Graham Independent School District

Graham Elementary

2019-2020

Accountability Rating: D

Mission Statement

The mission of Graham Elementary is to educate and equip students for excellence in life to posisitvely impact their communities.

Vision

Graham ISD...Excellence in All We Do!

Value Statement

At GISD, we believe:

Every child has worth and is central to our decisions.

We are responsible for preparing all students for their future.

Students deserve a safe and secure environment in which to learn.

Children will rise to the expectations set for them.

Every student's journey is important.

Every teacher wants to be effective and should be provided with the necessary resources.

Staff members are our greatest resources.

Collaboration with the community increases student success.

Employees should be valued, recognized, and awarded for a job well done.

We hold ourselves responsible for being good stewards of the taxpayers' dollars.

Excellence is nonnegotiable.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Graham Elementary School is a Pre-Kindergarten through 5th-grade Title 1 campus in Graham, Texas. Enrollment for the 2019-2020 school year is 1140 students. The student population is 47% female and 53% male. Of enrolled students, 29% identify as Hispanic and 14% are English Language Learners. The student population is 2% African American, 91% White, 1% Asian, 3% Native American, and 2% two or more races. Graham Elementary serves 15% special education students and 63% economically disadvantaged students.

Overall, Graham Elementary has good parent involvement. Two community and parent populations that the campus must make an effort to engage in the educational process is the economically disadvantaged and English Language Learner families.

Campus Demographics Summary

Total Enrolled Students 1140

Female	534	47%
Male	606	53%
Hispanic	336	29%
White	1039	91%
Asian	8	1%
African American	23	2%
Pacific Islander	0	0%
Native American	30	3%
Two or more	22	2%
Eco Dis	696	61%
Special Education	166	15%
LEP	159	14%

Demographic data by grade level

EE Total Students 7

Female	1	14%
Male	6	86%
Hispanic	2	29%
White	7	100%
Asian	0	0%
African American	0	0%
Pacific Islander	0	0%
Native American	0	0%
Two or more	0	0%
Eco Dis	6	78%
Special Education	7	100%
LEP	0	0%

Pre-Kindergarten Total Students 88

Female	43	49%
Male	45	51%
Hispanic	32	36%
White	86	98%
Asian	0	0%
African American	3	3%
Pacific Islander	0	0%
Native American	0	0%
Two or more	2	2%
Eco Dis	71	81%
Special Education	22	25%
LEP	19	22%

Kindergarten Total Students 162

Female	77	48%
Male	85	52%
Hispanic	44	27%

Female	77	48%
White	156	96%
Asian	2	1%
African American	2	1%
Pacific Islander	0	0%
Native American	2	1%
Two or more	0	0%
Eco Dis	99	61%
Special Education	23	14%
LEP	23	14%

1st grade Total Students 147

Female	65	44%
Male	82	56%
Hispanic	37	25%
White	138	94%
Asian	0	0%
African American	7	5%
Pacific Islander	0	0%
Native American	1	1%
2 or more	4	3%
Eco Dis	92	63%
Special Education	21	14%
LEP	17	12%

2nd grade Total Students 179

Female	84	47%
Male	95	53%
Hispanic	45	25%
White	171	96%
Asian	3	2%
African American	4	2%
Pacific Islander	0	0%

Female	84	47%
Native American	4	2%
Two or more	4	2%
Eco Dis	97	54%
Special Education	20	11%
LEP	27	15%

3rd grade Total Students 169

Female	93	55%
Male	75	45%
Hispanic	45	27%
White	113	67%
Asian	0	0%
African American	3	2%
Pacific Islander	0	0%
Native American	4	2%
Two or more	4	2%
Eco Dis	97	57%
Special Education	20	12%
LEP	23	14%

4th Grade Total Students 178

Female	79	44%
Male	99	56%
Hispanic	50	28%
White	170	96%
Asian	0	0%
African American	2	1%
Pacific Islander	0	0%
Native American	7	4%
Two or more	2	1%
Eco Dis	101	57%
Special Education	24	13%

Female	79	44%
LEP	20	11%

5th Grade Total Students 211

Female	92	44%
Male	119	56%
Hispanic	81	38%
White	198	94%
Asian	3	1%
African American	4	2%
Pacific Islander	0	0%
Native American	12	6%
Two or more	6	3%
Eco Dis	111	53%
Special Education	29	14%
LEP	30	14%

