 6 - Supervision

Blake's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

MATT ESCALANTE

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 31, 2012

This Brochure Supplement provides information about Matt Escalante that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Matt Escalante
Date of Birth:
Born 1982
Education:
BA (Business Administration/Management), California State University, Fullerton, 2005
Business Background:

2011 – Present	Relationship Manager Advisory Services, Fairway Asset Management, LLC
2006 – Present	Relationship Manager Advisory Services, TCG Advisors, LP
2006 – Present	Consultant, TCG Consulting, LP
2006 – Present	Sales Representative, TCG School Services
2008 – Present	Sales and Installation Representative, JEM Resource Partners
2009 – Present	Director of Sales, California, Proximity Learning
2005 – 2006	Financial Representative, Northwestern Mutual Financial Network

Designations:
Currently, Matt has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time from Matt. His work with TCG School Services could produce a substantial amount of income to Matt.

Item 5- Additional Compensation

There is no additional income provided to Matt for providing advisory services.

Item 6 - Supervision

Matt's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

Shannon Andrews

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 31, 2012

This Brochure Supplement provides information about Shannon Andrews that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Shannon Andrews
Date of Birth:
Born 1965
Education:
Portland State University
Business Background:

2012 – Present	Relationship Manager, Fairway Asset Management, LLC
2012 – Present	Relationship Manager, TCG Advisors, LP
2011 – 2012	Registered Representative, Newport Advisory
2007 – 2012	Registered Representative, Strongtower Financial

Designations:
Currently, Shannon has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Shannon.

Item 5- Additional Compensation

There is no additional income provided to Shannon Andrews for providing advisory services.

Item 6 - Supervision

Shannon's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

JERRY SMITH

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

March 1, 2014

This Brochure Supplement provides information about Jerry Smith that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Jerry D. Smith
Date of Birth:
Born 1946
Education:
A.A., Odessa Junior College, 1966
The University of Texas at Austin
Business Background:

2010 – Present	Relationship Manager Advisory Services, TCG Advisors, LP
2010 – Present	Relationship Manager Advisory Services, Fairway Asset Management, LLC
2010 – Present	Board of Directors, Dub Warden Scholarship Fund
2009 – Present	Board of Directors, 1st Tee of Greater Dallas
2009 – Present	Board of Directors, Texas Golf Hall of Fame
2006 – Present	Board of Directors, Texas Golf Association Foundation
1972 – Present	Member, PGA of America
1997 – 2010	Owner, Golf Shop at Brook Hollow Golf Club, Dallas, Texas
1976 – 1977	Owner, Golf Shop at Lakeside Country Club, Houston, Texas

Designations:
Currently, Jerry has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Jerry.

Item 5- Additional Compensation

There is no additional income provided to Jerry for providing advisory services.

Item 6 - Supervision

Jerry's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

LARRY R HEINRICH

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

April 10, 2014

This Brochure Supplement provides information about Larry Heinrich that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Larry R Heinrich
Date of Birth:
Born 1949
Education:
University of Northern Colorado, BS, 1971
Hiram Scott College, 1968-70
Biola College, 1967

Business Background:

2014 – Present	Relationship Manager, TCG Advisors, LP
2001 – 2014	CEO/Managing Partner, Integrated Wealth Partners, LLC (f/k/a Modern Portfolio Advisors, LLC)
2001 – 2003	Portfolio Manager, Prudent Man Investment Management, Inc.

Designations:

Currently, Larry has no special designations.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

Larry is licensed to sell life, health, annuity, LTC and disability insurance. He has a relationship with Ash Brokerage to place insurance products through them, for which he is compensated. Larry may refer clients needing insurance to Phifer and Johnson, LLC, an insurance broker, and he may receive compensation for such products obtained through Phifer and Johnson. This only takes a minor amount of time and is normally integrated with planning for his clients.

Item 5- Additional Compensation

There is no additional income provided to Larry Heinrich for providing advisory services.

Item 6 - Supervision

Larry's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

Item 1- Cover Page

LORI BURNS

TCG ADVISORS, LP

900 S. Capital of Texas Highway, Suite 350
Austin, Texas 78746
512.306.9939

December 1, 2014

This Brochure Supplement provides information about Lori Burns that supplements the TCG ADVISORS, LP Brochure. You should have received a copy of that Brochure. Please contact David E. Friedman, our Director of Operations and Compliance, if you did not receive TCG ADVISOR, LP's Brochure or if you have any questions about the contents of this supplement.

Item 2- Educational Background and Business Experience

Lori Burns
Date of Birth:
Born 1962
Education:
Southwest Texas State University, BA, 1987
Obtained Series 6, 7, and 63 licenses

Business Background:

2014 – Present	Institutional Client Rep, TCG Advisors, LP
2013 – 2014	Financial Advisor, Valic
2011 – 2012	Financial Advisor, Wells Fargo Advisors, LLC
2011 – 2011	Registered Representative, New England Financial
2010 – 2011	Field Agent, Woodmen of the World
2007 – 2009	Director of Membership and Communications, Texas Conference of Urban Counties, Public Power Pool/Association Power
2001 – 2007	Legislative Liaison/Local Government Channel Manager, Texas Department of Information Resources

Designations:

Currently, Lori Burns holds Life and Health — Group 1 Insurance License.

