

Graham Independent School District

Graham Junior High School

2019-2020

Accountability Rating: D

Distinction Designations:
Academic Achievement in Social Studies



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

We Believe:

Every child has worth and is central to our decisions.

We are responsible for preparing all students for the 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 taxpayers' dollars

Excellence is non-negotiable.

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Comprehensive Needs Assessment

Revised/Approved: February 03, 2020

Demographics

Demographics Summary

Am. Ind . Asian . Black . White . Hisp. Multi . Total

Grade 6 . 1 . 0 . 4 . 124 . 44 . 2 . 175

Grade 7 . 3 . 1 . 3 . 133 . 53 . 3 . 194

Grade 8 . 3 . 1 . 4 . 115 . 52 . 6 . 181

Demographics Strengths

Almost equal number of male and female students:

Male Female

6th 81 94

7th 103 91

8th 93 88

Total 277 273

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2019 STAAR results indicate that GJHS students did not make adequate yearly progress in the sub-groups including: low-socioeconomic, special education and English Learners. **Root Cause:** Demographic data shows an increase in our low-socioeconomic students and English Learners which come to school with learning deficits and limited English proficiency.

Student Academic Achievement

Student Academic Achievement Summary

As of February 1, 2020, our students have completed 3 checkpoints in their English and Mathematics classes. In addition, our 8th grade students have taken the TEA interim Assessment in Science and Social Studies. From each of these assessments, the data has been analyzed and reteach action plans have been completed. All data is shared in our PLC room for teachers to review. We have also changed our RTI groups twice to further support students. We saw significant gains from Checkpoint 1 to Checkpoint 2. We saw additional gains in some areas for Checkpoint 3. In response to more frequent formative and summative assessments, our tutorial program has evolved and student attendance at tutorials has increased.

Student Academic Achievement Strengths

In September, the Texas Middle School Fluency Administration (TMSFA) was given to all 7th grade students who did not meet grade level on their 6th grade 2019 Reading STAAR test. From that, we hired a reading intervention teacher. She identified students who needed the most additional support and developed a pull-out small group reading schedule. Additionally, we administered the TMSFA to low performing 6th grade and 8th grade reading students. Many of these students also participate in the pull-out program. All students have taken the mid year TMSFA and are part of a data monitoring system. Parent letters have been mailed informing parents of their student's progress throughout the year in which identified weaknesses and suggested supports have been provided.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 5.1 The campus does not have 100% weekly lesson plan submission compliance **Root Cause:** All teachers do not like or know how to use the lesson plan template in Eduphoria.

Problem Statement 2: An RTI process that does not sufficiently address Tier 2 and Tier 3 reading intervention **Root Cause:** Lack of Personnel and scheduled time during the day

Problem Statement 3: 1.1 Campus instructional leaders are not effectively leading PLC or data meetings which desegregate data by sub populations.. **Root Cause:** The campus leadership does not have clearly defined roles or sufficient training in place to implement effective practices.

Problem Statement 4: 5.3 The campus does not effectively use data to plan instruction and reteach. **Root Cause:** All core teachers have not been trained in data driven instructional practices or know how to effectively use formative assessments.

School Processes & Programs

School Processes & Programs Summary

GJHS has a Monday-Thursday Master Schedule that has a built in 23-minute RTI period. Each Friday, we run a Master Schedule that has a 25-minute RTI period plus a 45 minute Homeroom. We have purchased an RTI curriculum, (IXL) and have fully implemented its use. The additional instructional times built into the schedule also allow our students to participate in service-club meetings that include: Future Christian Athletes (FCA), National Junior Honor Society (NJHS), Student Council and Builders' Club. Additionally, we have completed a 10-week character education program school wide and used the time practice for our UIL Academics competition held in January. Due to the high number of low socioeconomic students we have that rely on busing to get to and from school, we pride ourselves at GJHS on making participation in these programs during the school day possible for all students.

School Processes & Programs Strengths

GJHS offers a variety of clubs and extracurricular activities:

Destination Imagination

Science Research Team

Future City

Academic UIL events

Maker Space Mondays

Future Problem Solvers

Graham News Network (GNN) Broadcasting Group

Band

Athletics

Tennis

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 5.3 The campus does not effectively use data to plan instruction and reteach. **Root Cause:** All core teachers have not been trained in data driven instructional practices or know how to effectively use formative assessments.

Problem Statement 2: An RTI process that does not sufficiently address Tier 2 and Tier 3 reading intervention **Root Cause:** Lack of Personnel and scheduled time during the day

Problem Statement 3: 1.1 Campus instructional leaders are not effectively leading PLC or data meetings which desegregate data by sub populations.. **Root Cause:** The campus leadership does not have clearly defined roles or sufficient training in place to implement effective practices.

