

Graham Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



Mission Statement

The Mission of Graham ISD is to educate and equip students for excellence in life to positively impact their communities.

Vision

Graham ISD... Excellence in All We Do!

Core Beliefs

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 ISD is a Title I school district located in Graham, Texas. Graham ISD is considered a rural school district. Graham traditionally has been an oil, gas, and farming community. Graham is a diverse community with a low crime rate. Graham ISD is the only school district in Graham and our campuses are located in various neighborhoods throughout the town. Approximately 75% of our students live in or near the town. There are 12 bus routes that bring students who live outside the city limits. Additionally, we have 3 routes to serve our special needs student population. Yearly, Graham ISD accept approximately 50 transfer students from surrounding communities. In concert with the fast growth in the oil rich areas of West Texas, student enrollment in Graham ISD is in a steady decline. During this past five years, enrollment has declined by over 200 students. Our Hispanic student groups is growing the fastest, with our English Language Learners at 12.4% of that total. The district demographics are as follows: White 65.6%, Hispanic 30.2%, African American 1.4%, Asian 0.5%, American Indian 0.6%, and Pacific Islanders represent 0% . There are 1.7% claiming Two-or-More Races. In 2018, 52.9% of our student population was labeled as economically disadvantaged.

The last published mobility rate for Graham ISD is on par with the state average; we anticipate the district mobility rate to remain steady due to the economic boom that is transpiring in West Texas. District attendance remains high and even with our decline in growth, rates have remained steady over the last three years at 95.9%. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. Graham ISD's student groups include: 12.4% English Learners (ELs), 3% Gifted and Talented, and 9% Special Education. Additionally, 52.9% are economically disadvantaged, 53.4% are identified as at-risk.

Graham ISD employs a high-quality, talented staff. Four new teachers have just been hired for the new school year. Our yearly teacher turnover is approximately 10-15%. The turnover rate among our staff is low because people love to work at Graham ISD. Graham ISD strives to have a staff that closely mirrors the student groups with regards to race and ethnicity. We have created a strong mentoring and support process is in place. Graham ISD has developed a teacher mentoring program utilizing recently retired teachers as mentors to our 1st-3rd year teachers. The feedback on this program has been extremely positive from both mentee and mentor.

Demographics Strengths

Graham ISD has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools because our families value education we have many supportive parents and students who are

committed to success.

2. The attendance rate at Graham ISD is the higher than the state average.

3. Yearly, we accept approximately 50 transfer students. They transfer to our district because we can provide a rigorous, top-notch education by offering opportunities in various vocational and STEM courses.

4. Students in our district are very accepting of new students regardless of race or ethnicity.

5. Our 1st - 3rd year teachers report that the teacher mentoring and support process to help them get started is very helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graham ISD is a district with a diverse population of learners from varying background and ability levels. Student achievement gaps between our high and low performing groups continues to widen. **Root Cause:** Collectively, our student body has a range of social and academic needs. We will need to continue to explore programs that can meet the challenges that our students and teachers face. The student achievement gaps between our high and low performing groups continues to widen. We are working hard to meet those needs and provide support for the needs of our struggling students. Some of these needs are measured through the state's RDA system. Notwithstanding, there are students at every level in GISD that need support to ensure academic success.

Problem Statement 2: In Domain 3, Graham Elementary received a "D" in closing the gaps. GISD has high academic standards for our students. Currently, there are students in grades 3-5 not achieving a year's growth academically. This lack of growth is not allowing our students to achieve their academic best. The achievement gap between our anglo students and our sup-population students is significant. The sup-population students not performing to the level of our anglo students are the following: hispanic, low ses, african-american, english language learners, and special education students. **Root Cause:** The campus demographic sub-populations did not show a year's growth in the areas of Math, Reading. The most significant group that is not performing as well as their peers are the low ses students.

Problem Statement 3: In Domain 3, Graham JH received a "D" in closing the gaps. Currently, there are students in grades 6-8 not achieving a year's growth academically. This lack of growth is not allowing our students to achieve their academic best. The achievement gap between our anglo students and our sup-population students is significant. The sup-population students not performing to the level of our anglo students are the following: hispanic, low ses, african-american, english language learners, and special education students. **Root Cause:** The campus demographic sub-populations did not show a year's worth of growth in the areas of Math, Reading. The most significant group that is not performing as well as their peers are the low ses students.