Item 3- Disciplinary Information

Registered investment advisers are required to disclose all material facts regarding any legal or disciplinary events that would be material to your evaluation of each supervised person providing investment advice. At present, no information is applicable to this Item.

Item 4- Other Business Activities

There is no other business activity that requires a substantial amount time or produces a substantial amount of income to Lori.

Item 5- Additional Compensation

There is no additional income provided to Lori Burns for providing advisory services.

Item 6 - Supervision

Lori's advisory activities are supervised by David E. Friedman, our Director of Operations and Compliance. His telephone number is 512.600.5225.

TCG Investment Advisory Services, LP
Privacy Policy Notice

To our individual investors:

We are now required by law to inform our individual investors of our policies regarding privacy of information regarding our investors. For us, protecting the privacy of your information is nothing new. We have in the past and will continue in the future to protect your right to privacy. As a general rule, we do not disclose nonpublic personal information about our investors or former investors to anyone that is not affiliated with us without the investor's consent.

Types of "Nonpublic Personal Information" We Collect

In the course of our investment activities on your behalf, we may collect nonpublic personal information from you, such as your name and social security number, from documents that you may deliver to us or from our discussions with you.

Persons to Whom We Disclose Information

As stated previously, we generally do not disclose any nonpublic personal information about our current or former investors that we obtain during the course of our relationship to unaffiliated third parties, except as permitted or required by law; however, to conduct investment activities on your behalf, in limited situations we may need to disclose this nonpublic personal information to unrelated third parties (for example, auditors, the Internal Revenue Service or other governmental entities). Also, in some situations, we may need to disclose or share nonpublic personal information with an affiliated third party, such as our general partner or an affiliated partnership to conduct investment activities on your behalf. *Your authorization of us to conduct investment activities on your behalf and your continuing relationship with us acts as your consent to our disclosure of your nonpublic personal information when such disclosure is necessary to conduct such activities.*

In addition, we restrict access to nonpublic personal information to the Employees of our general partner who need to know the information. Your nonpublic personal information may also be shared with our attorneys, accountants, and auditors. In all such situations, we take steps necessary to ensure that the confidential nature of the information being shared is maintained.

Protecting the Confidentiality and Security of Current and Former Investors' Information

To protect your information, we also maintain physical, electronic, and procedural safeguards that comply with federal regulations to guard your nonpublic personal information.

*****

If you have any questions about our privacy policies**,** please contact our Compliance Department at TCG Advisors, 900 S Capital of Texas Hwy, Suite 350, Austin, Texas 78746, because your privacy and the confidentiality of your information are very important to us.

Municipal Investment Advisory Services Agreement for the Managed Asset Portfolio Program (MAPP)

THIS AGREEMENT made this ____ day of _____, 2015, by and between Total Compensation Group Investment Advisory Services, LP, a registered investment advisor and registered municipal advisor ("TCG");

and

Granbury Independent School District, a Public School District chartered under the laws of the State of Texas (the "Investor").

WITNESSETH:

WHEREAS, TCG is a registered investment advisor with the Securities and Exchange Commission ("SEC") qualified to do business in all applicable states;

WHEREAS, TCG is a registered municipal advisor with the Municipal Securities Rulemaking Board ("MSRB") qualified to do business in all applicable states;

WHEREAS, the Investor wishes to obtain the investment advisory services of TCG for its General Operating, Debt Service and Building ("Fund" or "Funds") on the terms and conditions set forth herein; and

WHEREAS, TCG desires to perform such investment advisory services on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the legal sufficiency of which is hereby acknowledged, and intending to be legally bound, the parties agree as follows:

1. **Investment Advisory Services**. TCG will provide to the Investor guidance regarding suggested investment weightings for the management of the assets of the Fund(s). TCG's investment advisory responsibility will be to construct and review and monitor a portfolio to be appropriate investments of the specific Fund, subject to the investment objectives and risk profiles of such Fund ("Portfolio") and the Texas Public Funds Investment Act ("PFIA"). TCG's advice will encompass the initial review of the client's portfolio for the Fund (if necessary), recommendations for a portfolio structure, recommended implementation of portfolio investments and ongoing recommendations on appropriate changes in portfolio holdings consistent with the objectives of such Fund.

   TCG's advisory services shall include:
   a. Quarterly portfolio review and performance analysis;
   b. Quarterly portfolio recommendations including re-balancing and, if necessary, reallocation;
   c. Quarterly verbal communications with the Investor;
   d. Quarterly review and discussion of recommendations, if any;
   e. Additional periodic reports on an as needed basis;

f. Preparation or review of Written Investment Strategies for each Fund ("WIS");
g. Acting as a fiduciary regarding the investments selected and held for the Fund portfolio(s); and
h. Recommending investments for each specific Fund in accordance with Texas state laws (the PFIA) applicable to such Fund, federal tax laws, and local policies of the Fund's Board of Investors to the extent such policies pertain specifically to that Fund and are stricter than state or federal laws.

