Graham Junior High

Campus Improvement Plan

School Year: 2015-2016

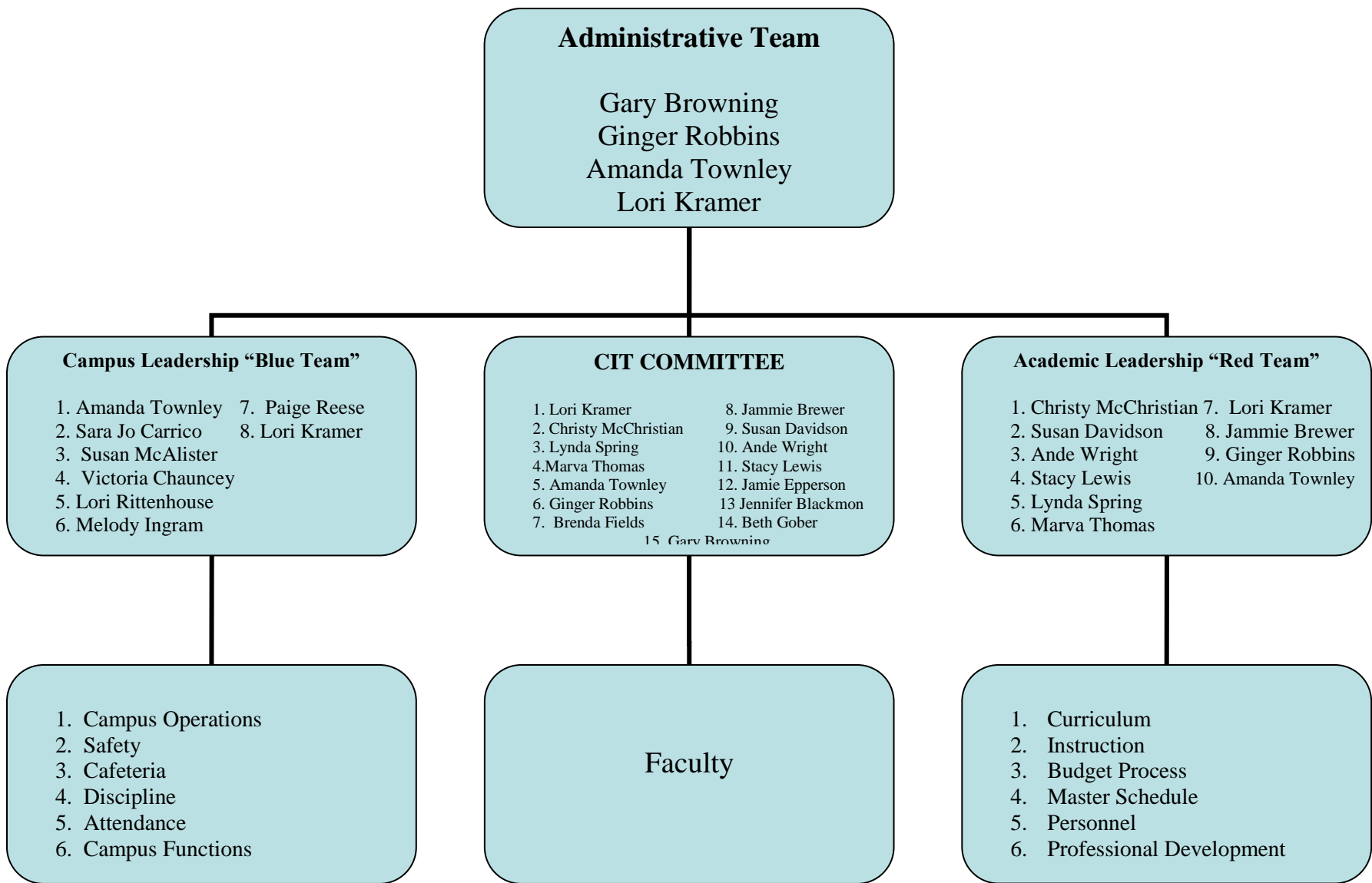Reviewed and proposed by GJHS CIT committee –November 18, 2015

Mission Statement

FUTURE FOCUS

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.

Graham ISD Curriculum, Instruction and Assessment
Building conceptual understanding through activity-based instruction.

