

Graham Independent School District

Graham High School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



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!

Value Statement

At GISD, we believe:

Every child has worth and is central to our decisions.

We are responsible for preparing all students for their future.

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

Children will rise to the expectations set for them.

Every student's journey is important.

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

Staff members are our greatest resources.

Collaboration with the community increases student success.

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

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

Excellence is nonnegotiable.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Graham is a community with an oil, gas, and agriculture legacy. There is little manufacturing in Graham, and Graham ISD is the largest employer in the municipality. Southern Bleacher Company is the largest manufacturing corporation. Graham High school is a 9-12 campus and is classified as a Title I school. Graham ISD is currently trending to lower enrollment numbers. We focus on our students first and offer a diverse selection of elective courses and academic focus classes. We are a 4A Division II school with an enrollment of 635 students. Our student body is primarily white and hispanic, and we regularly enroll students who are English learners.

Graham High School is 67.4% White, 27.6% Hispanic, 2.2% students of two or more races, .9% African American and American Indian, .8%Asian, .2% Pacific Islander. 47.7% of our student body qualified as Economically Disadvantaged in 2019. 7.3% English Learners and 8.8% Special Education.

We have 52 teachers, many of which attended school in Graham and returned after college graduation.

Graham High School is supported from within our community, and we have a strong partnership with the City of Graham and Graham Visitors Bureau and Chamber of Commerce. We work diligently to recognize our students publicly in the community and continue to foster partnerships with our community and parents.

Demographics Strengths

The GHS student body is diverse and more closely represents a true cross section of our community. Graham High School maintains a culture of acceptance of all and promotes common understanding and inclusion of all students. On survey instruments, GHS students report that the staff is nice, supportive, helpful, and fun. Students report that they like their peers and a friendly environment exists at Graham High School. The school spirit at Graham High School improves yearly. Graham High School has a strong club presence. The majority of our students are involved in one or more club, sport, band, choir, or UIL activity. Students cite the variety of classes offered at Graham High School as a positive. Students report that GHS is a 'nice campus,' our students are generally nice to each other and the school environment is inclusive from a student perspective. Furthermore, Graham High School has a strong academic focus as evidenced through our robust course offering and technology rich programming. GHS hosts a College Fair, Senior FAFSA and Financial Aid nights, and conducts an Academic Signing Day each Spring.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graham High School must do a better job of assisting EL students in transition to English and American schools. **Root Cause:** Lack of focus on English Language Proficiency Standards.

Student Academic Achievement

Student Academic Achievement Summary

Historically, GHS has excelled in areas of state accountability, from TAKS to EOC. Our most recent EOC results show a continuation of this trend. Graham High School received a 'B' campus rating with a scale score of 88, up from 86 in 2018. Graham High School scored 89 on Student Achievement, 91 in School Progress, and 81 on Closing the Gaps.. Graham High School received Performance Distinctions in the areas of Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25%: Comparative Academic Growth and Post Secondary Readiness.

Collectively, 82% of Graham High School students approached grade level on 2019 STAAR End of Course exams, 59% of students met grade level, and 24% of students Master Grade level.

Student Academic Achievement Strengths

Graham High Schools' greatest area of student achievement success is in Algebra with 99% approaches, 82% Meets, and 57% Masters. STAAR Performance Score of 83. CCMR score of 92, Graduation Rate of 95. School Progress scores are as follows: Academic Growth = 91, Relative Performance = 85, Closing the Gaps score of 81 (Grade Level Performance = 64, Graduation Rate = 100, English Language Proficiency = 0, College, Career, & Military Ready = 100

Approaches . Meets . Masters

Algebra I 99 82 57

US History 94 75 39

Biology 89 53 21

English 68 47 08

Additionally, Graham High School has traditionally performed above the state average on other indicators of college readiness such as the SAT and ACT tests in all areas other than Mathematics. GHS also has strong performance and participation in Dual Credit Courses. Graham High School was one of 405 North American schools recognized by The College Board for Participation and performance on Advanced Placement tests.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Improve students performing in Met Standard in English **Root Cause:** Appropriate rigor in instruction and writing assessment.