Problem Statement 4: In grades 3-8, SPED student scores are significantly lower than non SPED student scores **Root Cause:** Students in special education experience a deficit in an academic functioning area that necessitates specialized programming to bridge what is sometimes a multiple grade gap in educational attainment. Therefore, special education teachers need training in data based grade level instruction utilizing a viable curriculum that can promote filling the educational gap

Problem Statement 5: In grades 3-8, EL's student scores are significantly lower than non EL student scores **Root Cause:** Our EL students experience a deficit in not only the English language, but sometimes their home language of Spanish. We are continually working on boosting their capability in both languages. We provide a bilingual and ESL program to help bridge the language gap. Therefore, our bilingual, ESL, and regular education teachers need training in data based grade level instruction utilizing a viable curriculum that can promote closing the language and educational gap.

Student Academic Achievement

Student Academic Achievement Summary

Graham ISD received a "B" rating for our 2018-2019 academic performance. This is an improvement from the "C" rating we received for the 2017-2018 school year. The following data charts provide an indication of where are students stand academically. Please see plan addendum to view the district assessments at the end of this plan.

Student Academic Achievement Strengths

As a district, Graham ISD achieved a "B" rating. Graham High School continues to produce excellent scores on the EOC tests. GHS Algebra I scored 99% approaches grade level and GHS Biology and US History continue to score at a high level on EOC state exams. There are other pockets of strengths, including: 8th math, 6th math, and 5th math and reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Graham ISD is a district with a diverse population of learners from varying background and ability levels. Student achievement gaps between our high and low performing groups continues to widen. **Root Cause:** Collectively, our student body has a range of social and academic needs. We will need to continue to explore programs that can meet the challenges that our students and teachers face. The student achievement gaps between our high and low performing groups continues to widen. We are working hard to meet those needs and provide support for the needs of our struggling students. Some of these needs are measured through the state's RDA system. Notwithstanding, there are students at every level in GISD that need support to ensure academic success.

District Processes & Programs

District Processes & Programs Summary

In the spring of 2019, GISD conducted a comprehensive needs assessment in several steps including District Improvement Team meetings, Campus Improvement Team meetings, Administrative Leadership Team meetings and through parent and staff surveys. This information was used throughout the development of the District Improvement Plan.

GISD has extensive programs for all students. Beginning in kindergarten, students are annually assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the development of curriculum coordinators at the elementary and secondary levels will provide a variety of support and resources to allow teachers to individualize the learning experiences of our most needy students. While most students participate in the general curriculum, GISD has support systems in place for students behind their peers such as, but not limited to:

- Literacy/Math Academic Support
- Dyslexia Support
- ELL Support
- RTI student plans
- Accelerated Instruction for struggling learners
- Future Ready Support programs in STEAM

Graham Human Resources personnel participate in a wide variety of recruiting events throughout the school year focused on recruiting candidates from a diverse background. Recruiting events include university job fairs, alternative certification programs, as well as region-hosted career fairs.

District Processes & Programs Strengths

The district has worked to strengthen our processes and procedures. Specifically, we have improved the following:

1. Written procedures outlining the lesson planning submission process.
2. Written procedures outlining the process of review and feedback for quality lesson plans from campus administrators.
3. We have improved and documented the roles and responsibilities of both campus and district administration. This has helped to clarify the roles of each individual administrator and eliminated communication of conflicting information to teachers.
4. We have established a process for data review resulting from district checkpoint assessments administered four times per year. This process includes action planning from the data to re-teach concepts as necessary.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: In 2017, Graham ISD completed a strategic planning process. This process involved school board members, campus principals, campus teachers, community members and business members. This process continued throughout the 2016-2017 school year. Together, the group set new board goals, categories, and objectives for GISD to focus on. Strategies were developed under each objective, and those led to action plans for the school district to begin and complete. **Root Cause:** There was a lack of clarity in the vision for Graham ISD.

Problem Statement 2: Graham ISD is a district with a diverse population of learners from varying background and ability levels. Student achievement gaps between our high and low performing groups continues to widen. **Root Cause:** Collectively, our student body has a range of social and academic needs. We will need to continue to explore programs that can meet the challenges that our students and teachers face. The student achievement gaps between our high and low performing groups continues to widen. We are working hard to meet those needs and provide support for the needs of our struggling students. Some of these needs are measured through the state's RDA system. Notwithstanding, there are students at every level in GISD that need support to ensure academic success.

