Birdville Independent School District

Bob E. Griggs High School

2026-2027 Initial Plan

Accountability Rating: B

Mission Statement

In a caring, safe, and respectful environment, we at Griggs High School empower students through innovative instruction, support, and leadership, to achieve real world success.

Vision

Our vision is a learning community where every student discovers their strengths, thrives through support and structure, and graduates ready to achieve real-world success.

Value Statement

We want every student to experience a school where they feel known, valued, challenged, and supported to reach their full potential.

The Griggs experience is our shared commitment to creating a consistently exceptional experience for every student. Through meaningful relationships, engaging instruction, and unwavering high expectations, we ensure every student learns, belongs, and grows while developing the skills and confidence needed for success beyond Griggs. We believe every student's future is defined by their potential, not their circumstances.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bob E Griggs is an Alternative Education Campus in Birdville ISD, serving our community's most at-risk population, 96.43%. The attendance rate was 87.60% in the 2024-25 school year.

School Population (2026 - 2027)	Count	Percent
Student Total	135	100%
9th Grade	9	6.7%
10th Grade	37	27.4%
11th Grade	63	46.7%
12th Grade	26	19.3%

Student Demographics (2026 - 2027)	Count	Percent
Gender		
Female	82	60.7%
Male	53	39.3%
Ethnicity/Race from 2025-26		
American Indian - Alaskan Native	0	0%
Asian	1	0.81%
Black - African American	13	10.57%
Hispanic-Latino	63	51.22%
Native Hawaiian - Pacific Islander	1	0.81%
White	42	34.15%
Two-or-More	3	2.44%

Student Programs (2026 - 2027)	Count	Percent
Dyslexia	16	25%

Student Programs (2026 - 2027)	Count	Percent
Gifted and Talented	2	3.1%
Regional Day School Program for the Deaf	0	0.00%
Section 504	31	48.4%
Special Education (SPED)	15	23.4%
Emergent Bilingual (EB)	35	25.9%
Alternative ESL Language Program	0	0.00%

Student Indicators (2026 - 2027)	Count	Percent
At-Risk	135	100%
Foster Care	0	0.00%
Did not maintain an average of 70 in 2 or more subjects	37	27.4%
EB	35	25.9%
Homelessness	4	3%
Incarcerated	3	2.2%
Not promoted in one or more years	51	37.8%
On parole or probation	2	1.5%
DAEP	42	31.1%
Pregnancy	5	0%
Previous Drop Out	9	6.7%
Foster Care	2	1.5%
Unsatisfactory Performance on an Assessment Instrument	92	68.1%
Economic Disadvantage		
Economic Disadvantage Total	86	63.7%
Free Meals	76	56.3%

Student Indicators (2026 - 2027)	Count	Percent
Reduced-Price Meals	10	7.4%
Homeless and Unaccompanied Youth		
Homeless Status Total	4	3%
Homeless current or past	21	15.6%
Doubled Up	4	2.86%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Unaccompanied Youth	1	.7%

Staff Information (2026 - 2027)	
Administrative Support	4
Teacher	14
Office	4
Librarian	1

Demographics Strengths

Bob E. Griggs High School serves 135 students through a small, personalized Alternative Education Campus setting designed to meet the needs of students who benefit from additional support and flexibility. The campus serves a diverse student population, with Hispanic-Latino students representing the largest racial/ethnic group, followed by White and African American students.

A significant strength of Griggs High School is its ability to provide individualized support to a highly at-risk population. One hundred percent of current students meet at least one at-risk indicator, with many students experiencing multiple barriers to academic success. The campus's small size allows staff to know students well, identify individual needs quickly, and build strong relationships that support academic progress, attendance, and graduation.

Griggs also serves students with a wide range of learning needs. Approximately one-fourth of students are Emergent Bilingual, and the campus serves students receiving Special Education, Section 504, and dyslexia services. This diversity of needs strengthens the campus focus on differentiated instruction, flexible supports, and multiple pathways for students to demonstrate growth.