The staff of Graham Junior High believes that ALL students can learn. GJHS accepts the challenge of preparing students for academic excellence, ethical behavior, personal responsibility, and self-value, so that every student can think creatively and critically while learning in innovative, engaging, inspiring, and safe environment

GJHS CAMPUS STRUCTURE

Administrative Team

Gary Browning
Ginger Robbins
Amanda Townley
Lori Kramer

Campus Leadership "Blue Team"

1. Amanda Townley
2. Sara Jo Carrico
3. Susan McAlister
4. Victoria Chauncey
5. Lori Rittenhouse
6. Melody Ingram
7. Paige Reese
8. Lori Kramer

CIT COMMITTEE

1. Lori Kramer
2. Christy McChristian
3. Lynda Spring
4. Marva Thomas
5. Amanda Townley
6. Ginger Robbins
7. Brenda Fields
8. Jammie Brewer
9. Susan Davidson
10. Ande Wright
11. Stacy Lewis
12. Jamie Epperson
13. Jennifer Blackmon
14. Beth Gober
15. Gary Browning

Academic Leadership "Red Team"

1. Christy McChristian
2. Susan Davidson
3. Ande Wright
4. Stacy Lewis
5. Lynda Spring
6. Marva Thomas
7. Lori Kramer
8. Jammie Brewer
9. Ginger Robbins
10. Amanda Townley

Blue Team functions:

1. Campus Operations
2. Safety
3. Cafeteria
4. Discipline
5. Attendance
6. Campus Functions

Faculty

Red Team functions:

1. Curriculum
2. Instruction
3. Budget Process
4. Master Schedule
5. Personnel
6. Professional Development

2015-2016
GJHS CAMPUS IMPROVEMENT TEAM

ADMINISTRATION
Gary Browning-GISD Curriculum Coordinator
Ginger Robbins- Principal
Amanda Townley- Assistant Principal & District Improvement Team member

NON-TEACHING PROFESSIONAL
Lori Kramer –Counselor & District Improvement Team member

TEACHING PROFESSIONALS
Christy McChristian   Math
Ande Wright   Science & Art
Jammie Brewer   English/Language Arts
Stacy Lewis   English/Language Arts
Susan Davidson   Social Studies
Lynda Spring   Special Education
Marva Thomas   Technology &Electives

SUPPORT STAFF
Brenda Fields

PARENT MEMBERS
Beth Gober   2013-2015
Jennifer Blackmon   2015-2016

BUSINESS MEMBER
Jamie Epperson   2014-2015

2015-2016 CIT Regular Meeting Schedule

Month	Activity
Month	**Activity**
September 2015	Meeting rescheduled for November
November 2015	Review the additions to the proposed campus plan submitted in the spring of 2015
	Discuss Intervention/Flex Period
	Discuss Campus Innovations: DI, Grateful Dads
February 2016	Budget Needs/ Process
	Staff/ Personnel Needs Schedule 2015-2016
	Discussion Items
May 2016	Review Homework Policy
	Review Grading Policy (Campus)
	Scheduling of Students
	Campus Plan Update
	Discussion Items

DATA Sources: Accountability Analysis

Indicators	Strengths	Areas to Address
A. Met Standard/Met Alternative/ Improvement Needed	Met Standard	We need to see improvement in 8 SS and 8 Science specifically. Personnel and structural changes made to address these areas.
B. State Assessment Reading/ELA	8 Reading @ 89%. 7 Reading remained constant (71%). 6th Reading increased four percent to 72%, 8 Reading showed a 2 percent increase.	Improvement needed in 7 Reading (71%) and 6 Reading (72%)
State Assessment Writing	Writing showed a 2 percent increase with the largest gains (12%) in Hispanic population.	Still 3% below state average. Must meet state average.
State Assessment Math	6th grade math showed a 16% increase above prior year. 7th grade math increased 3%	Must improve performance in 7th grade math and 8th grade math. GJHS lags 1% behind State average.
State Assessment Social Studies	2% increase in Social Studies	Reorganized personnel and training to strive for significant increase in performance.
State Assessment Science	Advanced standard in line with State average although met standard was significantly below.	Decreased 4%
C. Dropout Rate	0%	
D. Graduation Rate	N/A	
E. Other Measure		

Accountability Worksheet

STAAR Percent at Phase-in Satisfactory or Above	Campus*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Spec. Ed*		Eco. Dis.*		LEP*	
EXAMPLE	88%	+	84%	+	79%	=	93%	-									78%	+	93%	-		
All Subjects	71	+2	63	+9	63	+10	75	+2	83	-17					63	-23	51	+16	64	+8	38	+20
Reading	78	+3	83	+26	69	+10	82	+2	*						*		54	+9	70	+9	43	NA
Mathematics	77	+5	*		71	+9	80	+5	100	=					*		60	+30	73	+11	51	+23
Writing	69	+2	*		63	+11	71	-2	*						*		44	+16	60	+6	40	NA
Science	61	-4	*		47	+1	66	-4	*						*		50	NA	54	+5	*	
Social Studies	48	+2	*		38	+22	52	=	*						*		*		39	+10	*	

TAPR Report: http://ritter.tea.state.tx.us/perfreport/tapr/2014/srch.html?srch=C

Comprehensive Needs Assessment

An initial Comprehensive Needs Assessment was conducted with the Committee in April 14, 2015. Subsequent meetings were held throughout the year to continually review data and information.