Priority Problem Statements

Problem Statement 1: In grades 3-8, EL's student scores are significantly lower than non EL student scores

Root Cause 1: Our EL students experience a deficit in not only the English language, but sometimes their home language of Spanish. We are continually working on boosting their capability in both languages. We provide a bilingual and ESL program to help bridge the language gap. Therefore, our bilingual, ESL, and regular education teachers need training in data based grade level instruction utilizing a viable curriculum that can promote filling the language and educational gap.

Problem Statement 1 Areas: Demographics

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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- 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
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: November 01, 2019







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: Some progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
RDA 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.				
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.				
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.				

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









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: Some progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
RDA 1) Develop programs to address life skills	2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Create more opportunities for students to learn life skill through workshops and programs.				
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.				
 = Accomplished  = Continue/Modify  = 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: Some progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Develop a plan to partner with community in recruiting highly qualified teachers	2.5	Superintendent, Asst. Superintendent for HR, Campus Principals,	Create a partnership with community members on hiring spouses of new teachers/staff to the district.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Construct an incentive plan to recruit and retain teachers.		Superintendent	Develop some form of monetary incentives for continuing/higher education of staff members and teachers				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Construct an incentive plan to recruit and retain teachers.		Superintendent	Develop a performance pay plan				
4) Develop a plan to partner with community in recruiting highly qualified teachers		Superintendent, Campus Principals	Implement student voice through anonymous evaluations of highly qualified teachers and staff.				
TEA Priorities Recruit, support, retain teachers and principals 5) Construct a plan to provide childcare to recruit and retain teachers		Superintendent, Asst. Superintendent for Finance	Provide childcare or some form of monetary relief for child care for teachers and staff.				

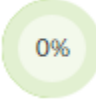









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div>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

Goal 4: 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, District SRO, Truancy Officers

Summative Evaluation 1: Some progress made toward meeting Performance Objective











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Formulate a system plan to educate parents and guardians regarding trending safety and security issues.		Superintendent	Produce safety and informational videos to be viewed at different times and venues				
2) Create a plan to enhance building security		Superintendent, Campus Principals	Develop a system to ensure all students and staff are safe at school.				
3) Create a plan to enhance building security		Superintendent	Establish security vestibule and doors				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: 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: Significant progress made toward meeting Performance Objective













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
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				
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				
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				
 = Accomplished  = Continue/Modify  = 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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Organize information output into a well-defined system in order to promote the district brand and to communicate to stakeholders.	3.2	Superintendent, Campus Principals	Promote stakeholder engagement an accountability to foster shared ownership				
2) Organize information output into a well-defined system in order to promote the district brand and to communicate to stakeholders.	3.2	Superintendent, Campus Principals	Create a district wide plan to promote a community partnership through formal relationships and collaborative structures to engage stakeholders.				
3) Enhance and Streamline two-way communication between the public and district	3.2	Superintendent, Campus Principals	Continue and improve the use of Parent Square across the district through multiple opportunities for teachers and parents to be trained				
4) Enhance and Streamline two-way communication between the public and district	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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Support teachers in the identification and development of effective curriculum and resources.
2	1	1	Develop programs to address life skills