The student population is concentrated in grades 10–12, with 93.3% of students currently enrolled in those grades. This creates an opportunity for Griggs to provide focused academic intervention, credit attainment, and graduation planning for students who may have previously experienced academic setbacks. The strength of the Griggs model lies in combining

high expectations with personalized support so that students can make progress toward graduation and prepare for success beyond high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of students enrolled at Bob E. Griggs High School meet one or more at-risk indicators, with many students entering the campus with significant academic gaps, credit deficiencies, inconsistent attendance, and a history of unsuccessful academic experiences.
Root Cause: Many students arrive at Griggs after experiencing multiple and often compounding barriers to academic success. Inconsistent attendance, course failure, grade retention, unsuccessful performance on state assessments, economic disadvantage, and personal circumstances have interrupted academic progress over time. These experiences can result in significant learning gaps, loss of academic confidence,

Student Learning

Student Learning Summary

In the 2025-26 school year, Bob E. Griggs High School earned an overall accountability score of **81 (B)** under the Alternative Education Accountability provisions, an increase from the previous year's score of 78.

Student Achievement: 75 — STAAR Performance 84, College, Career and Military Readiness (CCMR) 67, Graduation Rate 75

School Progress: 87 (B) — Academic Growth 82 (B), Retest Growth/Relative Performance 87 (B)

Closing the Gaps: 66 (D)

School Progress continues to be a strength for Griggs, with both Academic Growth and Retest Growth demonstrating that students are making progress academically. The campus improved its overall accountability score despite serving a highly at-risk student population. Closing the Gaps remains an area of focus and indicates a continued need to improve outcomes across student groups.

Student Learning Strengths

Student academic growth is a significant strength at Bob E. Griggs High School. In 2025-26, the campus earned an **82 (B) in Academic Growth**, increasing from 69 the previous year. Retest Growth also improved from 83 to **87 (B)**, demonstrating continued progress among students who previously experienced difficulty meeting state assessment standards.

The campus earned an overall accountability rating of **81 (B)**, improving from 78 the previous year. STAAR Performance remained strong at 84, while the graduation rate remained high at 95.5%. These results demonstrate that students are making meaningful academic progress and moving toward successful completion of high school.

The continued strength in School Progress, which earned an **87 (B)**, reflects the impact of individualized support, targeted intervention, and the small-school environment at Griggs. For a campus serving students who often enter with academic gaps and previous unsuccessful school experiences, continued growth is an important indicator of student learning and campus effectiveness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite strong academic growth, student achievement remains an area of need. Griggs earned a 75 in Student Achievement and a 66 (D) in Closing the Gaps, indicating that student performance and outcomes across student groups are not consistently meeting state targets.
Root Cause: Many students enter Griggs with significant academic gaps and a history of unsuccessful performance on state assessments. Although students are demonstrating growth, persistent learning gaps and previous academic setbacks make it difficult for all students and student groups to reach expected levels of achievement.

Problem Statement 2 (Prioritized): Increasing the number of students who graduate with a College, Career, or Military Readiness (CCMR) indicator remains an area of need. Many

students enter Griggs without a CCMR indicator and with limited time remaining before graduation to complete a qualifying pathway.
Root Cause: Students often enter Griggs later in their high school experience with credit deficiencies and an immediate need to meet graduation requirements. This shortened timeframe can limit opportunities to complete traditional multi-year CCMR pathways. Students need early identification of their CCMR status and intentional placement on an attainable pathway that can be completed prior to graduation.

School Processes & Programs

School Processes & Programs Summary

Bob E. Griggs High School utilizes flexible programs and processes designed to meet the needs of students who enter the campus at different points in their high school experience and with varying academic needs. Student schedules are individualized based on credits earned, graduation requirements, and postsecondary goals, with opportunities for credit recovery, acceleration, EOC intervention, and Career and Technical Education through BCTAL.

Instruction is aligned with district curriculum and supported through collaborative planning, professional learning, instructional coaching, and the use of student data. AVID/WICOR strategies support the campus focus on rigorous, engaging instruction, reading, and writing. Student support systems include daily mentoring, counseling services, attendance and academic monitoring, and collaboration among teachers, counselors, administrators, and support staff. College, Career, and Military Readiness is incorporated into student planning through CCMR pathway identification, career exploration, certifications, and connections to postsecondary and workforce opportunities.

School Processes & Programs Strengths

The small campus environment at Griggs allows for flexibility, collaboration, and individualized support. Student schedules and graduation plans can be adjusted as needs change, allowing students multiple opportunities to recover credits, accelerate progress, and remain on track for graduation.

Strong relationships and communication among staff support early identification of academic, attendance, behavioral, and social-emotional needs. Daily mentoring provides an additional structure for monitoring student progress and maintaining connections with students.