2. **Time Schedules**. To provide for efficient implementation of these investment services, TCG will abide by the following timeline.

a. Quarterly Portfolio weighting recommendations will be provided to the Investor at a quarterly meeting on a date and time of the Investor's choosing. Investor will have up to ten (10) calendar days prior to the suggested implementation date (i.e., the date of any re-balancing and/or re-allocation) to review the recommendations and make a decision concerning whether or not to implement the recommendation.

b. If TCG does not receive approval or rejection from the Investor within fifteen (15) calendar days of submitting its recommendations to the Investor, portfolio rebalancing and the investment of future contributions made to the Plan will be made in accordance with the most recently previously approved investment recommendations.

3. **Fees**. TCG's fees under this Agreement shall be calculated and payable in accordance with Exhibit A, as may be amended by TCG with ninety (90) days' written notice to the Investor.

4. **Representations and Compliance Procedures**. TCG is a registered investment advisor and registered municipal advisor engaged in the business of providing investment advice.

5. **Representations of the Investor**. The Investor represents that:
a. It is completely independent of TCG and its affiliates;
b. It is authorizing, by this writing, the advisory services contemplated in this Agreement, with full disclosure of the relationship between the investment advisory role of TCG and the securities and support services provided by TCG and/or its affiliates;
c. It understands that this authorization is terminable at will upon notice to TCG by the Investor; and
d. It is the fiduciary to the Fund(s) and as such accepts the fund recommendations from TCG to be consistent with the individual Fund(s) objectives and the specific WIS.

6. **Termination**. This Agreement shall remain in full force and effect until:
a. Terminated by the Investor, at will, upon written notice to TCG;
b. Terminated by ninety (90) calendar days' written notice by TCG to the Investor;
c. Terminated by either party in the event of insolvency, bankruptcy, receivership, dissolution, or liquidation of the other party, or an assignment by the other party for the benefit of creditors; or

d. Terminated by either party providing a written statement by its counsel that legal or regulatory developments effectively prohibit the activities contemplated hereunder or materially affect continued performance.

7. **Successors and Assigns**. The rights, duties and obligations of the parties under this Agreement may not be assigned or assumed without the prior written consent of the other party. Nothing herein shall cause a termination of this Agreement upon the reorganization of the Investor. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors or permitted assigns. Nothing in this Agreement is intended or shall be construed to confer upon any person other than the parties hereto and their successors and permitted assigns any right, remedy or claim under or by reason of this Agreement.

8. **Entire Agreement**. This Agreement shall constitute the entire agreement between Investor and TCG with respect to the subject of the services described herein. This Agreement may be amended, modified or replaced only by subsequent written agreement of the parties. No waiver of any term or condition of this Agreement shall be effective unless agreed to in writing between the parties. Any attempt to orally modify, amend or waive any term, condition or provision of this Agreement shall be null and void.

9. **Disputes, Venue, Choice of Law**. The parties agree that all disputes shall be submitted to non-binding mediation by a mutually agreeable mediator. Mediation fees shall be split equally among the parties. If the parties are still unable to reconcile their differences after the mediator issues its award, either party may file an action in any federal or state court located in Travis County, Texas. THIS AGREEMENT SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE SUBSTANTIVE LAWS OF THE STATE OF TEXAS, WITHOUT GIVING EFFECT TO ANY RULES GOVERNING THE CONFLICT OF LAWS.

10. **Severability**. Where possible in the context of this Agreement, each provision of this Agreement shall be enforced and construed in such a manner as to be effective and enforceable under applicable law; however, if any provision of this Agreement should be held by a court of competent jurisdiction to be invalid, whether in whole or part, then the invalid provision shall be ineffective only to the extent so declared by such court and such invalidity shall not affect the remainder of such provision or the remaining provisions of this agreement.

11. **Notices**. Any notice provided for under this Agreement shall be given in writing signed by an authorized representative of the Investor or TCG and shall be (i) sent by first class mail with return receipt requested to the address specified in the execution of this Agreement, (ii) be delivered by hand, or (iii) sent by facsimile to the party being notified at the facsimile number specified in said execution (or at such other facsimile number as may hereafter be specified in writing). Any notice sent by mail shall be deemed to have been given the date two business days after mailing, and if sent by facsimile, at the time and date shown on the transmission slip.

{*Signatures on Next Page*}

IN WITNESS WHEREOF, and intending to be legally bound, the parties have caused this Agreement to be duly executed the day and year first aforesaid.

TOTAL COMPENSATION GROUP INVESTMENT ADVISORY SERVICES, LP ("TCG")

By: _____

Title: _____

Address: 900 South Capital of Texas Hwy, Suite 350
Austin, TX 78746

Telephone: 512.306.9939

Facsimile: 512.306.9959

Granbury Independent School District

_____

_____

("Investor")

By: _____

Title: _____

Address: 600 W Pearl Street
Granbury, TX 76048

Telephone: 817-408-4015

Facsimile: 817-408-4033

By: _____

Title: _____

By: _____

Title: _____

By: _____

Title: _____

Exhibit A
Fee Schedule

MAPP fees include Advisory Management and Performance Fee

Advisory Management Fee
This fee is charged on the total account value.