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6125 00 041 0 24 0 00	6125 Salary Support - Locally Defined	\$3,775.00
199 E 11 6125 00 105 0 30 0 00	6125 Salary Support - Locally Defined	\$42,544.00
199 E 11 6125 00 105 0 30 3 00	6125 Salary Support - Locally Defined	\$82,840.00
199 E 11 6125 00 105 0 30 5 00	6125 Salary Support - Locally Defined	\$27,989.00
199 E 12 6125 00 105 0 30 3 00	6125 Salary Support - Locally Defined	\$17,707.00
6100 Subtotal:		\$174,855.00
6300 Supplies and Services		
100R 11 6395 00 1056 0 30 3 00	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
6300 Subtotal:		\$1,000.00
6400 Other Operating Costs		
199 E 11 6411 00 002 0 24 0 50	6411 Employee Travel	\$100.00
199 E 23 6411 00 002 0 24 0 50	6411 Employee Travel	\$300.00
199 E 23 6497 00 002 0 24 0 50	6411 Employee Travel	\$200.00
199 E 23 6499 00 002 24 0 50	6411 Employee Travel	\$200.00
6400 Subtotal:		\$800.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adam Arrington	LC Teacher	Learning Center	.76
Adam Arrington	LC Teacher	Learning Center	1.0
Alison Karper	Teacher	DAEP	.50
Alison Karper	Teacher	DAEP	.5
Amanda Martinez	Dyslexia Teacher	Special Programs	.25
Amanda Martinez	Dyslexia Teacher	Special Programs	.250
Amanda Martinez	Dyslexia Teacher	Special Programs	.25
Amanda Martinez	Dyslexia Teacher	Special Programs	.25
Angela Hart	Instructional Aide	Crestview Elementary	1.0
Angela Tate	HS Teacher	SWAS	.50
Aracely Ginn	Instructional Aide	Crestview Elementary	1.0
Bobby Acosta	HS Teacher	Science	1.0
Coral Juarez	Instructional Aide	Pioneer Elementary	1.0
Dana Burgess	Dyslexia Teacher	Special Programs	.5
Dana Burgess	Dyslexia Teacher	Special Programs	.5
Dana Burgess	Dyslexia Teacher	Special Programs	.5
Dana Burgess	Dyslexia Teacher	Special Programs	.5
Debbie Woosley	Instructional Aide	Crestview Elementary	1.0
Donald Sewell	LC Teacher	Learning Center	1.0
Elizabeth Rose	Teacher	Pre-K	1.0
Enedina Ramirez	Instructional Aide	JH	.25
Jenna Moore	Instructional Aide	Pioneer Elementary	.9
Jessica Steadham	Instructional Aide	Crestview Elementary	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juaquina Contreras	Instructional Aide	Crestview Elementary	1.0
Katy Thomas	Instructional Aide	Crestview Elementary	1.0
Kelly Haggart	JH Teacher	Math	.25
Logan Turner	GJHS Teacher	Science	.50
Lyndsey Wilson	JH Teacher	Math	.125
Marva Thomas	LC Teacher	Learning Center	1.0
Marva Thomas	HS Teacher	Math	1.0
Marva Thomas	LC Teacher	Learning Center	.5
Melissa Hardin	HS Teacher	Math	.1250
Melody Ingram	JH TEacher	Math	.375
Patricia Braddock	Instructional Aide	Woodland Elementary	1.0
Rosalinda Pyzdrowski	Instructional Aide	JH	1.0
Sarah Street	HS Teacher	Math	.1250
Shenna Parilla	JH Teacher	RLA	.125
Stacey Wardrup	HS Teacher	Math	.1250
Tracy Pippins	HS Teacher	Science	.1250

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a comprehensive needs assessment of the entire school district 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 and any other factors as determined by the Graham ISD. This plan began development in the spring of 2019 and approved at the October 2019 DIT Committee meeting. This plan was presented at the Graham ISD School Board and approved on February 12, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DIP is developed with the involvement of parents and other members of the community through service on campus and district improvement teams. In addition, this process involves the following individuals: teachers, principals, other school leaders, paraprofessionals present in the school, administrators, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and other individuals determined by the district.

The District Improvement Team consists of the following:

1. Pioneer Elementary Staff (2): Allie Brown, Karess Stuckey
2. Crestview Elementary Staff (2): Leigh Medford, Lisa Lester
3. Woodland Elementary Staff (2): Lauren Holland, Julie Bell
4. Graham JH Staff (2): Hugh Grubbs, Amanda Johnson
5. Graham HS Staff (2): Josh Kidd, Stephanie Sanders

6. Graham Learning Center Staff (1): Marva Thomas
7. District Sped Teacher (1): Francis Vasquez
8. Administration Rep (1): Donna Gatlin
9. Non-Teaching Professional (1): Heather Williams
10. Educational Support Staff (1): Doris Bazan
11. Community Rep (2): Zach Gryder, Charlie Bazan
12. Parent Rep (2): Jesse Blackmon, Jennifer Blackmon
13. Business Rep (2): Pat Castillo, Julie Howell

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the district'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. Our district will evaluate our students and sub-populations of students through our district wide "check-point" process. We will take four "check points" throughout the school year to assess where are students are in the learning process. Based on our data, this plan could evolve to include RTI for students that are struggling with the TEKS. This plan will be evaluated and revised 4 times during the school year. Those dates are as follows: October 30, December 4, February 11, and April 22. Teachers of math and reading in grades 3-8 will evaluate the checkpoint data through a detailed process to affect instruction.

The district demographics are as follows: White 65.6%, Hispanic 30.2%, African American 1.4%, Asian 0.5%, America Indian 0.6%, and Pacific Islanders represent 0% . There are 1.7% claiming Two-or-More Races.

In 2018, 52.9% of our student population was labeled as economically disadvantaged and 54.3% of our students were labeled as "At Risk."

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

The DIP is available upon request and on the district's website. 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. This plan is provided in the english language, but can be translated upon request.