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-Risk and economically disadvantaged student numbers are increasing **Root Cause**: Demographic changes in GISD service area

Student Academic Achievement

Student Academic Achievement Summary

STAAR 2019

Assessment	Approaches	Meets	Masters
3rd math	74%	39%	19%
3rd Reading	73%	41%	22%
4th Math	49%	16%	9%
4th Reading	54%	27%	11%
4th Writing	49%	21%	5%
5th Math	74%	41%	21%
5th Reading	75%	51%	25%
5th Science	72%	43%	18%

STAAR 2018

Assessment	Approaches	Meets	Masters
3rd math	73%	30%	11%
3rd Reading	68%	30%	16%
4th Math	67%	40%	15%
4th Reading	68%	38%	19%
4th Writing	41%	18%	4%
5th Math	82%	47%	21%
5th Reading	79%	45%	19%
5th Science	74%	33%	17%

STAAR 2017

Assessment	Approaches	Meets	Masters
3rd math	71%	41%	19%
3rd Reading	74%	45%	31%
4th Math	64%	38%	23%

Assessment	Approaches	Meets	Masters
4th Reading	64%	36%	20%
4th Writing	53%	22%	4%
5th Math	70%	33%	15%
5th Reading	63%	39%	18%
5th Science	64%	32%	6%

Student Academic Achievement Strengths

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Graham Elementary's data shows that we need to improve instruction so that more of our students score at the meets and master levels in each content areas. **Root Cause**: Increased populations of English Language Learners and Economically Disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

Graham Elementary provides classroom teachers weekly scheduled time during the school day to meet in Professional Learning Communities.

Graham Elementary provides targeted professional development through High Reliability School Art and Science of Teaching training, Read Well training, Really Great Reading training, Conscious Discipline training, and Region 9 Data-Driven Instruction training. These areas of professional development address concerns in classroom management, student engagement, student performance, and data analysis.

Graham Elementary has a teacher mentor program for all new to district, new to campus, or new to grade level teachers. The mentor program is two parts-- one part being highly qualified retired teachers mentoring while class is in session and the second part being with a current staff member with a common planning time when available.

Powerwalks and Fundatmental 5 walkthroughs are performed to observe and provide feedback to staff weekly.

School Processes & Programs Strengths

Graham Elementary's focus during weekly PLCs is grade level collaboration in disaggregating data and using this data to drive effective instruction during class, during daily RTI, and additional through additional tutoring opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inability to maximize instructional time due to behavioral concerns in the classroom **Root Cause**: Behavioral disruptions in classrooms

Perceptions

Perceptions Summary

At Graham Elementary, we believe that all students can learn with the appropriate resources and time. Through our participation in Marzano's High Reliability Schools training, we have put into place practices that promate and ensure a safe and collaborative culture and effective teaching in every classroom. According to parent, student, and staff surveys, Graham Elementary is a safe, friendly, and enjoyable school. Parents feel welcome at our school and feel that their children are safe at school. Our teachers actively work to build relationships with students to help maximize student learning and promote the importance of life-long learning.

Perceptions Strengths

Students and staff at Graham Elementary feel safe and secure due to common safety protocols, regular drill practice, and common rules and expectations throughout common areas in the school. Positive Behavior Interventions and Suports (PBIS) are also in place to encourage good behavior in students.

Priority Problem Statements

Problem Statement 1: At-Risk and economically disadvantaged student numbers are increasing
Root Cause 1: Demographic changes in GISD service area
Problem Statement 1 Areas: Demographics

Problem Statement 2: Graham Elementary's data shows that we need to improve instruction so that more of our students score at the meets and master levels in each content areas.
Root Cause 2: Increased populations of English Language Learners and Economically Disadvantaged students.
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Inability to maximize instructional time due to behavioral concerns in the classroom
Root Cause 3: Behavioral disruptions in classrooms
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Every student in GISD will attain or exceed one year's growth annually.