Professional learning and collaboration are aligned with campus instructional priorities. The continued use of AVID/WICOR strategies, district curriculum, instructional coaching, and data-informed planning provides a common foundation for strengthening instruction and increasing student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many students arrive at Bob E. Griggs High School with significant credit deficiencies, academic gaps, and patterns of inconsistent attendance, making it difficult to remain on track for graduation. Previous academic setbacks can also impact students' confidence in their ability to catch up and successfully complete high school, contributing to decreased motivation, engagement, and attendance.
Root Cause: Credit deficiencies and inconsistent attendance often develop over time as students experience repeated academic setbacks and personal or social barriers that are not fully addressed within traditional school structures. These experiences can lead to disengagement, course failure, and absenteeism that compound over time, requiring more flexible and individualized academic and support systems to e.

Perceptions

Perceptions Summary

Bob E. Griggs High School is committed to creating a school experience where students feel known, valued, supported, and capable of success. Many students come to Griggs after experiencing academic setbacks or disconnection from school, making relationships and belonging essential components of the campus culture. Staff intentionally balance high expectations with encouragement and affirmations.

Perceptions Strengths

Griggs maintains a safe, welcoming, and supportive environment built on strong relationships between students and staff. Small class sizes, low teacher turnover, extended instructional periods, and a dedicated daily mentoring class provide consistency and allow staff to know students individually.

Staff share a strong commitment to student success and intentionally recognize progress and celebrate accomplishments. The small-school environment allows students to develop meaningful connections with adults who know their individual strengths, challenges, and goals. These relationships contribute to a sense of belonging and provide students with consistent academic, social, and emotional support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to view school as a positive place to connect, engage, and experience success, which can impact motivation, participation, and attendance.
Root Cause: Many students come to Griggs after a history of academic failure, inconsistent school engagement, or experiences in which they did not feel connected or successful in a traditional school setting. Over time, these experiences can shape students' perceptions of school and their confidence in themselves as learners, making intentional relationship-building, belonging, and opportunities for success.

Priority Problem Statements

Problem Statement 1: 100% of students enrolled at Bob E. Griggs High School meet one or more at-risk indicators, with many students entering the campus with significant academic gaps, credit deficiencies, inconsistent attendance, and a history of unsuccessful academic experiences.

Root Cause 1: Many students arrive at Griggs after experiencing multiple and often compounding barriers to academic success. Inconsistent attendance, course failure, grade retention, unsuccessful performance on state assessments, economic disadvantage, and personal circumstances have interrupted academic progress over time. These experiences can result in significant learning gaps, loss of academic confidence,

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite strong academic growth, student achievement remains an area of need. Griggs earned a 75 in Student Achievement and a 66 (D) in Closing the Gaps, indicating that student performance and outcomes across student groups are not consistently meeting state targets.

Root Cause 2: Many students enter Griggs with significant academic gaps and a history of unsuccessful performance on state assessments. Although students are demonstrating growth, persistent learning gaps and previous academic setbacks make it difficult for all students and student groups to reach expected levels of achievement.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Many students arrive at Bob E. Griggs High School with significant credit deficiencies, academic gaps, and patterns of inconsistent attendance, making it difficult to remain on track for graduation. Previous academic setbacks can also impact students' confidence in their ability to catch up and successfully complete high school, contributing to decreased motivation, engagement, and attendance.

Root Cause 3: Credit deficiencies and inconsistent attendance often develop over time as students experience repeated academic setbacks and personal or social barriers that are not fully addressed within traditional school structures. These experiences can lead to disengagement, course failure, and absenteeism that compound over time, requiring more flexible and individualized academic and support systems to e.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to view school as a positive place to connect, engage, and experience success, which can impact motivation, participation, and attendance.

Root Cause 4: Many students come to Griggs after a history of academic failure, inconsistent school engagement, or experiences in which they did not feel connected or successful in a traditional school setting. Over time, these experiences can shape students' perceptions of school and their confidence in themselves as learners, making intentional relationship-building, belonging, and opportunities for success.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Increasing the number of students who graduate with a College, Career, or Military Readiness (CCMR) indicator remains an area of need. Many students enter Griggs without a CCMR indicator and with limited time remaining before graduation to complete a qualifying pathway.