Problem Statement 4: 5.1 The campus does not have 100% weekly lesson plan submission compliance **Root Cause:** All teachers do not like or know how to use the lesson plan template in Eduphoria.

Perceptions

Perceptions Summary

Through our Marzano's High Reliability Schools (HRS) training, we have worked hard to earn Level 1 and Level 2 certification. Level 1 practices promote and ensure safe, supportive and collaborative culture; and level 2 practices focus on effective teaching in every classroom. In addition to our HRS work, we actively promote our values and beliefs by posting them in our classrooms, on our letter head and on our website. We conduct several surveys throughout the year to continually monitor our practices and make adjustments as needed. We have two decision making groups on campus, The Red Team (department heads) and the Blue Team (teachers and aides) as well as a Campus Improvement Team which is made up of administration, teachers, an aide, a parent, a community member at large and a business representative. Each of the groups discuss and address the issues of our school.

Perceptions Strengths

We have a low teacher turn-over rate. The campus culture is supportive and positive. Students and staff feel safe, supported and are collaborative. We celebrate student and staff success on our daily announcements, school website and Facebook page.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 1.1 Campus instructional leaders are not effectively leading PLC or data meetings which desegregate data by sub populations.. **Root Cause:** The campus leadership does not have clearly defined roles or sufficient training in place to implement effective practices.

Problem Statement 2: 5.1 The campus does not have 100% weekly lesson plan submission compliance **Root Cause:** All teachers do not like or know how to use the lesson plan template in Eduphoria.

Problem Statement 3: An RTI process that does not sufficiently address Tier 2 and Tier 3 reading intervention **Root Cause:** Lack of Personnel and scheduled time during the day

Problem Statement 4: 5.3 The campus does not effectively use data to plan instruction and reteach. **Root Cause:** All core teachers have not been trained in data driven instructional practices or know how to effectively use formative assessments.

Priority Problem Statements

Problem Statement 1: 5.1 The campus does not have 100% weekly lesson plan submission compliance

Root Cause 1: All teachers do not like or know how to use the lesson plan template in Eduphoria.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 2: 5.3 The campus does not effectively use data to plan instruction and reteach.

Root Cause 2: All core teachers have not been trained in data driven instructional practices or know how to effectively use formative assessments.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Discipline 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 leadership data
- Campus department and/or faculty meeting discussions and 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
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals




Revised/Approved: November 07, 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:

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 Connect high school to career and college Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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.				











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 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.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 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.				
 = Accomplished  = Continue/Modify  = 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:












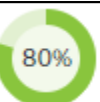
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Connect high school to career and college Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Develop Programs to address life skills	2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Create more opportunities for students to learn life skill through workshops and programs.				
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.	2.5, 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:

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 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.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Develop a plan to partner with community in recruiting highly qualified teachers	2.6	Superintendent	Implement student voice through anonymous evaluations of highly qualified teachers/staff				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) 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 ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Construct an incentive plan to recruit and retain teachers.		Superintendent	Provide childcare, or some form of monetary relief for child care for teacher and staff				



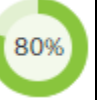


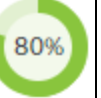


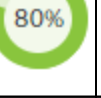




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Construct an incentive plan to recruit and retain teachers.		Superintendent	Develop a performance pay plan				
 = Accomplished  = Continue/Modify  = 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				
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				
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				
 = Accomplished  = Continue/Modify  = 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				
ESF Levers Lever 1: Strong School Leadership and Planning 2) Create a plan to enhance building security		Superintendent, Campus Principals	Develop a system to ensure all students and staff are safe at school.				
ESF Levers Lever 1: Strong School Leadership and Planning 3) Create a plan to enhance building security		Superintendent	Establish security vestibule and doors				
 = 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:

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.	3.1, 3.2	Superintendent, Campus Principals	Promote stakeholder engagement and 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.	3.1, 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	3.1, 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	3.1, 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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: The campus instructional leaders have clear, written, transparent roles and responsibilities with clearly defined tasks.

Performance Objective 1: School Improvement








Evaluation Data Source(s) 1: Weekly calendars

Performance Evaluations

Data Analysis

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

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 ESF Levers Lever 5: Effective Instruction 1) To strengthen the DDI process, GISD has partnered with ESC 9 to implement Data Driven Instruction (DDI).	2.4, 2.5, 2.6	Campus Principal, Curriculum Team, Teachers	Campus principal growing in the capacity to oversee instruction in the classroom.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 8: GJHS has objective-driven daily lesson plans with high quality formative assessments.