Performance Objective 1: Teaching and Learning

> **Evaluation Data Source(s) 1:** Superintendent, Campus Principals Curriculum Team, Teachers

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Comprehensive Support Strategy **Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Support teachers in the identification and development of effective curriculum and resources.	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Ensure all students achieve annual growth through effective identification and selection of curriculum resources.	40%	60%	60%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Identify and implement tools to measure student growth.	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Ensure every student achieves growth every year through identification of effective measurement tools.	40%	75%	60%	100%
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Ensure there is an effective teacher in every classroom.	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team, Asst. Superintendent for HR	Ensure every student achieves growth every year through effective classroom management and instructional strategies.	40%	60%	60%	
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 4) Effective implementation of Get More Math program for 4th and 5th grades.	2.4, 2.5, 2.6	Campus Principal, Math Teachers, Curriculum Coordinator		40%	60%	60%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Increased fidelity in the implementation of Read Well for grades K-2.	2.4, 2.5, 2.6	Campus Principal, Reading Teachers, Curriculum Coordinator	Ensure every student achieves growth every year through effective instructional strategies.	40%	60%	60%	
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Effective use of the Data-Driven Instruction Model for math and reading teachers in grades 3-5	2.4, 2.5, 2.6	Campus Principal, Math and Reading Teachers, Curriculum Coordinator	Ensure every student achieves growth every year through effective instructional strategies.	40%	50%	45%	
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Effective implementation of CIRCLE in PreK.	2.4, 2.5, 2.6	Campus Principal, PRe-K Teachers, Curriculum Coordinator	Ensure every student achieves growth every year through effective instructional strategies.	40%	50%	45%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 8) Effective implementation of new Pearson curriculum resources for RLA 3-8	2.4, 2.5, 2.6	Campus Principal, Reading Teachers, Curriculum Coordinator	Ensure every student achieves growth every year through effective instructional strategies.	30%	70%	60%	
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Goal 2: Every student will be academically, socially, and emotionally prepared for independent living in his or her endeavors.

Performance Objective 1: Future Ready

Evaluation Data Source(s) 1: Superintendent, Curriculum Team, Teachers

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Develop Programs to address life skills	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Create more opportunities for students to learn life skill through workshops and programs.	40%	60%		
TEA Priorities Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 2) Develop Programs to address social/emotional learning.	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Create a district wide plan and campus teams to teach social and emotional skills K-12.	40%	75%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) All students will participate in positive behavior intervention and support program through Conscious Discipline.	2.5, 2.6	Campus Principals, Teachers, Counselor	Students will improve their self regulation skills through positive reinforcement which will prepare them for future endeavors.	40%	60%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
4) Students will learn skills that help them interact appropriately in classroom and small group settings.		Campus Principal, Counselor, Teachers	Students will improve their skills through character education, small groups counseling sessions, and individual counseling sessions.	40%	50%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Recruit and retain highly qualified teachers at all levels.

Performance Objective 1: Human Resources

Evaluation Data Source(s) 1: Superintendent, Asst. Superintendent for HR, Campus Principals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Develop a plan to partner with community in recruiting highly qualified teachers		Superintendent, Asst. Superintendent for HR, Campus Principals,	Create a partnership with community members on hiring spouses of new teachers/staff to the district.	0%	0%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Construct an incentive plan to recruit and retain teachers.		Superintendent	Develop a performance pay. Student performance on state assessments is applied to the GIFT guidelines and compensated accordingly.	100%	100%	100%	
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Attend job fairs at regional colleges to recruit highly qualified teachers.		Asst. Superintendent for HR, Campus Principals	Network with education majors and introduce them to Graham ISD. We hope to recruit future teachers.	100%	100%	100%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve conservative budget practices, current facility management programs, and future facility plans.

Performance Objective 1: Finance and Facilities

Evaluation Data Source(s) 1: Superintendent, Asst. Superintendent for Finance

Summative Evaluation 1:
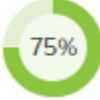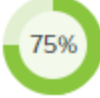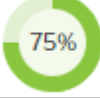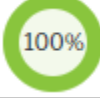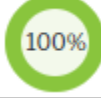
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
ESF Levers Lever 1: Strong School Leadership and Planning 1) Develop a plan that includes stakeholder involvement to improve conservative budget practices.		Superintendent, Asst. Superintendent for Finance	Improve conservative budget practices, current facility and maintenance programs, and future facility plans	40%	75%		
ESF Levers Lever 1: Strong School Leadership and Planning 2) Develop a plan to improve maintenance of facilities and grounds		Superintendent, Asst. Superintendent for Finance	Improve conservative budget practices, current facility and maintenance programs, and future facility plans	40%	75%		
ESF Levers Lever 1: Strong School Leadership and Planning 3) Develop a plan to improve future facility plans		Superintendent, Asst. Superintendent for Finance	Improve conservative budget practices, current facility and maintenance programs, and future facility plans	40%	75%		
ESF Levers Lever 1: Strong School Leadership and Planning 4) Consistently report school maintenance concerns through SchoolDude		Campus Principal, Staff, Maintenance Dept.	Improve conservative budget practices, current facility and maintenance programs, and future facility plans	50%	75%		
ESF Levers Lever 1: Strong School Leadership and Planning 5) Administrators review and approve expenditures that directly impact instruction.		Campus Principal, Curriculum Coordinator, Asst. Superintendent for Finance	Improve conservative budget practices, current curriculum resources and programs.	50%	75%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 5: GISD will become a school system characterized by high safety standards and preparedness by addressing trending issues.