2.4: Opportunities for all children to meet State standards

Graham ISD is participating in Data Driven Instruction (DDI) process. This process includes training for teachers and administrators on data driven practices. As well as in depth study of state standards, review of scope and sequence, development of checkpoints, implementation of a detailed data analysis, and training on instructional adjustments for improvement to be taken resulting from the data. The final piece of the data analysis is to evaluate how demographic sub-groups are performing.

Each campus in GISD has an RTI process to meet the needs of all their students. The RTI process is listed in each Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

Resulting from the DDI process, data analysis will lead to more appropriate instructional decisions. Examples would include: If large groups of students are struggling with a concept, whole group reteach is most appropriate. If small groups of students struggle in certain concepts, small group targeted reteach should take place. Each campus provides additional flexible time within the daily schedule for these interventions. Graham ISD will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Each campus in GISD has an RTI process to meet the needs of all their students. The RTI process includes methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education for our students. The RTI process is listed in each campuses Campus Improvement Plan.

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

The Graham ISD DIP will address the needs of all students in the district, but particularly the needs of those at risk of not meeting the challenging State academic standards. Through the DDI process, teachers are aware of the academic standing of each student and are focused on moving all students forward to meet their potential. A district goal is for every student in Graham ISD to attain or exceed one year's growth annually.

Each campus in GISD has addressed meeting the needs of their "At Risk" student population in their individual Campus Improvement Plans.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses in GISD 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 notified 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 periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The district individuals and their roles who assisted with the development of the Parent and Family Engagement Policy include the Superintendent, Sonny Cruse, Asst. Superintendent, Robert Loomis, Director of Curriculum, Gary Browning, and Director of Special Programs, Natalie Husen.

The district distributes this information during student enrollment, parent meetings, the GISD website and in the Student Handbook

The Parent and Family Engagement Policy was distributed in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Graham ISD offers parent involvement meetings from approximately 5:30 - 7:00 P.M. These meetings are well advertised using multiple media platforms and are held on various campuses.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Elrod	Teacher	Dyslexia	1.0
Amanda Martinez	Teacher	Dyslexia	.5
Anne Routon	Curriculum Coordinator	ELA 4-12	1.0
Dana Burgess	Teacher	Dyslexia	1.0
Donna Dragoo	Teacher Aide	Reading and Math	.2
Hayli Castillo	Teacher	CTE, Science	1.0
Jennifer Freeman	Teacher	Reading Intervention	1.0
Lori Brown	Teacher	Reading/GT	1.0
Maria Garcia	Teacher Aide	Reading and Math	1.0
Necia Marin	Curriculum Coordinator	Reading and Math Intervention	1.0
Ryan Gordy	Special Education Teacher	Dyslexia	1.0
Shelley Sokolosky	Special Ed Teacher	Dyslexia	1.0

District Improvement Committee

Committee Role	Name	Position
Administrator	Robert Loomis	Assistant Superintendent
Administrator	Sonny Cruse	Superintendent
Classroom Teacher	Allie Brown	Teacher - Pioneer
Classroom Teacher	Karess Stuckey	Teacher - Pioneer
Classroom Teacher	Leigh Medford	Teacher - Crestview
Classroom Teacher	Lisa Lester	Teacher - Crestview
Classroom Teacher	Lauren Holland	Teacher - Woodland
Classroom Teacher	Julie Bell	Teacher - Woodland
Classroom Teacher	Hugh Grubbs	Teacher - GJHS
Classroom Teacher	Amanda Johnson	Teacher - GJHS
Classroom Teacher	Josh Kidd	Teacher - GHS
Classroom Teacher	Stephanie Sanders	Teacher - GHS
Classroom Teacher	Francis Vasquez	Teacher - Special Education Rep.
Classroom Teacher	Marva Thomas	Teacher - GLC
Administrator	Donna Gatlin	Campus Administrator Rep.
Non-classroom Professional	Heather Williams	Central Office Sec.
Paraprofessional	Doris Bazan	GHS Front Office Sec.
Community Representative	Zach Gryder	Community Member
Community Representative	Charlie Bazan	Community Member
Parent	Jesse Blackmon	Parent
Parent	Jessica Blackmon	Parent
Business Representative	Pat Castillo	Business Rep.

Committee Role	Name	Position
Business Representative	Julie Howell	Business Rep.