Participants in Attendance	Data Sources Examined
Joe Gordy, Principal *Amanda Townley, Assistant Principal* Lori Kramer, Non-Teaching Professional Ande Wright, Teaching Professional, Science Jammie Brewer, Teaching Professional, ELAR	*Student and Teacher attendance data* *Referral percentages for students in Special Education* *Campus parent participation records* *Campus mentor participation records* *Truancy data* *Homeless population analysis* *Teacher retention data*

Stacy Lewis, Teaching Professional, ELAR	*State Accountability Data including Systems Safeguards* *State Assessment Data—disaggregated* *Campus Attendance Data* *Campus PEIMS reports* *PBMAS reports* *Local, state, and federal budgets* *Dropout and School Leaver data—disaggregated* *Campus retention data* *Campus discipline referral data* *Parent, Community, Teacher, and /or Student surveys*
Lynda Spring, Teaching Professional, Special Education	
Padgett Hughes, Teaching Professional, Technology & Elective	
Brenda Fields, Support Personnel	
Beth Gober, Parent Member	

Comprehensive Needs Assessment:
Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	**Data Source**
School Climate: Students feel safe and welcome in our school	*Student Survey; Teacher*
iPad Initiative has increased student engagement and participation in the learning process	*Student Survey*
Generalized upward trend in student Achievement	*State Accountability (TAPR)*
Emerging Response to Intervention Program	*Intervention Attendance, Screener, Unit Assessment data*
Areas of Concern	
Math, reading, writing, science and social studies results for all populations	*State Accountability (TAPR), PBMAS*
ESL student results – Reading, Science, Writing	*State Accountability (TAPR); PBMAS Report*
Special Education students results – Reading, Math, Writing, Social Studies	*PBMAS Report, State Accountability (TAPR)*
Daily attendance of students and teachers	*Budget, attendance reports, AESOP reports*
Leaver Code 60 – Homeschool	*Leaver Code Report*
Increasing parental involvement and goal focus of our students	*Teacher Survey*
Professional Development – Specifically targeted at Technology integration and activity-based instruction	*Teacher Survey, Student Survey*
Management of violations of iPad User Agreement	*Surveys*
Consistency in iPad platform	*Surveys*
Variety within intervention Period	*Informal Surveys*

Summary of Findings

Graham Junior High data show emerging progress in the newly established Response to Intervention program that was implemented in the 13-14 school year. This program will continue to be monitored through the use of Universal Screeners as well as benchmark data collected through Unit Assessments and TAPR results. Students will continue to be served through multiple avenues: Intervention Period, pull out ELAR intervention, Class-based services for tier III students in mathematics.

Graham Junior High will continue to focus on Balanced Literacy with ELA/Reading classrooms providing a 90-minute block of time for students in grades 6-8. Furthermore, GJHS will continue to focus on student transition to secondary mathematics standards with 90-minute block instructional time for 6th grade students.

Graham Junior High students and staff report a positive, safe learning environment exists with a focus on student involvement. The iPad 1:1 program that began in the 2014-2015 school year has increased student engagement and motivation and decreased off-task behaviors as reported through staff and student surveys.

Scores on the state assessment continue to be a concern across the district. Graham Junior High students have demonstrated a generalized increase in student achievement in the last year based upon state accountability data; students have demonstrated increases in every area other All Student Science and White subpopulations in Science and Writing. Achievement gaps persist in the areas of special education, LEP/ ESL, and students that are economically disadvantaged. GJHS is committed to focusing on providing students with an interactive learning environment. Through a more activity-based instructional process, GJHS hopes to build conceptual understanding of standards. GJHS invites teachers and students to think creatively and critically as they work together to solve problems of the future.

Professional development provided during the summer months gave teachers the opportunity to create lessons with high levels of rigor, that are aligned with the curriculum management system, and that use technology appropriately as a means of engaging students. Additional focuses for training include writing and ELPS training. Furthermore, the staff at Graham Junior High has identified additional training for the Google Applications for Education (GAFE) platform and technology integration training to support GJHS iPad 1:1 initiative.