Assets			Annual Management Fee*
$ 0.00	—	$ 50,000,000	0.10 %
$ 50,000,000.01	—	$ 100,000,000	0.08 %
$ 100,000,000.01	—	$ 150,000,000	0.06 %
$ 150,000,000.01 and over			0.05 %

* Charged monthly according to the above schedule

Performance Fee
This fee is only charged if there are gains in the account. The fee is 10% of the Portfolio Yield gains over the stated Benchmark as of Anniversary Date assessed quarterly.

The Performance Fee assessed is calculated based on the portfolio's stated yield (Portfolio Yield) over the Benchmark as of the first Anniversary Date. On each successive anniversary, we will review the Portfolio Yield and Benchmark rate, and if the current Benchmark Rate is higher than the last year's Benchmark rate, we will adjust the Benchmark to the new rate. If the current Benchmark rate is equal to or lower than last year's Benchmark rate, then the Benchmark will not be changed. If the Portfolio Yield over the Benchmark is zero or less, then no Performance Fee will be paid for the year.

Definitions

1. "Portfolio Yield"—The annual income return on an investment. This refers to the interest or dividends received from a security and will be expressed annually as a percentage based on the investment's cost. This percentage will be reflected as a Yield to Maturity.
2. "Benchmark"—The portfolio's benchmark for the purposes of fee calculations will be the stated daily current rate of either a) TexPool, an investment pool overseen by the Texas State Comptrollers of Public Accounts, b) Lone Star Investment Pool, an investment pool sponsored by the Texas Association of School Boards, or c) the US Government 1-Year Treasury rate. The benckmark used will be at the Investor's discretion.
3. "Anniversary Date"—The last day of the month for the month in which the entity's account is fully allocated. This date is not to exceed 90 days from account opening.
4. "Fully invested"—To be fully invested, the funds in the account will have purchased all investments determined as needed under the Written Investment Strategy for that account.
5. "Spread"—The difference between the Portfolio Yield and the Benchmark.

Example: Organization A opens a new account and transfers funds on October 15th. After approval, all funds are fully invested as of November 15th; therefore, November 30th will be designated as the Anniversary Date.

On this date TCG will define the Portfolio Yield (1.25%) and the Benchmark rate (0.25%) to determine the spread (1.00%) [PY- Benchmark = Spread]. For the next 12 months, this spread will be used for performance fee calculations. If there are no gains in the spread then no performance fee will be charged.

On November 30th of the following year a new Portfolio Yield and Benchmark rate, not to be lower than last year's rate, will be established to determine the new spread.

NOTES:

_____
_____
_____
_____
_____

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: July 31, 2015 and August 31, 2015 Financial Statements

SUMMARY:

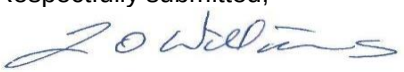
Attached are the financial statements for the periods ended July 31, 2015 and August 31, 2015 for the general operating fund.

The statements for the period ended July 31, 2015 and August 31, 2015, include only those transactions that occurred between the period of September 1, 2014, and July 31, 2015 and September 1, 2014 and August 31, 2015. Revenue collected to date for the financial statement ended July 31, 2015 equals 96.06% of the budgeted amount compared to 93.90% last year. Expenditures to date for the financial statement ended July 31, 2015 represent 86.18% of the budget compared to 87.35% last year. Revenue collected to date for the financial statement ended August 31, 2015 equals 99.90% of the budgeted amount compared to 99.17% last year. Expenditures to date for the financial statement ended August 31, 2015 represent 93.79% of the budget compared to 97.70% last year.

Please Note:

The August Financials are representative of revenues and expenses that have been booked as of the date the report was generated, 9/14/2015. They are not an indication of how the fiscal year will end up. The final revenue figures will be changed significantly once the District settles up with TEA on earned state revenue and recapture overpayment as well as 2015-16 revenues that will be accrued back into the 2014-15 year. The expenditure payments will change somewhat by August payroll accruals that will be accrued back into the 2014-15 year. There will also be deferred revenues and expenses that will be moved between the two fiscal years for various other revenues and expenses that have yet to be received. Lastly, there will be final adjusting entries made by the auditors to the 2014-15 year once they perform our annual audit later this fall.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: September 14, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED JULY 31, 2015

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	48,759,263	49,316,091	-556,828	101.14%
5800 STATE SOURCES	10,005,613	6,995,747	3,009,866	69.92%
5900 FEDERAL SOURCES	472,462	588,654	-116,192	124.59%
TOTAL REVENUES	**59,237,338**	**56,900,492**	**2,336,846**	**96.06%**
EXPENDITURES				
6100 PAYROLL COSTS	42,150,217	36,828,710	5,321,507	87.37%
6200 PROFESSIONAL & CONTRACTED SERVICES	12,750,785	10,577,210	2,173,575	82.95%
6300 SUPPLIES/MATERIALS	2,835,470	2,452,902	382,569	86.51%
6400 OTHER OPERATING	1,275,297	876,004	399,293	68.69%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	1,681,892	1,568,569	113,323	93.26%
TOTAL EXPENDITURES	**60,693,661**	**52,303,393**	**8,390,268**	**86.18%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(1,456,323)**	**4,597,099**	**(6,053,422)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED JULY 31, 2015