Performance Objective 1: Safety and Security

Evaluation Data Source(s) 1: Superintendent, Asst. Superintendent, Campus Principals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Formulate a system plan to educate parents and guardians regarding trending safety and security issues.	3.1, 3.2	Superintendent	Produce safety and informational videos to be viewed at different times and venues	40%	75%		
2) Create a plan to enhance building security		Superintendent, Campus Principals	Develop a system to ensure all students and staff are safe at school.	50%	75%		
3) Create a plan to enhance building security		Superintendent	Establish security vestibule and doors	75%	100%	100%	
TEA Priorities Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning 4) Increase student attendance overall through consistent and regular communication with parents about attendance requirements.	3.1, 3.2	Campus Principal, Counselor, Teachers	Improve student attendance.	50%	75%		
5) Provide outreach support to chronically absent student through Attendance Officers.		Campus Principal, Truancy Officers	Improve student attendance.	50%	75%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 6) Continued focus on High Reliability School Level 1 Practices that focus on safety and collaborative school culture.		Campus Principal, Staff		60%	75%		

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 6: Communicate consistently, district-wide, with a brand focus across multiple mediums and platforms.

Performance Objective 1: Communications/Community Partnerships

    Evaluation Data Source(s) 1: Superintendent, Campus Principals

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Organize information output into a well-defined system in order to promote the district brand and to communicate to stakeholders.	3.1, 3.2	Superintendent, Campus Principals	Promote stakeholder engagement an accountability to foster shared ownership	50%	75%		
ESF Levers Lever 1: Strong School Leadership and Planning 2) Enhance and Streamline two-way communication between the public and district	3.1, 3.2	Superintendent, Campus Principals	Improve the district website maneuverability, accuracy, and opportunities for two-way communication to provide meaningful and relevant information to all stakeholders	70%	90%	0%	
ESF Levers Lever 3: Positive School Culture 3) Increase outreach activities to provide opportunities for parent/stakeholder involvement. (e.g. Muffins for Mom, Donuts for Dad, STEAM Friday, PTO, and Parent outreach activities)	3.1, 3.2	Campus Principal, Staff	Improve opportunities for two-way communication to provide meaningful opportunities for parental involvement.	50%	75%		
ESF Levers Lever 3: Positive School Culture 4) Campuses will use ParentSquare, District website, and Facebook as platforms for communication.	3.1, 3.2	Campus Principal	Consistent use of the district website and other opportunities for two-way communication to provide meaningful and relevant information to all stakeholders	100%	100%	100%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Support teachers in the identification and development of effective curriculum and resources.
1	1	2	Identify and implement tools to measure student growth.
1	1	3	Ensure there is an effective teacher in every classroom.
1	1	5	Increased fidelity in the implementation of Read Well for grades K-2.
1	1	7	Effective implementation of CIRCLE in PreK.
1	1	8	Effective implementation of new Pearson curriculum resources for RLA 3-8

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Support teachers in the identification and development of effective curriculum and resources.
1	1	2	Identify and implement tools to measure student growth.
1	1	3	Ensure there is an effective teacher in every classroom.
1	1	5	Increased fidelity in the implementation of Read Well for grades K-2.
1	1	7	Effective implementation of CIRCLE in PreK.
1	1	8	Effective implementation of new Pearson curriculum resources for RLA 3-8