Root Cause 5: Students often enter Griggs later in their high school experience with credit deficiencies and an immediate need to meet graduation requirements. This shortened timeframe can limit opportunities to complete traditional multi-year CCMR pathways. Students need early identification of their CCMR status and intentional placement on an attainable pathway that can be completed prior to graduation.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

Employee Data

- Teacher/Student Ratio

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: Increase student achievement in Reading and Math by at least 5 percentage points on STAAR/EOC assessments and ensuring all students demonstrate academic growth.

High Priority

Evaluation Data Sources: Teachers' reading/writing rubrics, District ELAR strategy utilized in each classroom, WICOR strategies training/use in classrooms

Strategy 1 Details
Strategy 1: Use STAAR item analysis, campus assessment data, and formative checks to identify individual student learning gaps and priority TEKS, and provide targeted reteaching and intervention based on identified needs. **Actions:** Action 1: Teachers will analyze STAAR item-level and campus assessment data to identify individual student learning gaps and priority TEKS. Action 2: Teachers will provide targeted reteaching and intervention based on identified student needs through small-group and individualized instruction. Action 3: Teachers will use formative checks to monitor student progress and adjust instruction and intervention based on student performance. **Staff Responsible for Monitoring:** Administration and Department Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
Strategy 2: All teachers will implement AVID-aligned literacy strategies focused on reading and writing at least weekly to strengthen student literacy skills across content areas. **Actions:** Action 1: Teachers will incorporate at least one AVID-aligned reading or writing strategy into instruction each week. Action 2: Teachers will provide students with regular opportunities to read, write, and demonstrate understanding using content-specific texts and tasks. Action 3: Campus leadership will monitor implementation of literacy strategies through classroom walkthroughs, lesson plans, and student work. **Staff Responsible for Monitoring:** Administration, AVID Site Coordinator, and AVID Site Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy**

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Improve performance in Domain 1 (Student Achievement) by increasing overall results across all EOC subjects (Algebra I, Biology, English I, English II, and U.S. History) by at least 3 percentage points as measured by STAAR/EOC results.

Evaluation Data Sources: STAAR EOC scores, TEA Interim scores

Strategy 1 Details
Strategy 1: Ensure instructional alignment through the use of district curriculum and STAAR blueprints to identify priority standards, guide instruction, and monitor student mastery through formative and campus assessments. **Actions:** Action 1: Teachers will use district curriculum and STAAR blueprints to ensure instruction is aligned to tested standards and appropriate levels of rigor. Action 2: Teachers will use formative and campus assessment data to monitor student mastery of priority standards and identify areas requiring additional instruction. Action 3: Campus leadership and teachers will review student performance data at designated points throughout the year to evaluate progress and determine needed instructional adjustments. **Staff Responsible for Monitoring:** Administration, EOC teachers, and department leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
Strategy 2 Details
Strategy 2: Conduct regular data meetings to review student performance, identify trends and areas of need, and determine instructional adjustments and interventions to improve student achievement. **Actions:** Action 1: Conduct data meetings following key assessments to review student performance and identify areas of strength and need. Action 2: Review individual student and student group performance to identify learning gaps and students needing additional support or intervention. Action 3: Use data meeting findings to determine instructional adjustments, reteaching priorities, and appropriate student interventions. **Staff Responsible for Monitoring:** Administration, EOC teachers, and department leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: 100% of students identified with behavioral, social-emotional, or engagement concerns will be reviewed through campus student support processes to determine appropriate individualized interventions and supports.

Evaluation Data Sources: Focus Discipline Reports, MTSS data in Focus

Strategy 1 Details
Strategy 1: Use restorative practices, including conferences and circles when appropriate, to address individual student needs, repair relationships, and support successful engagement in the learning environment. **Actions:** Action 1: Identify students and situations that would benefit from a restorative conference or circle based on individual needs and circumstances. Action 2: Conduct restorative conferences or circles to address concerns, allow students to reflect on their choices, repair relationships, and develop positive solutions. Action 3: Follow up with students after restorative interventions to support successful re-engagement and address any continued concerns. **Staff Responsible for Monitoring:** Administration, counseling staff, teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Use administrative and monthly PBIS meetings to identify and discuss students with behavioral, social-emotional, or engagement concerns and determine appropriate individualized supports and interventions. **Actions:** Action 1: Review student concerns during administrative and monthly PBIS meetings to identify students who may need additional support. Action 2: Determine appropriate supports or interventions based on each student's individual needs and circumstances. Action 3: Follow up on identified students during subsequent meetings to review progress and determine whether supports should be continued or adjusted. **Staff Responsible for Monitoring:** Administration, PBIS team, and counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 3 Details
Strategy 3: Implement a pilot girls' empowerment group in the first semester to provide targeted support focused on healthy relationships, communication, conflict resolution, self-confidence, and positive decision-making. **Actions:** Action 1: Establish a regular schedule and structured topics for girls' empowerment group sessions. Action 2: Facilitate group activities and discussions focused on healthy relationships, effective communication, conflict resolution, self-confidence, and positive decision-making. Action 3: Gather student feedback and staff observations to identify emerging needs and adjust future group topics and activities accordingly. **Staff Responsible for Monitoring:** Counseling team **ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Students requiring accelerated instruction as a result of unsuccessful EOC performance will receive targeted academic support designed to address identified learning gaps and improve performance on subsequent EOC assessments.