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	48,234,017	48,338,066	-104,049	100.22%	99.95%
	INVESTMENT INCOME	25,000	31,054	-6,054	124.22%	35.15%
	OTHER LOCAL INCOME	500,246	946,971	-446,725	189.30%	90.33%
5800	STATE					
	STATE FUNDING	10,005,613	6,995,747	3,009,866	69.92%	67.22%
5900	FEDERAL					
	FEDERAL PROJECTS	472,462	588,654	-116,192	124.59%	97.70%
	TOTAL REVENUES	**59,237,338**	**56,900,492**	**2,336,846**	**96.06%**	**93.90%**
EXPENDITURES						
11	INSTRUCTION	30,612,392	26,231,481	4,380,911	85.69%	91.66%
12	INSTRUCTIONAL RESOURCES & MEDIA	738,302	632,634	105,668	85.69%	91.86%
13	CURRICULUM & STAFF DEVELOPMENT	733,436	659,075	74,361	89.86%	87.88%
21	INSTRUCTIONAL LEADERSHIP	478,800	446,034	32,766	93.16%	90.45%
23	SCHOOL LEADERSHIP	3,385,010	3,134,313	250,697	92.59%	91.93%
31	GUIDANCE/COUNSELING	2,307,294	2,064,909	242,385	89.49%	90.56%
32	SOCIAL WORK SERVICES	64,649	64,648	1	100.00%	100.00%
33	HEALTH SERVICES	380,914	329,134	51,780	86.41%	92.70%
34	TRANSPORTATION	2,857,661	2,490,422	367,239	87.15%	91.19%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	1,800,924	1,497,640	303,284	83.16%	85.42%
41	GENERAL ADMINISTRATION	2,225,244	1,927,508	297,736	86.62%	88.28%
51	PLANT MAINTENANCE	6,197,090	5,232,499	964,591	84.43%	87.87%
52	SECURITY & MONITORING SERVICES	252,798	202,543	50,255	80.12%	98.48%
53	DATA PROCESSING	962,595	904,493	58,102	93.96%	91.77%
61	COMMUNITY EDUCATION	70,453	45,485	24,968	64.56%	34.42%
71	DEBT SERVICE	0	0	0	0.00%	14.88%
81	FACILITIES CONSTRUCTION & ACQUISITION	597,338	591,955	5,383	99.10%	30.34%
91	CONTR INSTRUCTIONAL SERVICES	6,125,889	5,262,600	863,289	85.91%	73.19%
93	PAYMENTS TO FISCAL AGENT					
99	OTHER INTER GOV CHARGES	902,872	586,018	316,854	64.91%	74.61%
	TOTAL EXPENDITURES	**60,693,661**	**52,303,393**	**8,390,268**	**86.18%**	**87.35%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(1,456,323)**	**4,597,099**	**(6,053,422)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDEDAUGUST 31, 2015

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	48,772,777	49,750,892	-978,115	102.01%
5800 STATE SOURCES	10,005,613	8,490,837	1,514,776	84.86%
5900 FEDERAL SOURCES	472,462	948,756	-476,293	200.81%
TOTAL REVENUES	**59,250,852**	**59,190,484**	**60,367**	**99.90%**
EXPENDITURES				
6100 PAYROLL COSTS	42,646,933	40,247,903	2,399,030	94.37%
6200 PROFESSIONAL & CONTRACTED SERVICES	12,345,892	11,706,200	639,692	94.82%
6300 SUPPLIES/MATERIALS	2,808,768	2,449,356	359,413	87.20%
6400 OTHER OPERATING	1,221,746	926,284	295,463	75.82%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	1,683,836	1,606,893	76,943	95.43%
TOTAL EXPENDITURES	**60,707,175**	**56,936,635**	**3,770,540**	**93.79%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(1,456,323)**	**2,253,850**	**(3,710,173)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED AUGUST 31, 2015