Problem Statement 2: Increase number of students in Dual Credit Social Studies performing at Met Grade Level and Masters Grade Level areas. **Root Cause:** Need of specific instruction and intervention for Dual Credit students as they do not necessarily cover all tested Student expectations.

Problem Statement 3: GHS needs of offer programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM) subject areas, including computer science. Such activities may include the following: * Increasing access to high-quality STEM courses for students who are members of groups, such as female students, minority students, English language learners, students with disabilities, and economically disadvantaged students, who are underrepresented in STEM fields * Supporting the participation of low-income students in nonprofit competitions related to STEM subjects such as robotics, science research, invention, mathematics, computer science, and technology competitions * Providing hands-on learning and exposure to STEM subjects and supporting the use of field-based or service learning to enhance the students' understanding of STEM subjects * Supporting the creation and enhancement of STEM-focused specialty schools * Facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in STEM subject areas **Root Cause:** Utilize PLTW to serve students. Identify and involve students from underrepresented populations

School Processes & Programs

School Processes & Programs Summary

Graham High School is characterized by diligent teachers providing high-quality instruction in the classroom. Curriculum Director Gary Browning has brought a renewed focus on high expectations for lesson planning and sound pedagogy in the classroom. Professional Learning Community and data meetings are keys to success as we monitor student success and instructional practices.

Graham High School has a larger than usual number of staff members who are graduates of the school. This search for homegrown talent, and the community that draws adults back, are strengths for our school. Prospective employees clearly see GHS as a place that thrives on giving employees the opportunities to work to their strengths and receive the support they need to succeed.

Graham High School has moved from three fulltime Administrators to two administrators. We have a collaborative culture that leverages teacher leadership.

School Processes & Programs Strengths

Graham High School has a collaborative culture that leverages teacher leadership and participation in Professional Learning Communities. We focus on Data Driven Instruction and use a three-tiered intervention model to help students achieve at the highest level possible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to a lack of teacher availability, it is crucial that we develop and retain quality teachers. **Root Cause:** Location/pay

Perceptions

Perceptions Summary

Graham High School is characterized by supportive teachers and staff. Technology is available in our school. GHS focuses on student engagement in clubs, organizations, and extracurricular activities. Advanced course of study are offered across all domains which strengthens our College and Career Readiness measures. GHS has a friendly environment with a wide variety of courses offered. Safe environment.

Perceptions Strengths

Supportive teachers and staff. Technology Available in our school Student engagement Advanced course of study across all domains/ College and Career Readiness GHS has a friendly environment with a wide variety of courses offered. Safe environment.

Priority Problem Statements

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
- Accountability Distinction Designations
- Federal Report Card 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 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
- 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
- State-developed online interim assessments

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
- 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
- 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
- Attendance 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Other additional data

Goals







Revised/Approved: October 24, 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
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Support teachers in the identification and development of effective curriculum and resources.	2.4, 2.5, 2.6	Superintendent, Campus Principals, Curriculum Team	Ensure all students achieve annual growth through effective identification and selection of curriculum resources.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Identify and implement tools to measure student growth.	2.4	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 Build a foundation of reading and math Improve low-performing schools 3) Ensure there is an effective teacher in every classroom.	2.4	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
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Goal 1: Every student in GISD will attain or exceed one year's growth annually.