High Priority

Evaluation Data Sources: AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Strategy 1 Details
Strategy 1: Provide targeted EOC preparation and tutorials based on individual student performance data and identified areas of need. **Actions:** Action 1: Analyze previous EOC performance and assessment data to identify individual student learning gaps and priority standards. Action 2: Provide targeted EOC preparation and tutorial sessions focused on identified areas of need. Action 3: Monitor student progress during EOC preparation and adjust tutorial support based on demonstrated mastery and continued areas of ne **Staff Responsible for Monitoring:** EOC teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
Strategy 2: Provide EOC Focus classes for identified students to receive sustained, targeted instruction in content areas requiring additional support. **Actions:** Action 1: Identify and schedule students into appropriate EOC Focus classes based on previous EOC performance and individual academic needs. Action 2: Provide targeted instruction within EOC Focus classes based on identified learning gaps and priority standards. Action 3: Monitor student progress through formative assessments and student work and adjust instruction based on demonstrated mastery and continued areas of need. **Staff Responsible for Monitoring:** Professional school counselor

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 5: Emergent Bilingual students will demonstrate growth in English language proficiency as measured by TELPAS performance.

Evaluation Data Sources: TELPAS data, classroom walks

Strategy 1 Details
Strategy 1: Teachers will consistently implement research-based instructional strategies to support the language development and academic achievement of Emergent Bilingual students across content areas. **Actions:** Action 1: Teachers will use SIOP and other research-based strategies to provide appropriate language supports during content-area instruction. Action 2: Teachers will provide Emergent Bilingual students with regular opportunities to develop and demonstrate listening, speaking, reading, and writing skills within academic content. Action 3: Review TELPAS and classroom performance data to monitor individual student language growth and identify areas requiring additional instructional support. **Staff Responsible for Monitoring:** Administration and teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 6: Students taking STAAR EOC assessments, including first-time testers and retesters, will demonstrate forward progress through increased scale scores and/or advancement in performance levels, with particular emphasis on moving students from Did Not Meet to Approaches and from Approaches to Meets or Masters.

Evaluation Data Sources: EOC test scores
Progress monitor trackers
Student growth plans

Strategy 1 Details
Strategy 1: Continue to finetune and utilize individual student growth-tracking process to monitor EOC performance and progress and provide targeted reteaching based on identified areas of need. **Actions:** Action 1: Review and document individual student EOC performance, including previous scale scores, performance levels, and identified areas of need. Action 2: Monitor student progress using campus assessments and formative data to determine whether students are demonstrating growth toward their individual EOC goals. Action 3: Provide targeted reteaching and intervention based on individual student progress and identified learning gaps. **Staff Responsible for Monitoring:** Administration and EOC teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 7: Increase the percentage of graduates meeting at least one College, Career, or Military Readiness (CCMR) indicator by expanding access to attainable CCMR pathways, including industry-based certifications, TSIA2, and dual credit opportunities.