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on the comprehensive needs of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Acency (LEA). The Campus Needs assessment was developed on 08/28/19. Formative checks for progress are conducted in October, December, February and April. The CIT committee collects and reviews data from the following sources: enrollment, attendance, discipline, universal screeners (Dibels, TEMI), and campus-based curriculum assessments (ELAR, math, science, social studies). At the end of the school year the CIT team analyzes summative assessment data including universal screening results, TELPAS scores, and STAAR scores. In addition a parent survey is sent home in the Spring semester to gain feedback about various programs and procedures on each campus. Problem statements and root causes are developed as a result of this evaluation to address areas of concern.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan (CIP), is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, school support staff and administrators of the local educational agency, to the extent feasible. The campus improvement team (CIT) creates our Campus Improvement Plan (CIP) in the Spring of each year. This committee is comprised of one teacher from each grade level, two counselors, three campus administrators, three district administrators, six parents, two business members and two community members. This team collaborates to create the Campus Needs Assessment (CNA) and develops aligned strategies in the CIP to address the most crucial problem areas of need identified in the CNA. The CIP includes a list of the individuals and their roles who assisted with the development of the CIP.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The campus improvement team (CIT) engages in a formative review of the campus improvement plan quarterly each year. The CIP will be evaluated and revised as necessary in October, January, and May annually. In addition, the campus improvement plan seen as a living, breathing document that can be revised any time deemed necessary by the campus improvement team. CIT members look at strategies, progress made in implementation, and the impact the strategy is having on student achievement. Strategies can modified, redirected, or discontinued according to the needs of students and teachers.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This plan can be found on the GISD website, grahamisd.com. Click on district, click on GISD info, click on District/Campus Improvement Plans, click on Your Campus. The campus improvement plan is available in English and Spanish upon request. Parents and community members may also contact the school to request a hard copy of CIP. All parents and community members are welcome at CIT meetings. Meeting dates and times are listed on the campus website.

2.4: Opportunities for all children to meet State standards

All students including economically disadvantaged students, hispanic students, English learners, and students with disabilities are provided specific opportunities to engage in differentiated learning experiences specifically geared to their needs, that will ensure proficiency for meeting the challenging state standards. The schoolwide reform strategies that the school will be implementing to address current school needs include: systematic reading instruction provided at each students' reading level level with appropriate pacing, use of English Language Proficiency Standards (ELPS) in all bilingual and ESL instruction, Response to Intervention (RTI, FLEX, WIN) provided at least 30 minutes daily for students needing additional tier 2 or tier 3 instructional support in reading and/or math. Reading triple dip daily to support struggling Kindergarten, 1st, and 2nd grade students with reading skills practice, specific vocabulary building and support in place in grades Pre-K through 5, Data-Driven Instruction in grades 3-5,

2.5: Increased learning time and well-rounded education

Campus schedules are closely scrutinized by stakeholders to insure that learning time is maximized in all content areas. Teachers participate in weekly PLCs and in Instructional Rounds to strengthen TEKS based, data-driven instruction. Well-rounded reading instruction in grades PK-2 will include small group and whole group instruction focused on letter/sound recognition and practice, phonics, sight words, and comprehension. In grades 3-5 reading instruction will include: small group and whole group instruction focused on RLA TEKS and implementation of the new Pearson curriculum. In K-5, specific time wil be set aside daily for students to participate in cross-curricular writing.

2.6: Address needs of all students, particularly at-risk

To support the needs of all students, but particularly the needs of those at-risk of not meeting the challenging State academic standards, instruction is differentiated and daily time is designated daily for RTI (Response to Intervention) for acceleration purposes. In an effort to increase student understanding and application, a focus on academic vocabulary is being implemented across core subject areas and grade levels.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notofied of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated peridocally to meet the changing needs of parents and the school. The campuses must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy. Family engagement surveys are sent out to parents in the spring of each year regarding our parent and family engagement efforts. The family engagement policy is reviewed and changes are made annually as a result of the parent survey and a self-assessment that is completed by campus teachers. The parent and family engagement plan is made available to all parents and community members on the school website or parents may request a hard copy in the school office.

3.2: Offer flexible number of parent involvement meetings

Family engagement opportunities are offered throughout the year at different times of the day and night in order to be able to include as many parents as possible. Family engagement opportunities are advertised through the campus website, the campus Facebook page, and through Parent Square. Two to three family engagement opportunities will be scheduled during the 2019-2020 school year.