Performance Objective 2: Continued implementation to ensure district curriculum is aligned with TEKS and state assessments allowing all students and student groups to achieve an A rating in Student Achievement, School Progress, and Closing the Gaps domains in State Accountability

Evaluation Data Source(s) 2: Walkthrough Data, Unit Assessment Data, Lesson Planning information, PLC Minutes

Summative Evaluation 2:

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 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Use CBAs/unit assessments to monitor student progress	2.4, 2.5, 2.6	Unit Assessment Data, Data Room implementation, Eduphoria Reports, Interim Assessment Data Core teachers, Administration	Monitoring students progress on CBAs allows us to adjust instruction and reteach or spiral content on low performing SEs. This process also allows identification of students for intervention at three levels for approaches, meets, masters				
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) Use various forms of intervention to meet student needs	2.4, 2.5, 2.6	On-going & Mid-Semester Progress reports from Various Programs Intervention rosters and data monitoring. Core Teachers, Administration	Identifying and providing appropriate intervention for all students with consideration to performance of student groups				











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 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment	2.4	Unit Assessments, Data Meeting Checklist Completion, Accountability Reports. Data Room Implementation. Department Heads, Administration	Appropriate instructional adjustments based on Data, Intervention for students in need at each of three levels, approaches, meets, masters				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) GHS will have regularly schedule PLC time led by teachers for departments	2.4, 2.5	Instructional Minutes Calendar, PLC Agendas/Minutes Department Heads, Administration	Appropriate instructional adjustments based on Data, Intervention for students in need at each of three levels, approaches, meets, masters				
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Goal 1: Every student in GISD will attain or exceed one year's growth annually.

Performance Objective 3: Conduct advisory meetings of various academically oriented groups to ensure constant attention to academic success for all students including graduation requirement attainment

Evaluation Data Source(s) 3: DIT & CIT, SST, Title I & GT, Bilingual/ESL, Pecial Education, SHAC, Counselor Meeting sign in and Minutes.

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Improve low-performing schools 1) Conduct District and Campus Improvement teams regularly to monitor academic success for all students including graduation requirement attainment	2.4, 2.5, 2.6	DIT/CIT Sign in Sheets	Ongoing monitoring of school and district initiatives to maximize student progress.				
2) Host parent meetings for identified groups (ESL/Bilingual, GT, Title 1)	2.4, 2.6, 3.2	Sign in Sheets	Parental involvement and communication between Graham ISD Schools and parents involved in program. Use of Region 9 support to improve communication and involvement.				
3) Conduct regular meetings of Graham High School Student Activity Leadership Team to ensure student involvement in GHS Decision making processes.	2.5, 2.6	SALT Team logs and attendance	Ensure student involvement in GHS Decision making processes.				
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Goal 1: Every student in GISD will attain or exceed one year's growth annually.

Performance Objective 4: State Compensatory Education Funds will be utilized to upgrade the entire instructional program

Evaluation Data Source(s) 4: Attendance Student Grades SST Meetings Performance on State Assessments

Summative Evaluation 4:



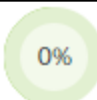
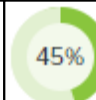


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) State Compensatory Education Funds will be utilized to upgrade the entire instructional program	2.4, 2.5, 2.6	State Compensatory Education budget worksheets	Ensure quality of entire instructional program.				
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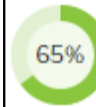






Goal 2: Every student will be academically, socially, and emotionally prepared for independent living in his or her endeavors.

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 1) Develop Programs to address life skills	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 2) Develop Programs to address social/emotional learning.		Superintendent, Campus Principals, Curriculum Team	Create a district wide plan and campus teams to teach social and emotional skills K-12.				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) By May, 2020, students in Advanced Placement courses will demonstrate mastery at the national level on AP tests		AP Course Completion. AP Score Reports AP Teachers, Counselors, Administration	Rigorous instruction and appropriate checkpoint Instruction ensures students perform at Nationally Recognized standard on AP testing				