Addendums

MULTIPLE MEASURES vs NCLB EIGHT AREAS

QUESTION	MULTIPLE MEASURES OF DATA	NCLB EIGHT AREAS TO EVALUATE
Who are we?	Demographics	Demographics Staff Quality
How do we do business?	Perceptions	Family & Community Engagement School Culture & Climate
How are our students doing?	Student Achievement	Student Achievement
What are our processes?	Processes & Programs	Curriculum, Instruction, & Assessment Staff Recruitment & Retention School Organization Technology

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
<p>1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p>	<ul style="list-style-type: none"> ● 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.
<p>2. Methods for addressing needs of students for special programs:</p> <ul style="list-style-type: none"> 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)] 	<p>Student Services</p> <ul style="list-style-type: none"> 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

	<p>line reporting system to report undesired or suspicious activity: STOP IT</p> <p>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.</p> <p>e. Accelerated education -</p> <ul style="list-style-type: none"> • 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]	<p>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:</p> <ul style="list-style-type: none"> • 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)

	<p>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:</p> <ul style="list-style-type: none"> ● 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 <p>GISD counselors provide further opportunity for individual counseling, group counseling, or peer support programs.</p> <p>GISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.</p> <p>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.</p>
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	<p>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.</p>
5. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	<ul style="list-style-type: none"> ● GISD has adopted the TASB Model for SCOC ● Staff training for Behavior Response to Intervention and Restorative Practices

	<ul style="list-style-type: none"> • 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]	<p>GISD staff are trained in dating violence:</p> <ul style="list-style-type: none"> • Statistics and information • GISD local policy, harassment • Definition and examples • Reporting procedures • Safety planning <p>GISD students are trained in dating violence:</p> <ul style="list-style-type: none"> • Healthy relationships vs. unhealthy relationships • Examples of abuse • Requesting help <p>GISD administrators utilize an GISD stay-away agreement for students, when necessary.</p>
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.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> -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

	<p>-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</p> <ul style="list-style-type: none"> • 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
<p>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)]</p>	<p>Actions:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>HR</p> <ul style="list-style-type: none"> • University job fairs • Host District job fair • Competitive salaries and insurance benefits <p>CCR:</p> <ul style="list-style-type: none"> • 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.
<p>10. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about</p> <ol style="list-style-type: none"> 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)] 	<ul style="list-style-type: none"> • 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)]	<p>CCR</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • GISD contracts with local entities to provide school resource officers.
14. Trauma-informed care policy (Senate Bill 11)	<ul style="list-style-type: none"> • GISD staff are required to complete annual trauma-informed care & grief training <ul style="list-style-type: none"> - Stop the bleed - CPR
15. State Compensatory Education Program	<ul style="list-style-type: none"> • 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]	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● District level parental involvement activities ● Additional staff provided to Title 1 campuses (CIT, dyslexia teacher, curriculum coordinators, and aides) ● Parenting education
Title ID	<ul style="list-style-type: none"> ● Activities that facilitate the transition of from the correctional program in an institution to employment <ul style="list-style-type: none"> ○ motivational speakers ○ job skill training ● Academic support
Title II	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● ESL/Bilingual Teachers

Title IV	<ul style="list-style-type: none">● 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
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STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

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- 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.

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(LEGAL)

**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

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FREEDOM FROM BULLYING

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(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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	<p>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.</p> <p>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.</p>
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	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.
<i>Discipline</i>	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.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.

Early Childhood Literacy Board Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
44%	47%	51%	53%	60%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	%	33%	51%	xx%	xx%	xx%	xx%	40%	40%	36%	27%	44%	43%
2021	xx%	37%	54%	xx%	xx%	xx%	xx%	40%	44%	39%	30%	47%	46%
2022	xx%	41%	58%	xx%	xx%	xx%	xx%	40%	48%	43%	34%	51%	50%
2023	xx%	45%	62%	xx%	xx%	xx%	xx%	40%	52%	47%	38%	55%	54%
2024	xx%	49%	66%	xx%	xx%	xx%	xx%	40%	56%	51%	42%	59%	58%

Early Childhood Math Board Outcome Goal													
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
45%	48%	52%	56%	60%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	34%	49%	xx%	xx%	xx%	xx%	34%	38%	48%	29%	44%	47%
2021	xx%	38%	53%	xx%	xx%	xx%	xx%	34%	42%	52%	34%	47%	50%
2022	xx%	42%	57%	xx%	xx%	xx%	xx%	34%	46%	56%	39%	51%	54%
2023	xx%	44%	61%	xx%	xx%	xx%	xx%	34%	50%	60%	44%	55%	58%
2024	xx%	46%	65%	xx%	xx%	xx%	xx%	34%	54%	64%	59%	59%	62%