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	48,234,017	48,735,028	-501,011	101.04%	100.53%
	INVESTMENT INCOME	25,000	32,057	-7,057	128.23%	37.49%
	OTHER LOCAL INCOME	513,760	983,806	-470,047	191.49%	97.33%
5800	STATE					
	STATE FUNDING	10,005,613	8,490,837	1,514,776	84.86%	93.45%
5900	FEDERAL					
	FEDERAL PROJECTS	472,462	948,756	-476,293	200.81%	102.82%
	TOTAL REVENUES	**59,250,852**	**59,190,484**	**60,367**	**99.90%**	**99.17%**
EXPENDITURES						
11	INSTRUCTION	30,726,663	28,434,440	2,292,223	92.54%	103.67%
12	INSTRUCTIONAL RESOURCES & MEDIA	788,750	690,810	97,940	87.58%	103.86%
13	CURRICULUM & STAFF DEVELOPMENT	768,167	712,924	55,243	92.81%	95.19%
21	INSTRUCTIONAL LEADERSHIP	546,257	492,322	53,935	90.13%	98.09%
23	SCHOOL LEADERSHIP	3,496,384	3,424,150	72,234	97.93%	99.47%
31	GUIDANCE/COUNSELING	2,366,958	2,245,424	121,534	94.87%	101.22%
32	SOCIAL WORK SERVICES	64,649	64,648	1	100.00%	100.00%
33	HEALTH SERVICES	405,895	358,007	47,888	88.20%	105.49%
34	TRANSPORTATION	2,782,661	2,591,082	191,579	93.12%	94.58%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	1,800,074	1,609,200	190,874	89.40%	96.99%
41	GENERAL ADMINISTRATION	2,140,244	2,129,759	10,485	99.51%	98.01%
51	PLANT MAINTENANCE	5,896,563	5,483,138	413,425	92.99%	92.99%
52	SECURITY & MONITORING SERVICES	253,952	203,517	50,435	80.14%	100.22%
53	DATA PROCESSING	1,012,595	964,756	47,839	95.28%	99.62%
61	COMMUNITY EDUCATION	67,453	54,578	12,875	80.91%	37.64%
71	DEBT SERVICE	0	0	0	0.00%	14.88%
81	FACILITIES CONSTRUCTION & ACQUISITION	597,338	562,386	34,952	94.15%	33.69%
91	CONTR INSTRUCTIONAL SERVICES	6,189,700	6,139,700	50,000	99.19%	85.41%
93	PAYMENTS TO FISCAL AGENT					
99	OTHER INTER GOV CHARGES	802,872	775,794	27,078	96.63%	97.89%
	TOTAL EXPENDITURES	**60,707,175**	**56,936,635**	**3,770,540**	**93.79%**	**97.70%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(1,456,323)**	**2,253,850**	**(3,710,173)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: Cash Flow and Investment Report as of July 31, 2015 and August 31, 2015

SUMMARY:

Attached are the Cash Flow and Investment Reports for the periods ending July31, 2015 and August 31, 2015.

Respectfully submitted,

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams

Date Submitted: September 14, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM July 1, 2015 TO July 31, 2015

FOR BOARD MEETING SEPTEMBER 21, 2015

		FIRST FINANCIAL BANK								INVESTMENTS				CDARs	
		GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS TERM	PROGRAM	TOTAL
BEGINNING BALANCE-JULY 1, 2015		**$ 4,411,611**	**$ 2,699,032**	**$ 3,826,184**	**$ 1,209,672**	**$ 103,435**	**$ 626,062**	**$ 34,636**	**$ 575,750**	**$ 494,544**	**$ 55,601,514**	**$ 14,572**	**$ 11,986,335**	**$ 12,613,343**	$ 94,196,691
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH		$ 580,235	$ -	$ -					$ 10,003						$ 590,238
															$ -
TAX COLLECTIONS		$ 263,594	$ 50,531												$ 314,124
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION		$ 35,153							$ 35,153						$ 70,305
FOUNDATION		$ -													$ -
TITLE FUNDS		$ 250,474													$ 250,474
AVAILABLE SCHOOL FUND		$ 189,605													$ 189,605
IDEA-B FUNDS		$ 218,944													$ 218,944
IMA		$ 199,724													$ 199,724
PERKINS		$ 23,818													$ 23,818
MAC/SHARS		$ 1,130,665													$ 1,130,665
TRANSFERS IN		$ 2,000,000	$ 4,606,730	$ 5,000,000	$ 4,520,650	$ 1,757,553	$ 31,637	$ 13,906		$ -	$ -	$ -	$ 1,984,000		$ 19,914,477
															$ -
BOND PAYMENT			$ (7,355,441)												$ (7,355,441)
OPERATING EXPENSES		$ (1,976,932)	$ -	$ (5,222,822)		$ (912,388)	$ (19,104)	$ (14,463)	$ (23,801)	$ -					$ (8,169,510)
PAYROLL		$ (3,345,583)		$ -	$ (4,267,335)				$ (42,550)						$ (7,655,468)
TEA RECAPTURE		$ (877,100)	$ -			$ -									$ (877,100)
TRANSFERS OUT		$ -	$ -	$ -						$ (49,700)	$ (9,030,000)	$ (12,300)	$ (4,499,227)	$ -	$ (13,591,227)
MONTHLY INTEREST EARNED AND PAID		$ 603	$ 525	$ 677	$ 225	$ 58	$ 114	$ 6	$ 102	$ 52	$ 7,121	$ 1	$ 4,113	$ -	$ 13,596
ACCRUED INTEREST PAID														$ -	$ -
ENDING BALANCE-JULY 31, 2015		$ 3,104,812	$ 1,376	$ 3,604,039	$ 1,463,212	$ 948,658	$ 638,710	$ 34,086	$ 554,656	$ 444,896	$ 46,578,635	$ 2,273	$ 9,475,221	$ 12,613,343	$ 79,463,915
INTEREST ACCRUED, NOT PAID AT MONTHS END														$ 4,821	$ 4,821
WEIGHTED AVERAGE MATURITY		1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	35 Days	42 Days	50 Days	23.4 Days	235 Days	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:		0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.134%	0.157%	0.064%	0.100%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:		0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.133%	0.155%	0.064%	0.090%	Various	
													CDs Various		

I, the approved Investment Officer 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).