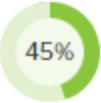





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) By May, 2020, students in PLTW courses will demonstrate mastery at the national level on PLTW End of Course tests	2.5	PLTW End of Course Results PLTW Teachers	Validation of instructional practices and relevance as measured by Nationally normed assessment				
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Integrate support programs for special populations to ensure academic success.	2.4, 2.6	ARD Meeting Minutes, Special Education Progress Reports, Grade Reports, Unit Assessment Data. Diagnostician, Special Education Teachers, ESL TeacherAdministration	Monitor student population performance to ensure we meet thresholds on Closing the Gaps domain.				
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 6) Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia	2.5, 2.6	DIT & CIT, SST, Title I & GT, Bilingual/ESL, Pecial Education, SHAC, Counselor Meeting sign in and Minutes. DII Director, Diagnostician, Administration, ESL Coordinator	Provide instructional support to students, ensure accommodations are effective and appropriate, allow for best opportunity for success on State Assessment.				
 = 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 2: Sustained focus on college and career readiness & opportunities

Evaluation Data Source(s) 2: College Day, UIL Participation, Dual Credit Offerings, Expand Work Programs, CTE Certifications awarded, FAFSA Participation, Freshmen Friday Schedule

Summative Evaluation 2:





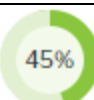
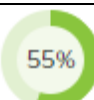
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Sustained focus on college and career readiness & opportunities	2.5	College Day, UIL Participation, Dual Credit Offerings, Expand Work Programs, CTE Certifications awarded, FAFSA Participation, Freshmen Friday Schedule	Develop college and career interest and knowledge for students. Opportunities to visit and research, assistance with FAFSA and Application Process to enable students to access college and career opportunities.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: Provide accelerated instructional opportunities to students, including Special Education and at-risk students, who are in need of additional remediation to obtain credits to graduate from high school

Evaluation Data Source(s) 3: Graham Learning Center Enrollment, School Within a School Completion Data, Community GED rate, After Hours University Attendance.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Monitor Special Population student accelerated instruction, intervention, and progress to graduation	2.5, 2.6	Counselors, Tracking Teachers Intervention schedules and attendance logs, Accelerated Instruction rosters, IGP	Ensure appropriate degree plan for Special Population students path to graduation				
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Monitor School Within a School Credit Recovery	2.6	SWAS Teacher, Counselor, Registrar	Tracking students who are recovering credit to continue pathway to graduation				
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Identify & monitor students leaving GHS to enroll in Graham Learning Center and success rate in graduating from GLC	2.6	GLC Staff, Registrar, Counselor	Tracking students who are on track to graduate from Graham Learning Center				







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 4: Pregnancy & Related Services (PRS) Program-Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel.

Evaluation Data Source(s) 4: Verification of pregnancy, CEHI Teacher's Log, Copy of ARD or IEP, if applicable, Program Records

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Pregnancy & Related Services (PRS) Program-Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel.	2.6	Verification of pregnancy, CEHI Teacher's Log, Copy of ARD or IEP, if applicable, Program Records	Ensure students in need of services have access to services as needed.				
 = 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 5: Develop Attendance Incentives

Evaluation Data Source(s) 5: PEIMS Attendance reports, Notes from SST, Exam exemption forms

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Exam Exemption Policy to encourage students to attend class		Admin, Attendance clerk Exemption forms	Incentive for students to miss no more than three class periods in a class per semester. Students need to be in class to receive instruction and demonstrate mastery. Being here and on time is an employable skill.				
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Develop periodic attendance incentives that are attainable over a shorter duration of time (3-6 weeks) that motivate students to attend class	2.6	Admin, Attendance Clerk	Students need to be in class to receive instruction and demonstrate mastery. Being here and on time is an employable skill.				
 = 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 6: Employ GISD Truancy Officers to support student attendance

Evaluation Data Source(s) 6: 425 Records, Attendance Officer notes, PEIMS attendance rate calculations.