Summary of Evaluation of Previous Year's Plan

After reviewing parental involvement opportunities, the SBDM determined that more authentic parental night opportunities are necessary. A committee was formed to add strategies to the plan to address that need by defining expectations and specific dates for parental involvement opportunities. Additionally, the development of a strong PTO were discussed and strategies will be implemented to carry forward Elementary PTO involvement.

GJHS has committed to using the District Curriculum and analysis of current Unit Assessment data demonstrates a growth over previous year's CBA results.

The need for reorganization of the Campus Blue Leadership (Organizational) Team. This group will provide greater teacher involvement in activities, organizational activities, and discipline decisions. Specific activities include staff fellowship, bereavement support, and student activities. The Academic Leadership (Red) Team continues to be effective in design and lead the decisions of the campus.

Legacy strategies that are no longer in active use include: Writing camp, RtI processes with Region 9 (in house currently), and stand alone Character Education classes.

State Compensatory Education

This District has written policies and procedures to identify the following:
- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus $101,597 (published November 1, 2015)
     *Goal 1, Obj. 8

Activity/Strategy	Title 1 Components	Responsible	Timeline	Resources	Evidence of Implementation
GRAHAM JR HIGH SCHOOL State Compensatory Education Funds will be utilized to upgrade the entire instructional program	CNA RS SA CI	Principals	End of each six weeks	$101,597.00 FTE: 1.875 Does not include federal fund amounts.	Attendance Student Grades SST Meetings Performance on State Assessments

Total FTEs funded through SCE at this District/Campus 1.875

The process we use to identify students at risk is:

     The campus counselors identify at-risk students using the thirteen SCE criteria each fall and do a follow-up in the spring.

The process we use to exit students from the SCE program who no longer qualify is:

The campus counselors review annually the students identified at-risk and exit those students who meet the appropriate criteria.

State Compensatory Education Program
Program Evaluation/Needs Assessment
<u>Grades 3-8, EOC</u>

STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Students At-Risk	50%	47%	53%	50%	48%	42%	54%	55%	39%	21%
Students Not At-Risk	67%	72%	73%	72%	67%	62%	68%	77%	55%	73%

The comprehensive, intensive, accelerated instruction program at this district consists of during and after school tutorials for at-risk students, restructuring of the intervention program to provide a more formal, intensive intervention for students identified as at-risk, and a comprehensive and specific curriculum used in the intervention program to accelerate learning for at-risk students.

KEY to Title I School Wide Components

1	CAN	Comprehensive Needs Assessment
2	RS	School Reform Strategies
3	IHQ	Instruction by Highly Qualified Staff
4	PD	High-Quality and Ongoing Professional Development
5	AHQ	Strategies to Attract Highly Qualified Staff
6	PI	Strategies to Increase Parent Involvement
7	PTS	Preschool Transition Strategies
8	TPA	Teacher Participation in making decisions
9	SA	Timely and Additional Assistance to students having difficulties mastering the standards
10	CI	Coordination and Integration of Federal, State, and Local Programs

State Compensatory Education

State of Texas Student Eligibility Criteria for At-Risk Qualification:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
Title 1, Part A
Title II, Part A (TPTR)
Title III, Part A (LEP)
Carl Perkins
IDEA Funds
State Programs/Funding Source
Career/Technology Education
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program
Local Programs/Funding Source
Grants

Goal 1: **All students will attain maximum student achievement through relevant and rigorous instructional programs.**

Objective 1: By May 2016, all students and each student group will demonstrate mastery at or above the state average for each grade and subject on the state assessment as well as demonstrate progress as measured by an early reading inventory from the BOY to the EOY for students in K-2.

Summative Evaluation: **To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Continued implementation to ensure district curriculum is aligned with TEKS and state assessments	RS SA	Principals Teachers Curriculum Lead Teachers	January 2016	Local Funds	Walkthroughs Unit Assessments Departmental Planning Campus Support Visits
Use CBAs/unit assessments to monitor student progress	CNA RS TPA SA CI	Principals Unit Assessment Coordinators Curriculum Lead Teachers	January 2016	Local Funds	Unit Assessments Eduphoria
Use various forms of intervention to meet student needs	RS IHQ SA CI	Director of Curriculum Technology Dir. Principals Interventionists	Ongoing and Mid-semester	Federal Funds Local Funds	Progress reports from various programs
Integrate support programs for special populations to ensure academic success	RS IHQ PTS TPA SA CI	Diagnosticians Principals Counselors Teachers	Every six weeks	Special Education Funds Compensatory Funds	ARD SST Meetings Progress and Grade Reports Unit Assessment Data Intervention rolls Tutorial sign in