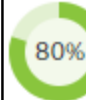




Performance Objective 1: School Improvement

Evaluation Data Source(s) 1: Eduphoria Lesson Planner template use

Campus Instructional Leaders review content weekly and provide constructive feedback

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Use the Lesson Planner Template in Eduphoria with fidelity. Provide teachers with structured feedback and support to ensure that they are planning effectively	2.4, 2.5, 2.6	Campus Principal, Asst. Principal, Curriculum Team	Create the capacity in teachers to develop a more rigorous lesson plan.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: GJHS instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Performance Objective 1: Data Driven Instruction (DDI)




Evaluation Data Source(s) 1: Unite Assessment Calendars








Checkpoint Calendar Set

District Calendar set which builds in PLC days frequently

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

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 Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Look deeply at student data and make strong instructional decisions based on that data. Build in reteach opportunities based on formative and summative data.	2.4, 2.5, 2.6	Campus Principal, Asst. Principal, Curriculum Team, Dept. Heads and teaching staff	Improvement in student check point and STARR scores.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	2.4, 2.5, 2.6	Campus Principal, Asst. Principal, Curriculum Team, Dept. Heads and teaching staff	Improvement in student check point and STARR scores.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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.
7	1	1	To strengthen the DDI process, GISD has partnered with ESC 9 to implement Data Driven Instruction (DDI).

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.
8	1	1	Use the Lesson Planner Template in Eduphoria with fidelity. Provide teachers with structured feedback and support to ensure that they are planning effectively
9	1	2	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

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 a comprehensive needs assessment (CNA) 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 Agency (LEA). The CNA was developed by looking at the 2018-19 STAAR scores.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 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, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. See addendum. CIT Committee sign in sheet.

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. This plan was approved on October 28, 2019 and will be reviewed and revised on the following dates: December 9, 2019, February 3, 2020, and April 6, 2020.

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

The CIP 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. This plan is drafted in English and can be translated into Spanish.

2.4: Opportunities for all children to meet State standards

GJHS has begun the Data Driven Instruction process, and this data analysis includes how our sub-pop groups are performing. We do this through checkpoints and state assessments. Graham Junior high has an RTI process that meets the needs of all of our students. The RTI process is listed in the Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

GJHS 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. The RTI process includes methods and instructional strategies that strengthen the academic program in our 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.

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

GJHS will address the needs of all students in the school, 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. Our goal is for every student to achieve or exceed one year's academic growth. Our "At Risk" student population is addressed in the campus improvement plan.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

GJHS 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 describes the means for carrying out the following requirements. Parents were notified of the policy in an understandable and uniform format. The policy is available to the local community and updated periodically to meet the changing needs of our parents and the school. GJHS is able to provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. The policy was distributed with the online enrollment paperwork in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

GJHS will join with GISD when we offer parent involvement meetings from approximately 5:30-7:00pm. 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>
Hayli Castillo	Teacher	CTE, Science	1.0
Ryan Gordy	Special Education Teacher	Dyslexia	1.0

2019-2020 Red Team

Committee Role	Name	Position
Administrator	Ginger Robbins	Principal
Classroom Teacher	Mindy Wiedebusch	Technology Department Head
Classroom Teacher	Christy McChristian	Math Department Head
Classroom Teacher	Shannon Weaver	Special Education Department Head
Classroom Teacher	Cindy Thomas	English Department Head
Classroom Teacher	Jeanne Richardson	Science Department Head
Classroom Teacher	Rebecca Browning	History Department Head

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Ginger Robbins	Principal
Administrator	Samuel Perry	Assistant Principal
Counselor	Lori Kramer	Counselor
Classroom Teacher	Melody Ingram	Teacher
Classroom Teacher	Jenna Baker	Teacher
Classroom Teacher	Victoria Chauncey	Teacher
Paraprofessional	LaSonja Coleman	Aide
Business Representative	Jamie Epperson	Business Representative
Community Representative	Lucky Ingram	Community Member
Parent	Michelle Atwood	Parent

2019-2020 Attendance Committee

Committee Role	Name	Position
Administrator	Samuel Perry	Assistant Principal
Paraprofessional	Tonda Lang	Attendance Secretary
Counselor	Lori Kramer	Counselor

2019-2020 Blue Team

Committee Role	Name	Position
Administrator	Samuel Perry	Assistant Principal
Classroom Teacher	Viktoria Wankowicz	Art Teacher
Classroom Teacher	Melody Ingram	Math Teacher
Paraprofessional	Mary Robertson	Library Aide
Classroom Teacher	Paige Reese	RLA Teacher
Classroom Teacher	Kyle Rogers	Life Skills Teacher

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

STUDENT WELFARE
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(LEGAL)

- 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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**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