Evaluation Data Sources: TSIA, dual credit, IBC reports
CCMR indicator in Focus
Quarterly reviews

Strategy 1 Details
Strategy 1: Students will identify an individualized CCMR pathway upon enrollment at Griggs and either continue an existing pathway or begin an attainable pathway aligned with their graduation timeline and postsecondary goals. **Actions:** Action 1: Review each student's current CCMR status and previously completed or in-progress indicators upon enrollment at Griggs. Action 2: Identify an attainable CCMR pathway based on the student's graduation timeline, interests, academic needs, and postsecondary goals. Action 3: Monitor student progress toward completion of the identified CCMR pathway and adjust the plan when needed.. **Staff Responsible for Monitoring:** Professional School Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
Strategy 2: Explore and develop dual credit English elective opportunities to provide eligible students with an additional pathway toward college readiness and CCMR. **Actions:** Action 1: Collaborate with district and college partners to identify available dual credit English elective options for Griggs students. Action 2: Review student eligibility, scheduling, and course requirements to determine how dual credit English opportunities can be incorporated into individual graduation plans. Action 3: Identify eligible students and communicate available dual credit opportunities, requirements, and benefits to students and families. **Staff Responsible for Monitoring:** Administration and Professional School Counselor **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details
Strategy 3: Increase opportunities for juniors and seniors to demonstrate college readiness through TSIA2 preparation, testing, and retesting. **Actions:** Action 1: Review CCMR status and academic data to identify juniors and seniors who would benefit from taking the TSIA2. Action 2: Provide TSIA2 preparation and practice opportunities based on individual student needs. Action 3: Provide juniors and seniors opportunities to take or retake the TSIA2 and monitor results to determine additional preparation or testing needs. **Staff Responsible for Monitoring:** Administration and Professional School Counselor

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual average daily attendance (ADA) by 2% compared to the prior school year through individualized attendance plans, regular progress monitoring, mentoring, and attendance incentives.

High Priority

Evaluation Data Sources: Daily attendance percentages

Strategy 1 Details
Strategy 1: Conduct regular attendance meetings to identify students with attendance concerns, develop individualized attendance plans, and monitor student progress. **Actions:** Action 1: Review attendance data regularly to identify students demonstrating patterns of absenteeism or declining attendance. Action 2: Develop individualized attendance plans with identified students that include specific attendance goals and supports. Action 3: Review student progress during subsequent attendance meetings and adjust attendance plans as needed. **Staff Responsible for Monitoring:** Administration, crisis counselor, attendance clerk **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Utilize mentoring teachers to support students in improving attendance through regular check-ins, goal setting, and monitoring of individual attendance plans. **Actions:** Action 1: Mentoring teachers will review attendance with students and discuss progress toward individual attendance goals. Action 2: Mentoring teachers will work with students to identify barriers impacting attendance and reinforce strategies for improvement. Action 3: Mentoring teachers will celebrate attendance progress and communicate continued concerns to campus administration for additional support when needed. **Staff Responsible for Monitoring:** Administration, crisis counselor, and mentoring teachers

Strategy 3 Details
Strategy 3: Implement weekly attendance incentives to recognize and encourage consistent and improved student attendance. **Actions:** Action 1: Establish weekly attendance criteria for students to earn incentives. Action 2: Recognize and reward students who meet the established attendance criteria each week. Action 3: Promote weekly attendance incentives and celebrate student success to encourage continued participation. Action 4: Review attendance trends to determine the effectiveness of incentives and make adjustments as needed. **Staff Responsible for Monitoring:** Administration, crisis counselor, and attendance clerk

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase consistency in the implementation and reinforcement of campus-wide student expectations for IDs, dress code, technology, and hallway passes to support an orderly and effective learning environment.

Evaluation Data Sources: Focus Hall Pass reports
Discipline/referral data
PBIS meeting documentation/minutes
Faculty meeting agendas/minutes
Administrative walkthrough/observation data
Mentoring lesson/materials or documentation

Strategy 1 Details
Strategy 1: Provide ongoing staff training and communication to promote consistent implementation and reinforcement of campus-wide student expectations. **Actions:** Action 1: Provide beginning-of-year training focused on consistency in implementing campus expectations and procedures. Action 2: Reinforce expectations and address areas of inconsistency during faculty meetings throughout the school year. Action 3: Communicate clarification or adjustments to campus procedures as needs are identified. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Explicitly teach and regularly reinforce campus-wide expectations with students throughout the school year.

Actions: Action 1: Review campus expectations with students at the beginning of the school year through mentoring and a campus discipline assembly.

Action 2: Revisit expectations with students during mentoring each quarter, with emphasis on IDs, dress code, technology, and hallway passes.

Action 3: Provide additional reminders and reteaching of expectations when patterns of concern are identified.

Staff Responsible for Monitoring: Administration and teachers

TEA Priorities:
Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership

- Targeted Support Strategy

Strategy 3 Details

Strategy 3: Monitor implementation of campus expectations and procedures to identify patterns and areas requiring additional support or reinforcement.