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Teachers will utilize TEKS Resource System Instructional Focus Documents to develop highly successful lessons and units	RS	Principals, Dept Heads, Teachers Curriculum Director	End of Each Six Weeks	Local Funds – Subs	Unit Assessment results, Class Grades Walkthrough observations
Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia	CNA RS IHQ PD SA CI	Superintendent Director of Curriculum Principals Bilingual Teachers SPED Teachers GT Teachers ESL Teachers	September 2015 November 2015 Spring 2016	Title III Funds Local Funds	ESL Training Bilingual Teacher Recruitment LPAC Training SIOP Institute AP Trainings
State Compensatory Education Funds will be utilized to upgrade the entire instructional program	CNA RS SA CI	Principals	End of each six weeks	State Comp Ed Funds JH FTE 2.78 $101,648 **GISD FTE 18.97 $621,972**	Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results
Effective integration of technology into the curriculum through project based activities in association with 1:1 iPad initiative	CNA RS PD CI	iDoctor Principals Teachers Technology Director	August 2015 December 2015 May 2016	GPEF Grant Funds Local Funds	Teacher Training Lesson Plans Walkthroughs iPad Documentation
Participate in UIL Academic Challenge Programs • UIL events • One Act Play • Spelling Bee	RS	UIL Coordinator Principals UIL Sponsors	October - December 2015 February 2016 May 2016	Local Funds	Weekly practice sessions with participating students Registration
Increased focus on Activity-Based instruction and collaboration of teachers and students	RS SA	Assistant Superintendent Curriculum Coordinator Principals Lead Teachers	January 2016 May 2016	Local Funds	PDAS 360 Walkthrough Reports
Disaggregate and interpret multiple sources of local and state assessments	RS, TPA	Teachers, Principals Curriculum Director	August 2015 December 2015 May 2016	Local Funds	STAAR, TEKS Resource System, Local Checkpoints, Performance indicators, Eduphoria

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Leadership Teams Campus Leadership "Blue Team" Academic Leadership "Red Team"	TPA	Principal Asst Principal Teacher Leaders	Monthly, 2015-2016	Local	Sign In Sheets
Provide rigorous instruction to students in ESL program to supplement core classes and academic vocabulary acquisition	RS, TPA, SA	ESL Coordinator, ESL Teacher	Ongoing through the year	Local	Lesson plans, Enrollment, Master schedule
Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment	RS SA	Curriculum Coordinator Campus Principals Lead Teachers Teachers	Ongoing through the year	Local Funds	Unit Assessment Data Accountability Reports
ELAR Interventionist to provide targeted intervention and extended instruction in the general ELAR curriculum and on fundamental skills	TPA, RS	Daily, throughout the school year	Principals ELAR Dept Interventionist	Local Funds	Pull out schedules and intervention attendance sheets
Interventions before, during, and after school for students identified through on-going data dissemination	RS, TPA, SA	Principal, Dept Heads, lead teachers, Dept Teachers Interventionist	Ongoing through the year	Local funds	Eduphoria data Tutorial & intervention lists
Provide Computer assisted learning opportunities in math and reading for all students	RS, SA, CI	Principals Interventionist Reading Teachers Math Teachers	Weekly beginning September 2015	Local Funds Federal funds SSI Initiative	Student Login information Online monitoring of data
ZAP Program (Zeroes are not permitted) Encourages students to complete work, Learn more, Receive a passing grade	RS, SA	Principals Registrar ZAP Teachers	Each six weeks attendance completed work	Local Funds ZAP Stipend	ZAP Roll Sheets Grade reports
Restructuring of Gifted and Talented program and Advanced Placement program at the secondary level	RS TPA	Assistant Superintendent Curriculum Coordinator Principal GT teachers	August 2015 Spring 2016	Local Funds	PEIMS Records GT EOY Evaluation Results
Serve GT students through scheduled Intervention Period • 4x/wk for 30 min/day	RS TPA	Principal Counselor GT Teacher Curriculum Coordinator	Ongoing through the year	Local Funds	Student Presentations STEM/Humanities Capstones Performance Standard Project

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Focused student training in Digital Citizenship and Online Safety	RS SA CI	Principal, IDoctor, Teachers, Community Resources	Ongoing through the year	Local	Attendance Record of training opportunity iPad License
Incorporate Google 20% time, or Genius Hour, into intervention time 1x/week	RS CI	Interventionist Principal Teachers	Ongoing	Local funds	Proposal log Student products and presentations
Implementation of Student E-Portfolios for learning	RS	iDoctor Principals Lead Teachers	December 2015 May 2016	Local Funds	Portfolio production Presentations