Summative Evaluation 6:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Employ GISD Truancy Officers to support student attendance	2.4, 2.5	425 Records, Attendance Officer notes, PEIMS attendance rate calculations	Preemptive meeting with chronically absent students. Regular review of absentee logs and documentation to ensure students are attending school				
 = 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 Improve low-performing schools 1) Develop a plan to partner with community in recruiting highly qualified teachers	2.5	Superintendent	Implement student voice through anonymous evaluations of highly qualified teachers/staff				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Construct an incentive plan to recruit and retain teachers.	2.5	Superintendent	Provide childcare, or some form of monetary relief for child care for teacher and staff				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							







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

Performance Objective 2: Provide support and relevant information in preparation for certification exams in identified areas of need

Evaluation Data Source(s) 2: Principal's Report

Email Log

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Identify areas of certification need for employed teachers and provide embedded supports to pass exams	2.5	Certification records. Highly qualified report. Needs assessment and Career cruising data to identify need.	Ensure that GHS is offering relevant content instruction provided by appropriately certified individuals.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: Participation in job fairs and consult with ESCs in securing highly qualified teachers

Evaluation Data Source(s) 3: Email Log, Principal Report, Assistant Supt Calendar of Job Fairs attended

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals 1) Participation in job fairs and consult with ESCs in securing highly qualified teachers	2.5	Email Log, Principal Report, Assistant Supt Calendar of Job Fairs attended Administration and District Asst Supt	Locating and recruiting HQ Teachers				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							







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

Performance Objective 4: Implement professional development aligned to needs identified in data analysis

Evaluation Data Source(s) 4: Sign-in sheets for Professional Development. Attendance at follow up trainings

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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) Provide planning sessions for teachers--- instructional, data management, intervention, substitutes for planning		School Calendar Planning Dates Curriculum Director/Specialists, Administration	Planning time to analyze data and plan instructional adjustments and interventions leads to increased student achievement.				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) District developed whole-group Professional Development to support initiatives and		Curriculum Director,	Identify relevant PD and monitor implementation				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 3) All Staff complete all required trainings		Required training log Asst Supt Administration	All Staff meet all required trainings for Graham ISD.				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 4) Each GHS teacher will select an element from the New Art & Science of Teaching to work on for this year		NASOT Goal Spreadsheet, Self-Reflection logs Admin, Teachers	Teachers will work on research based strategies to improve teaching craft in high yield strategies				
 = 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
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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

Performance Objective 2: Monitor state funding and student enrollment

Evaluation Data Source(s) 2: Monthly RADA Spreadsheets

Refined ADA

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Track attendance an enrollment numbers daily to drive Refined Average Daily Attendane		Daily attendane monitoring; Monthly RADA Spreadsheets; Refined ADA	Increase attendance percentage @ GHS				
2) Use GISD Truancy Officers to communicate through home visits the need for attendance and consequences for chronically truant students.	2.4, 2.6, 3.2	Truancy Officer logs and filings	Decrease the number of students chronically truant at Graham High School.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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









Performance Objective 3: Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds

Evaluation Data Source(s) 3: Board Policy Review

Annual Audit

Monthly Reconcillation

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) GISD Audit of Business procedures and balance sheets of 199 funds and activity account funds		Board Policy. Money Matters handbook and procedures. Monthly Reconcillation	Ensure effective policies are in place for handling GHS funds.				
2) Yearly training on money handling procedures for all staff members who have oversight over budget or activity account spending.		Money Matters training sign in	Ensure effective policies are in place for handling GHS funds.				
 = 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
1) Formulate a system plan to educate parents and guardians regarding trending safety and security issues.	3.2	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.				
 = 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 2: All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Source(s) 2: Discipline Data, Bully Reporting Data, School Culture survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Provide School Resource Officer to maintain a safe and effective learning environment free	2.5	425 Records, Anecdotal Evidence Administration	Access to law enforcement and school safety consultant provides safe environment				
ESF Levers Lever 3: Positive School Culture 2) Provide staff development on what constitutes dating violence		Faculty Meeting Agendas	Educated Staff provides care for students leading to a safe environment				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Provide quality district Disciplinary Alternative Education Program	2.5, 2.6	Number of repeat offenders, Student Academic Progress, DAEP Transition Plan Completion	Ensure adequate growth for students in DAEP program, Reduced placements due to effective processes				
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)		Bully Reporting Submissions Administration	Provide a learning environment free from bullying and harassment conducive to learning				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 5) Utilize Positive Behavior Support (PBIS) for all students	2.4, 2.6	Discipline referral records Admin	Reduce instructional time lost due to behavioral issues				