L O Williams

L.O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

2014-15 INTEREST

ACCRUED (as of 7/31/15)			
Sep-14	$ 30,873.95	Mar-15	$ 41,053.21
Oct-14	$ 2,771.66	Apr-15	$ 10,779.77
Nov-14	$ 3,632.79	May-15	$ 10,719.69
Dec-14	$ 31,192.05	Jun-15	$ 22,298.08
Jan-15	$ 5,835.91	Jul-15	$ 13,596.13
Feb-15	$ 5,441.53	Aug-15	
		TOTAL	$ 178,194.77

JULY INTEREST ACCRUED	$ 4,821.37
JULY INTEREST EARNED & PD	$ 13,596.13
JULY TOTAL INTEREST	$ 18,417.50

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM August 1, 2015 TO August 31, 2015

FOR BOARD MEETING SEPTEMBER 21, 2015

	FIRST FINANCIAL BANK								INVESTMENTS				CDARs	
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS TERM	PROGRAM	TOTAL
BEGINNING BALANCE-AUGUST 1, 2015	**$ 3,104,812**	**$ 1,376**	**$ 3,604,039**	**$ 1,463,212**	**$ 948,658**	**$ 638,710**	**$ 34,086**	**$ 554,656**	**$ 444,896**	**$ 46,578,635**	**$ 2,273**	**$ 9,475,221**	**$ 12,613,343**	$ 79,463,915
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 56,951	$ -	$ -					$ 62,103						$ 119,054
														$ -
TAX COLLECTIONS	$ 330,712	$ 64,422												$ 395,134
														$ -
TEA COLLECTIONS:														$ -
CHILD NUTRITION	$ 41,311							$ 41,311						$ 82,623
FOUNDATION	$ 952,832													$ 952,832
TITLE FUNDS														$ -
AVAILABLE SCHOOL FUND	$ 361,824													$ 361,824
IDEA-B FUNDS														$ -
IMA														$ -
PERKINS	$ 6,880													$ 6,880
MAC/SHARS	$ 6,937													$ 6,937
TRANSFERS IN	$ 5,000,000	$ -	$ 6,176,648	$ 2,366,797	$ 2,759,884	$ 29,714	$ 13,868		$ -	$ 4,234	$ -	$ -		$ 16,351,144
														$ -
BOND PAYMENT														$ -
OPERATING EXPENSES	$ (1,562,089)	$ -	$ (7,300,306)		$ (3,207,342)	$ (6,620)	$ (18,350)	$ (25,180)	$ -					$ (12,119,887)
PAYROLL	$ (3,329,793)		$ -	$ (2,427,426)				$ (44,182)						$ (5,801,401)
TEA RECAPTURE	$ (877,100)	$ -			$ -									$ (877,100)
TRANSFERS OUT	$ -	$ -	$ -						$ -	$ (11,000,000)	$ -	$ -	$ -	$ (11,000,000)
MONTHLY INTEREST EARNED AND PAID	$ 733	$ 8	$ 476	$ 193	$ 78	$ 104	$ 5	$ 90	$ 51	$ 6,176	$ -	$ 5	$ -	$ 7,920
ACCRUED INTEREST PAID													$ -	$ -
ENDING BALANCE-AUGUST 31, 2015	$ 4,094,010	$ 65,806	$ 2,480,857	$ 1,402,776	$ 501,277	$ 661,908	$ 29,608	$ 588,799	$ 444,947	$ 35,589,045	$ 2,273	$ 9,475,226	$ 12,613,343	$ 67,949,874
INTEREST ACCRUED, NOT PAID AT MONTHS END													$ 4,824	$ 4,824
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	39 Days	41 Days	47 Days	32.6 Days	$ 204	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.142%	0.172%	0.072%	0.110%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.134%	0.157%	0.063%	0.100%	Various	
												CDs Various		

I, the approved Investment Officer 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).

L.O. Williams

L.O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

2014-15 INTEREST			
ACCRUED (as of 8/31/15)			
Sep-14	$ 30,873.95	Mar-15	$ 41,053.21
Oct-14	$ 2,771.66	Apr-15	$ 10,779.77
Nov-14	$ 3,632.79	May-15	$ 10,719.69
Dec-14	$ 31,192.05	Jun-15	$ 22,298.08
Jan-15	$ 5,835.91	Jul-15	$ 13,596.13
Feb-15	$ 5,441.53	Aug-15	$ 7,919.66
		TOTAL	$ 186,114.43

AUGUST INTEREST ACCRUED	$ 4,823.57
AUGUST INTEREST EARNED & PD	$ 7,919.66
AUGUST TOTAL INTEREST	$ 12,743.23

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 21, 2015
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: September 14, 2015
RE: Bond Expenditure Update
As of August 31, 2015

SUMMARY:

Attached are bond expenditures through the period ended August 31, 2015. Expenditures are divided into two categories - "Construction" and "Other Areas". The Construction category includes expenditures related to the construction or renovation/remodeling of buildings. The Construction category also includes a breakdown of expenditures by vendor. The Other Areas category includes expenditures for non-construction related expenditures from bond funds.