Goal 2: **In Graham ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: <mark>To be added Spring 2016</mark>

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols	CNA IHQ	Superintendent Principals	July 2016	Local Funds	GISD Personnel Manual Update
Provide district professional employees with reimbursement stipends for taking Masters Degree Courses in their area of teaching and shortage areas	CNA IHQ PD AHQ	Superintendent Director of Business Programs Director	August 2015 May 2016	Local Funds	Enrollment Forms Final Grades Reimbursement Forms
Provide "buy-back" of unused local personal leave days as incentive for attendance	RS AHQ	Superintendent Director of Business Payroll Dept.	May 2016	Local Funds	Leave and Absence Forms Personnel Records
Maintain effective and efficient GISD personnel policies	RS IHQ AHQ	Superintendent	July 2016	Local Funds	Review TASB Personnel Policy
Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas	CNA IHQ AHQ	Superintendent Director of Business	August 2016	Local Funds	Annual HQT Reports Principals' Reports

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide support and relevant information in preparation for certification exams in identified areas of need	AHQ CI	Campus Administrators	March 2016	Local Funds	Principals' Reports
Participation in job fairs and consult with ESCs in securing highly qualified teachers	AHQ	Campus Administrators	Spring 2016	Local Funds	Principals' Reports
Implement professional development aligned to needs identified in data analysis	CNA PD IHQ	Superintendent Director of Curriculum	August 2015 December 2015 March 2016 May 2016	Federal Funds Local Funds	Sign-in sheets for professional development Attendance at follow-up trainings
Provide planning sessions for teachers--- instructional, data management, intervention, substitutes for planning	TPA	Superintendent Director of Curriculum Principals	January 2016 May 2016	Local Funds Federal Funds	Training date
Contract with Region 9 ESC to provide staff with training opportunities throughout the school year in specific targeted areas	RS PD CI	Superintendent Director of Curriculum	May 2016 July 2016	Local Funds	Annual review of ESC 9 training roster
LEA ensures 100% of teachers are HQ on high poverty campuses (GLC)	RS IHQ	Assistant Superintendent of Curriculum GLC Principal	January 2016	Local Funds	HQT Report
Provide smaller class sizes in primary grades	IHQ SA CI	Assistant Superintendent of Curriculum Campus Administrators	August 2015	Federal Funds Local Funds	Federal Reports PEIMS Class Rosters

Goal 3:   **All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.**

Objective 1:   By May 2016, the discipline referrals that result in ISS/DAEP assignment will decrease by 5%.

Summary Evaluation: <mark>To be added Spring 2016</mark>

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide School Resource Officer to maintain a safe and effective learning environment free	CNA CI	Superintendent	August 2015	Local Funds DARE Grant	425 Records
<mark>Provide staff development on what constitutes dating violence</mark>	PD	Principals	August 2015	Local Funds	Faculty Meeting Agendas
Provide quality district Disciplinary Alternative Education Program	IHQ SA	Superintendent GJHS Principal Graham Learning Center Principal	August 2015 January 2016 May 2016	Local Funds SCE Funds	Number of repeat offenders Student progress academically
Training within the school day addressing Code of Conduct, bullying, dress code, and school behavioral expectations for every student	RS	Principal Counselor SRO Teachers	September 2015	Local	Presentation dissemination Website Posting
Build capacity of students and staff to accept a more diverse culture of students into clubs, organizations, and activities through district character education programs	RS	Counselors	May 2016	Local Funds	Staff Training Faculty Meeting Agendas
<mark>Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)</mark>	CAN CI	Campus Principals Counselors	May 2016	Local Funds	Bullying Reporting Forms
Provide Code of Conduct for each Student Electronically or in print	PI	Principal Technology Director	August 2015	Local Funds	Parents return verification Form

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Rachel's Challenge Program - Host Dogie Camp for 6th graders - Mentor program	CI	Counselor	August 2015 Ongoing	Local, Federal	Program Attendance
Increased Adult Supervision • Teachers and administrators will be visible in hallways between classes and before and after school • 2-3 Adults will supervise the lunches	CNA	Campus Leadership Teachers	Daily	Local Funds	Duty Schedule
Pilot Restorative Discipline approach with sixth grade students and teachers	RS, TPA	AP, Counselor, Teachers	Six Weeks	None	Discipline referral data
Dare Program for 10 weeks for all seventh grade students	RS	Asst Principal School Resource Officer	March-April 2016	None	Attendance Report SRO Log
Transition iPad 1:1 to JAMF Management software	PI	iDoctor Technology Director	August 2015	Local funds	Management System enrollment

Goal 4: **All students in Graham ISD will graduate from high school.**

Objective 1: By May 2016, Graham ISD will achieve a graduation rate of 95%.