Actions: Action 1: Review Focus Hall Pass reports to monitor teacher use and student hallway pass frequency.

Action 2: Discuss identified patterns and concerns during PBIS meetings and determine appropriate follow-up.

Action 3: Use administrative observations, discipline trends, and staff feedback to identify areas where expectations or procedures need additional reinforcement.

Staff Responsible for Monitoring: Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Annually administer a campus safety survey to students, parents and staff, analyze results to identify areas of strength and concern, and implement appropriate actions to improve perceptions of a safe and responsive learning environment.

Evaluation Data Sources: District Survey

Strategy 1 Details
Strategy 1: Use annual safety survey results to identify campus safety needs and guide improvements to campus safety practices and procedures. **Actions:** Action 1: Administer the annual safety survey to students and staff. Action 2: Review and analyze survey results to identify areas of strength and opportunities for improvement. Action 3: Discuss identified safety needs with the campus leadership team and determine appropriate actions. Action 4: Implement and monitor identified actions to address areas of concern.s. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy**

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Staff, students and visitors will follow district protocols including IDs, the use of emergency software for drills, and the daily door audit checks (with 100% exterior proficiency).

Evaluation Data Sources: After action reports
Weekly safety meetings
Door audit data

Strategy 1 Details
Strategy 1: Ensure staff and students wear ID badges at all times while in the building to strengthen campus safety and accountability. **Actions:** Action 1: Communicate and reinforce ID badge expectations with staff and students at the beginning of the school year. Action 2: Monitor ID badge compliance throughout the school day and address noncompliance according to campus procedures. Action 3: Revisit and reinforce ID expectations with students and staff throughout the year as needed. **Staff Responsible for Monitoring:** Principal, staff, students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Continually train staff and students to follow emergency procedures with fidelity and monitor campus door security through regular audits. **Actions:** Action 1: Train staff and students on emergency procedures and the use of district emergency software. Action 2: Conduct required safety drills and reinforce established procedures based on identified needs. Action 3: Conduct regular door security audits and promptly address identified concerns. Action 4: Monitor exterior door audit results to maintain 100% compliance. **Staff Responsible for Monitoring:** Principal, campus safety coordinator, **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Increase student engagement and sense of belonging by providing consistent opportunities for students to build relationships, participate in campus activities, and be recognized for their progress and accomplishments.

Evaluation Data Sources: Student attendance data
Discipline/referral data
Mentoring documentation
Campus activity and spirit-week calendars
Quarterly celebration documentation
PBIS meeting documentation
Student participation in campus activities

Strategy 1 Details
Strategy 1: Utilize the campus mentoring program to strengthen student relationships, connectedness, and sense of belonging. **Actions:** Action 1: Provide regular mentoring time for students to connect with a consistent staff member and peer group. Action 2: Use mentoring to support relationship building, student goal setting, campus expectations, and student success. Action 3: Use mentoring as an opportunity to recognize student progress and address individual student needs. **Staff Responsible for Monitoring:** Administration, teachers, and counseling **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Strategy 2 Details

Strategy 2: Provide regular campus-wide activities that promote student participation, school spirit, positive relationships, and a sense of belonging.

Actions: Action 1: Conduct at least one campus-wide hallway game or student engagement activity each month.

Action 2: Provide at least one spirit week or coordinated spirit activity each month.

Action 3: Encourage participation and gather informal student feedback to guide future engagement activities.

Staff Responsible for Monitoring: Administration, teachers, counselors

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Strategy 3 Details

Strategy 3: Recognize and celebrate student progress, achievement, and positive contributions to the campus community.

Actions: Action 1: Hold an all-student celebration at the end of each grading quarter.

Action 2: Recognize students for accomplishments in areas such as academics, attendance, growth, and positive behavior.

Action 3: Provide additional opportunities throughout the year to recognize individual and collective student successes.

Staff Responsible for Monitoring: Administration and teacher leaders

Strategy 4 Details

Strategy 4: Conduct monthly Team Huddles to strengthen staff relationships, build a positive campus culture, and promote a sense of belonging among staff.

Actions: Action 1: Conduct a monthly Team Huddle focused on staff connection and campus culture.

Action 2: Incorporate a team-building activity into each Team Huddle to strengthen relationships and collaboration among staff.

Action 3: Use Team Huddles to recognize staff contributions and celebrate campus successes.

Staff Responsible for Monitoring: Administration