Title I Personnel

Name	Position	Program	FTE
Aimee Elrod	Teacher	Dyslexia	1.0
Amanda Martinez	Teacher	Dyslexia	.5
Dana Burgess	Teacher	Dyslexia	1.0
Donna Dragoo	Teacher Aide	Reading and Math	.2
Jennifer Freeman	Teacher	Reading	1.0
Lori Brown	Teacher	Reading/GT	1.0
Maria Garia	Teacher Aide	Reading and Math	1.0
Necia Marin	Curriculum Coordinator	Reading and Math	1.0

Campus Improvement Team

Committee Role	Name	Position
Administrator	Audra Barrett	Woodland Elementary Principal
Administrator	Amanda Townley	Crestview Elementary Principal
Administrator	Donna Gatlin	Pioneer Elementary Principal
District-level Professional	Robert Loomis	Assistant Superintendent
District-level Professional	Necia Marin	Elementary Instructional Coach
Classroom Teacher	Miriam Ramirez	Kindergarten Teacher
Classroom Teacher	Liz Rose	Pre-K Teacher
Business Representative	Vonne Ingram	Business Representative
Parent	Teresa Kilpatrick	Kindergarten Parent
Parent	Whitney Crawford	4th Grade Parent
Parent	Jennifer Blackmon	5th Grade Parent
Business Representative	Kimberly Wolfe	Business Representative
Community Representative	Patti Finfrock	Community Member
Parent	Dawna Gage	3rd Grade Parent
Parent	Dana Joy	First Grade Parent
Parent	Allison Jobe	Pre-K Parent
Classroom Teacher	Jessi Tinkle	4th Grade Teacher
Classroom Teacher	Kaysi Henderson	5th Grade Teacher
Classroom Teacher	Cameron Berend	1st Grade Teacher
Classroom Teacher	Julie Crelia	2nd Grade Teacher
Classroom Teacher	Breann Spivey	3rd Grade Teacher

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2019-2020 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

REQUIREMENTS	GRAHAM ISD ACTION
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	● Literacy and Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling. ● GISD offers an early exit bilingual program Pre-K – 3 and an ESL program for 4th – 12th for students that are second language learners. These programs will support these students' language needs.
2. Methods for addressing needs of students for special programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Accelerated education [TEC 11.252(c)(3)(H)]	Student Services a. Students complete a Student Suicide Risk report and Suicide Risk assessment. If risk is high, counselors follow the GISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. b. Conflict resolution - GISD administrators, school counselors, and intervention counselors conduct mediation for students as needed. School counselors work with students to build capacity in the following: self- awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution. c. Violence prevention - GISD students and staff are trained in bullying and cyber-bullying: prevention, identification responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how

	line reporting system to report undesired or suspicious activity: STOP IT
	d. Dyslexia support - All Dyslexia teachers that support students identified with dyslexia will receive training in the Scottish Rites program. Continued job-embedded support will continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers. e. Accelerated education - ● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. ● Support for students accelerating at GJHS in RLA will be supported by a dedicated teacher. This teacher will provide a blended approach for their reading and writing instruction that will involve face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor. ● Curriculum Coordinators will help instruction via modeling, team teaching, lesson planning, PLC work, and grade level team planning.
3. Dropout reduction [TEC 11.255]	High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as: ● GISD's SWAS program ● Board approved correspondence courses (Texas Tech K-12 or UT K-12) ● Texas Virtual School Network (TXVSN) ● Credit by exams (Texas Tech K-12 or UT K-12)

	High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:
	• Excessive academic struggles • Returning from DAEP/probation/parole • Returning from inpatient/outpatient facility • Behavioral risk factors including drugs/alcohol • Conflict resolution/anger management • Qualifies for McKinney-Vento • In the custody or care of DFPS • Follow-up care for suicidal ideation, suicidal attempt, or self-harm GISD counselors provide further opportunity for individual counseling, group counseling, or peer support programs. GISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps. In addition, GISD offers the Graham Learning Center as a non-traditional high school where students attend from 8-12. Students work at their own pace on the Odyssey module-based system to regain and earn credits toward graduation. These students will graduate with their peers at the GISD Graduation.
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	GISD is a 1 to 1 district in grades 9-12. Each student is provided a device. In grades 6-8, classroom sets of IPADS are available for use. In grades K-5, classroom laptops, and computer labs are available for instruction.
5. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	• GISD has adopted the TASB Model for SCOC • Staff training for Behavior Response to Intervention and Restorative Practices