Summative Evaluation: <mark>To be added Spring 2016</mark>

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Increased focus on college and career readiness & opportunities	RS IHQ TPA	Superintendent Director of Curriculum GHS and GJHS Principals Counselors Teachers	August 2015 December 2015 May 2016	Local Funds	College Day Participate in new Texas Scholars Dual Credit Offerings Expand Work Programs
Provide accelerated instructional opportunities to students, including at-risk students, who are in need of additional remediation to obtain credits to graduate from high school	SA	Superintendent Director of Curriculum GHS and GLC Principals	August 2015 December 2015 May 2016	Compensatory Funding Local Funds	Graham Learning Center School Within a School Summer School Community GED Program After Hours University
Pregnancy & Related Services (PRS) Program-Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel	SA	Superintendent Director of Special Programs Principals	All year	Compensatory Funds	Verification of pregnancy CEHI teacher's log Copy of ARD or IEP, if applicable Program Records
Attendance incentives	CAN PI SA	Superintendent Campus Principals Counselors	Fall 2015 Spring 2016	Local Funds	PEIMS Attendance records Notes from Wii Care Meetings
Increase extracurricular/club opportunities to appeal to a variety of students	SA RS	Assistant Superintendent Campus Principals Counselors	Spring 2016	Local Funds	GHS Course Catalog Campus master schedules

Goal 5: **Parents and Community will be partners in the education of students in Graham ISD.**

Objective 1: By May 2016, 100% of Graham ISD campuses will participate in activities designed to increase parental involvement.

Summative Evaluation: <mark>To be added Spring 2016</mark>

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents	PI	Superintendent	Fall 2015	Local Funds	Student Handbook Receipts Compacts Receipts
Foster strong community partnerships	CNA PI	Superintendent	May 2016	Local Funds	Lions Club Rotary Club Chamber of Commerce
Host special program parent information meetings -ESL/Bilingual -GT	PI TPA	Director of Curriculum Curriculum Coordinator Counselors Campus Principals	October 2015 November 2015	Local Funds	Meeting agendas and sign-in sheets Parent input
Implementation of on-line registration process	PI	Superintendent Director of Technology	August 2015	Local Funds	Records updated in data management system effectively
"GJHS Dogies In The News"	PI, RS	Principal Asst Principal Teachers	August 2015- May 2016	Graham Leader	Highlight school events and achievements in the Graham Leader
Recognition of Honor Roll Students- Graham Leader	PI, RS	PEIMS Coordinator Principal	Six Weeks	Graham Leader	Six Week Grades

Goal 6:   **GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.**

Objective 1:   GISD fund balance will sustain at least a balance equal to three-month operating expenses.

Summative Evaluation: <mark>To be added Spring 2016</mark>

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Monitor state funding and student enrollment	CNA CI	Director of Business	Monthly	Local funds	Monthly RADA spreadsheets
Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds	CI	Superintendent Director of Business Auditor	Monthly February Audit	Local Funds	Board Policy Review Annual Audit
Develop long-range facilities master plan	CNA	Superintendent Assistant Superintendent of Business	Fall 2015	Local Funds	Development of Long Range Plan
Provide State Assessment Results and School Report Card in a language parents can understand	PI	Principal Teachers	Spring 2016		Parent Participation
Provide an electronic and paper – based avenue for parents to provide feedback on the school for CNA	CNA, PI	Principal	1st and 4th Six Weeks	Local Funds	Availability of surveys
GT Parent Meeting	PI	Counselor Director of C & I	Spring 2016	Local Funds	Parent Participation
Bilingual Parent Meeting	PI	Counselor Director of C & I	Spring 2016	Local Funds	Parent participation

Parental volunteer opportunities	PI	Principal, ELAR Teachers, Librarian	Principal, ELAR Teachers, Librarian	PTO Funds	Parent Sign in PTO Sign in
Inform Parents of School Events/ Activities: • Marquee • Announcement Center • Memos • Radio • Graham Leader • Website • Facebook Postings	PI	Campus Leadership	Campus Leadership	Local Funds	Newspaper Articles
Continue "Parent Nights" • Meet the Teacher • Departmental Parent Nights	PI	Principal PTO Red Team	Principal PTO Red Team	Local Funds PTO Funds	Sign in Sheets
Continue Mentor Program	PI	Principal, Counselor, Community Rep	Principal, Counselor, Community Rep	Virginia's House	Mentor Sign in
Include Parents & Community Members on CIT Committee	PI	Principal	Principal	Local Funds	SBDM Sign in