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><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 3: Provide training for students on Police interactions

Evaluation Data Source(s) 3: Sign in sheets, Instructor log

Summative Evaluation 3:













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Provide training for students on Police interactions		Sign in sheets, Instructor log	Involve law enforcement in our schools to ensure that our students are equipped to deal with interactions with law enforcement personnel.				
 = 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 4: Graham High School will implement an anonymous bully reporting system and be reactive to information obtained.

Evaluation Data Source(s) 4: STOPit Reports, Discipline Data

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Graham High School will implement an anonymous bully reporting system and be reactive to information obtained.		STOPit Reports, Discipline Data	Provide a school environment free from bullying and address cyberbullying.				
2) Present STOPit app and Bullying information in class meetings and posted on GHS Website for student and parents.	3.2	Class meeting Agenda; website	Inform students of protections and expectations in how we treat each other and how to get help in a bullying situation.				
3) Graham High School will work to build a culture of caring that empowers students to report misconduct and work to improve their high school experience.	2.5	STOPit log, Reports to administration	Improved school culture				
4) Host a parents meeting regarding David's Law and Discipline at Graham High School	2.5, 3.1	Sign in Sheet; Presentation posted online	Awareness of issues involving cyberbullying.				
 = 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.	3.2	Superintendent, Campus Principals	Promote stakeholder engagement an accountability to foster shared ownership				
2) 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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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 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). CNA was reviewed and/or revised on September 11, 2019.

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. The GHS CIP was approved and adopted on October 2, 2019 review of the CIP.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The GHS campus improvement team will meet on the following dates: October 2, 2019, December 4, 2019, February 11, 2020, and April 8, 2020.

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

The Graham HS 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 listed in English but can be translated on request.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

GHS has an RTI process to meet the needs of all our 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 our campus Campus Improvement Plan.

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

The CIP 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. GHS teachers are aware of the academic standing of each student and are focused on moving all students forward to meet their potential. A campus goal is for every student at GHS to attain or exceed one year's growth annually.

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 Parent and Family Engagement Policy was distributed via our online enrollment system. Those students that enroll in GHS after the online process is complete will be given a hard copy. 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. GHS hosts the following: August 19, 2019 5:30 6:30 Meet the Teacher, 6:30-7:00 GHS Attendance & Discipline meeting.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Routon	Curriculum Coordinator	ELA 9-12	.5
Shelley Sokolosky	Special Education Teacher	Dyslexia	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Joe Gordy	Principal
Administrator	Tim Wankowicz	AP
Classroom Teacher	Tracy Pippins	Science Department Head
Classroom Teacher	Cindy Walton	Math Department Head
Classroom Teacher	Cheryl Sides	CTE Department Head
Classroom Teacher	Stephanie Talbott	English Department Head
Classroom Teacher	Michael Todd	Social Studies Department Head
Classroom Teacher	Shelley Sokolosky	Special Education Department Head
Classroom Teacher	Joshua Kidd	Fine Arts Dept head/Band Director
Non-classroom Professional	Molly Morris	Counselor
Non-classroom Professional	Brandi Menard	Counselor
Paraprofessional	Brenda Fields	Inclusion Paraprofessional
Non-classroom Professional	Tracey Mowrey	Financial Clerk
Classroom Teacher	Sarah Curd	Athletic representative
Business Representative	Garrett Pettus	
Parent	Julie Pettus	
Parent	Kristine Darrow	
Community Representative	Stephanie Davis	
Parent	Shana Wolfe	Parent

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

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

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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.