	- FFI (LEGAL) Student Welfare Freedom from Bullying & FFI (LOCAL) Student Welfare Freedom from Bullying - SB 2432 Harassment of a District Employee - Transition plans for students returning from DAEP or JJAEP - New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)
6. Dating violence [TEC 37.0831]	GISD staff are trained in dating violence: - Statistics and information - GISD local policy, harassment - Definition and examples - Reporting procedures - Safety planning GISD students are trained in dating violence: - Healthy relationships vs. unhealthy relationships - Examples of abuse - Requesting help GISD administrators utilize an GISD stay-away agreement for students, when necessary.
7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)] - Graham ISD Board Policy will be attached as addendums once approved.	- GISD utilizes the EDUHERO platform for all required trainings. - GISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: -factors indicating a child is at risk for sexual abuse or other maltreatment -likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment -internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional -techniques for reducing a child's risk of sexual abuse or other maltreatment

	-community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents ● GISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish. ● GISD campuses raise awareness and recognize the national child abuse prevention month, April ● GISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	Actions: ● All students grades 8-12 will have completed a Career Cruising interest survey. ● All Professional Communications instructors will have taken Texas OnCourse Training. ● All 8th grade students will complete career research in our multi-media class. ● All 7th grades attend a career fair at NCTC. ● All district communication concerning programs of studies is made available to the public. ● All programs of studies are aligned to postsecondary opportunities and workforce expectations.

	● All students in grades 9-12 have access to Career and Technical education. ● GJHS provides 2 CTE opportunities for students ● Students are provided opportunities to earn dual credit in 4 CTE programs of study. GJHS students can earn 2 CTE credits for HS. ● A secondary Career Resource Center beyond the Counseling Go Centers will be established at each high-school campus with a variety of career interest materials available for free in various languages.
9. Strategies for recruiting highly effective teachers	HR ● University job fairs ● Host District job fair ● Competitive salaries and insurance benefits CCR: ● Strategically seek applicants who meet current requirements for dual credit through NCTC. ● Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc.

10. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about
  a. higher education admissions and financial aid opportunities
  b. the TEXAS grant program and the Teach for Texas grant program
  c. the need for students to make informed curriculum choices to be prepared for success beyond high school
  d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]
	● All students complete a 4-year plan
	● College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post-secondary opportunities in high school.
	● All secondary students are afforded information, assistance and advisement concerning FASFA.
	● GHS hosts a county wide College Fair. Over 40 Universities, JUCO, Trade Schools, and military personnel attend.
	● All secondary students will have access to Career Cruising.

11. Staff development for professional staff of the district [TEC 11.252(3)(F)]	CCR ● Cross train all STEM Science and Math content teachers in PLTW core training. ● Ensure all Math and Science CTE teachers have completed Texas Gateway Courses.
12. Freedom from bullying policy	● GISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the District's anonymous tip line reporting system to report undesired or suspicious activity: STOP IT ● - Graham ISD Board Policy FFI (Legal) and FFI (Local)
13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081	● GISD contracts with local entities to provide school resource officers.
14. Trauma-informed care policy (Senate Bill 11)	● GISD staff are required to complete annual trauma-informed care & grief training - Stop the bleed - CPR
15. State Compensatory Education Program	● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RTI strategies, coordination with general education instruction, math & reading interventions, accelerated instruction, homebound services, and summer school opportunities. ● Staff to work directly with at-risk students: at-risk counselor, intervention counselors,

	teachers, RTI teachers, truancy intervention counselor, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists.
16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]	● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency. ● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. ● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.
Title 1A	● District level parental involvement activities ● Additional staff provided to Title 1 campuses (CIT, dyslexia teacher, curriculum coordinators, and aides) ● Parenting education

Title ID	● Activities that facilitate the transition of from the correctional program in an institution to employment
	  ○ motivational speakers
	  ○ job skill training
	● Academic support

Title II	● New teacher induction program ● New teacher mentor program ● Professional development and training for instructional leaders ● RTI coordinators ● ESL certification reimbursement ● Private non-school partnership ● New district wide dyslexia program training and materials
Title III	● ESL/Bilingual Teachers

Title IV	- Hot spots to increase at-risk students' accessibility to credit recovery - Staff training - AP exam support for FRL students - College tuition support for FRL students - OnRamps textbook support for FRL - Duke Tip support for FRL - Private non-profit school partnerships

Definitions	"Bullying":
Bullying	1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

      a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

      b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

      c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

      d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying	"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
Applicability	These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

      a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.