Respectfully submitted,

Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: September 14, 2015

GRANBURY ISD

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 08/31/15)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 5,819,639.00	$ 76,310.51	$ 3,926,733.24
Hard Cost	$ 54,186,317.00	$ 27,590,986.14	$ 25,235,776.86
Contingency	$ 3,704,480.00	$ 63,915.17	$ 418,136.40
Construction Total	***$ 63,710,436.00***	***$ 27,731,211.82***	***$ 29,580,646.50***

Summary Status - Other Areas

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.00	$ 18,027.86	$ 241,804.21
Bus Replacement	$ 1,600,000.00	$ -	$ 1,234,799.00
Classroom Furniture	$ 1,000,000.00	$ -	$ 211,738.67
Furniture, Fixture, Equip	$ 4,461,564.00	$ 973,843.31	$ 105,639.58
Technology	$ 10,800,000.00	$ 61,939.81	$ 4,270,989.39
Other Areas Total	***$ 18,261,564.00***	***$ 1,053,810.98***	***$ 6,064,970.85***

Construction Vendor Status

Contract / Service	Paid to Date	Description
Alliance Geotech	$ 159,304.74	*Materials Testing*
Buford-Thompson	$ 25,493,208.86	*Construction Mgr*
City of Granbury	$ 168,789.55	*Permits*
DFW Waste Oil	$ 650.00	*Oil Disposal - GHS Auto Shop*
Elliott Electric	$ 9,225.20	*CTE Move to Ag Complex*
ERI Consulting	$ 4,000.00	*Asbestos Abatement Consultant GHS*
GCA Services	$ -	*Scrub & Finish New VCT - GHS*
G&G Electric	$ 6,678.00	*AG Complex Welder Plugs*
Gomez Floor	$ 1,300.53	*Dressing Rm Floors (due to abatement)*
Granbury Glass	$ 105.00	*Mirrors - GHS*
Granbury Winnelson	$ 281.16	*Rods for Band & Choir Uniform Storage*
HC News	$ 196.50	*Public Notice Ad*
HD Snow House Moving	$ 13,600.00	*Move Portables*
Home Depot	$ 2,347.13	*Ramps to Portables; Misc.*
Huckabee	$ 3,530,863.95	*Architect*
IESI	$ 8,618.12	*Temporary Roll-Off*
JPH Land Surveying	$ 44,900.00	*Survey*
JSK Company	$ 3,740.00	*Video Surveillance Supplies - GHS*
Mark's Plumbing	$ 392.48	*Temporary Training Rm*
Mobile Modular	$ 6,947.20	*Pods - GHS*
1 Priority	$ 10,100.00	*Abatement - GHS*
Print One	$ 133.25	*Signage - OW*
Quality Sound	$ 28,100.00	*PA System Upgrade - BIS, OWS*
School Specialty	$ 367.71	*White Board - OW*
STS360	$ 45,026.62	*Video Surveillance Upgrade - GHS*
TASB	$ 18,632.00	*Asbestos Testing - All campuses*
The Rios Group	$ 22,875.00	*Subsurface Utility*
TX Dept of State Health Svc	$ 181.00	*Asbestos Abatement Notification Fee*
Woodard Builders	$ 82.50	*Glass in Receptionist Door - BES*
Construction Vendor Total	***$ 29,580,646.50***	

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PROGRAM	TOTAL	DESCRIPTION
	6100 *Payroll Costs*	
Title I	958,843	Salary, benefits, district costs - 1 1/2 Campus Intervention Coordinators, 8 Instructional Specialists, 1 Title I Aide, 1 Acceleration Aide, 1/2 Federal Coordinator, tutoring
Title II	37,800	1/2 Campus Intervention Coordinator, substitutes
Title III	15,858	Bilingual paraprofessional Emma
CTE	0	
SPED	719,654	Salaries, benefits, district costs for SLP's, Diagnosticians, Aides
	6200 *Contracted Services*	
Title I	4,000	Professional development
Title II	132,393	PBL Partnership Training, ESC Contract, PD 360, summer training, 1/2 Campus Intervention Coordinator
Title III	0	
CTE	0	
SPED	270,000	Contracted services PT, O&M, VI, assessment
	6300 *Supplies and Materials*	
Title I	78,412	Supplies materials for parent involvement and homeless, materials to support STAAR Intervention
Title II	21,806	Supplies and materials to support PBL Implementation
Title III	28,893	Imagine Learning Software, Bilingual iStation
CTE	50,914	Software Renewal and equipment
SPED	42,425	Student management software, braille embosser, braille software, assessment software, reading program, speech communication device
	6400 *Other Opertaing Costs*	
Title I	44,008	Homeless, Program Travel to ACET, and varrious items to support innovative activities
Title II	4696	Program Travel - Empowering Writers
Title III	500	Program Travel - Seidlitz Training
CTE	11,279	PLTW and other professional development; Certifications
SPED	3,000	Student Travel for Deaf Ed

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6500 *Debt Service*

Title I	0	
Title II	0	
Title III	0	
CTE	0	
SPED	0	

6600 *Capital Outlay*

Title I	0	
Title II	0	
Title III	0	
CTE	0	
SPED	10,000	Speech communication devices

Indirect Costs

Title I	19,957
Title II	3,696
Title III	851
CTE	1,145
SPED	18,073

Total Grant

Title I	1,085,264
Title II	196,695
Title III	45,251
CTE	63,338
SPED	1,063,152