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                                      C O N F I D E N T I A L
                                       Texas Education Agency
                              2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
County-District Number: 252901         BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE              Region  09
District Name: GRAHAM ISD
                                                                                                 2015 INDICATOR
                           2015         2015        2015      2015      2014      2014      2013      2013     PERFORMANCE
     INDICATOR         PL 0 CUT POINTS DISTRICT RATE NUMERATOR DENOMINATOR NUMERATOR DENOMINATOR NUMERATOR DENOMINATOR  LEVEL
********************************************************************************************************************************
1.  BE STAAR 3-8 PASSING RATE                               PASSED     TESTED
    (i)   MATHEMATICS      70.0 - 100      50.0            7          14                                              NA
    (ii)  READING          70.0 - 100      42.9            6          14                                              NA
    (iii) SCIENCE          65.0 - 100       .             0           0                                            No Data
    (iv)  SOCIAL STUDIES   65.0 - 100       .             0           0                                            No Data
    (v)   WRITING          70.0 - 100       .             0           0                                            No Data

2.  ESL STAAR 3-8 PASSING RATE                              PASSED     TESTED
    (i)   MATHEMATICS      70.0 - 100      40.0           38          95                                               3
    (ii)  READING          70.0 - 100      42.1           40          95                                               3
    (iii) SCIENCE          65.0 - 100      26.7            8          30                                               3
    (iv)  SOCIAL STUDIES   65.0 - 100       7.7            1          13                                              NA
    (v)   WRITING          70.0 - 100      28.9           11          38                                               3

3.  LEP (NOT SERVED IN BE/ESL) STAAR 3-8 PASSING RATE       PASSED     TESTED
    (i)   MATHEMATICS      70.0 - 100      75.0            3           4                                               0
    (ii)  READING          70.0 - 100      75.0            3           4                                               0
    (iii) SCIENCE          65.0 - 100     100.0            3           3                                               0
    (iv)  SOCIAL STUDIES   65.0 - 100     100.0            1           1                                               0
    (v)   WRITING          70.0 - 100       0.0            0           1                                              NA

4.  LEP YEAR-AFTER-EXIT (YAE) STAAR 3-8 PASSING RATE        PASSED     TESTED
    (i)   MATHEMATICS      70.0 - 100      85.7           12          14                                               0
    (ii)  READING          70.0 - 100      85.7           12          14                                               0
    (iii) SCIENCE          65.0 - 100      33.3            1           3                                              NA
    (iv)  SOCIAL STUDIES   65.0 - 100      50.0            1           2                                              NA
    (v)   WRITING          70.0 - 100      60.0            3           5                                              NA

5.  LEP STAAR EOC PASSING RATE                              PASSED     TESTED
    (i)   MATHEMATICS      60.0 - 100      73.3           11          15                                               0
    (ii)  SCIENCE          60.0 - 100      75.0            9          12                                               0
    (iii) SOCIAL STUDIES   60.0 - 100      75.0            3           4                                               0
    (iv)  ENGLISH LANGUAGE ARTS  STATE RATE - 37.6  29.3   12          41                                          Report Only
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6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)			|------- 2013-14 -------|		|------- 2012-13 -------|		|------- 2011-12 -------|		
			DROPOUTS	ATTEND	DROPOUTS	ATTEND	DROPOUTS	ATTEND	
	0 - 1.8	0.0	0	61	1	45	2	33	0

7. LEP RHSP/DAP DIPLOMA RATE			|------- 2013-14 -------|		|------- 2012-13 -------|		|------- 2011-12 -------|		
			RHSP/DAP	GRADUATED	RHSP/DAP	GRADUATED	RHSP/DAP	GRADUATED	
	70.0 - 100	20.0	1	5	1	1	0	2	NA SA

8. LEP GRADUATION RATE			|------- 2013-14 -------|		|------- 2012-13 -------|		|------- 2011-12 -------|		
			GRADUATES	CLASS	GRADUATES	CLASS	GRADUATES	CLASS	
	75.0 - 100	100.0	4	4	1	3	2	3	0

9. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE			BEGINNING	TESTED	BEGINNING	TESTED			
	0 - 7.5	8.3 / 18.3	11	132	21	115			0 RI

10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS			BEG./INT.	TESTED	BEG./INT.	TESTED	BEG./INT.	TESTED	
	0 - 7.5	11.3	9	80	6	58	5	49	2

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.