

Graham ISD

District Improvement Plan

School Year: 2015-2016



Date of School Board Approval

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.

Planning and Decision Making Committee

District Improvement Team Meeting

Thursday, October 8, 2015

GHS Library/4:00 p.m.

Leticia Coyac
Harmony Chestnut
Rachel Koester
Tessa Brewster
Tim Wankowicz
Vicki Chauncey
Sean Cured
Jenna Richardson
Melissa Crago
Amy Browning

[Signature]
Tikki Coleman
Cristina Newe
Travis [Signature]

Comprehensive Needs Assessment

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

| Participants in Attendance | Data Sources Examined |
|--|---|
| <i>Mr. Sonny Cruse, Superintendent of Schools</i> | <i>State Accountability Data including Systems Safeguards Federal Accountability Data for AYP State Assessment Data—disaggregated District PEIMS reports PBMAS reports Local, state, and federal budgets Bilingual Exemption Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student and Teacher attendance data Benchmark testing data Referral percentages for students in Special Education TPRI data Campus parent participation records Campus mentor participation records Community education program records SAT/ACT/AP/IB data Truancy data Homeless population analysis Teacher retention data FitnessGram Data Other</i> |
| <i>Mr. Don Davis, Assistant Superintendent for Finance</i> | |
| <i>Mr. Robert Loomis, Assistant Superintendent for Administrative and Student Services</i> | |
| <i>Ms. Rhonda Cavett, Director of Special Education</i> | |
| <i>Mr. Gary Browning, Director of Curriculum</i> | |
| <i>Ms. Jayne Beale, Director of Technology</i> | |
| <i>Mr. Joe Gordy, Principal, Graham High School</i> | |
| <i>Ms. Ginger Robbins, Principal, Graham Junior High School</i> | |
| <i>Dr. Colleen Netterville, Principal, Woodland Elementary</i> | |
| <i>Dr. Travis Armstrong, Principal, Crestview Elementary</i> | |
| <i>Ms. Lisa Budarf, Principal, Pioneer Elementary</i> | |
| <i>GISD Counselors: Nancy Dunlap, Natalie Husen, Lori Kramer, Molly Morris, Donna Gatlin</i> | |

Comprehensive Needs Assessment: Summary of Findings

| Identified Areas of Strength and Concern | |
|--|---|
| Areas of Strength | Data Source |
| <i>Early Literacy Program emerging</i> | <i>TPRI Results</i> |
| <i>Response to Intervention Program</i> | <i>Universal Screener results, TPRI Results, Master schedules</i> |
| <i>PK Coalition emerging</i> | <i>Training attendance</i> |
| | |
| Areas of Concern | |
| <i>Math, reading, writing, and social studies results for all populations</i> | <i>State Accountability (TAPR), PBMAS</i> |
| <i>Gifted and Talented Program</i> | <i>Parent, community, and student surveys</i> |
| <i>Bilingual / ESL student results – Reading, Science, Writing</i> | <i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i> |
| <i>Special Education students results – Reading, Math, Writing, Social Studies</i> | <i>PBMAS Report, State Accountability (TAPR)</i> |
| <i>Recruiting fully certified Bilingual Teachers, K-5</i> | <i>Bilingual Exemption</i> |
| <i>Daily attendance of students and teachers</i> | <i>Budget, attendance reports, AESOP reports</i> |
| <i>Leaver Code 60 – Homeschool</i> | <i>Leaver Code Report</i> |

Summary of Findings

Graham ISD 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 TPRI results. Expansion of the program into the secondary level is desired if results prove to be consistent and positive.

Additionally, GISD has focused on an Early Literacy Initiative for the past four years. Each year, GISD students have seen progress as evidenced by increasing TPRI scores and data collected using Reading / ELA Unit Assessments. Since the 2010 school year, the Initiative has focused on the implementation of a specific area of growth. All ELA/Reading classrooms provide a 90-minute block of time for students in grades K-8. Teachers in grades Kindergarten through 5th grade have also work to implement techniques of the Balanced Literacy Approach to teaching Reading and Writing. These instructional methodologies will continue to be the focus of future professional development for teachers in Kindergarten through 8th grade.

Due to our increased focus on early literacy, GISD created a coalition among Prekindergarten providers in Graham including the PK department in Graham ISD. The PK Coalition will work together to train staff members and provide appropriate PK instructional materials and methodologies that will benefit GISD students as they enter into Kindergarten.

Scores on the state assessment continue to be a concern across the district. Achievement gaps persist in the areas of special education, bilingual / ESL, and students that are economically disadvantaged. GISD is committed to focusing on providing students with an interactive learning environment. Through a more activity-based instructional process, GISD hopes to build conceptual understanding of standards. GISD 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.

Summary of Evaluation of Previous Year's Plan

After receiving the TAPR report, we were over-identified in Special Education. A committee was formed to add strategies to the plan to address that need.

We were going to have two activities per month to increase parent involvement, but we only hosted one.

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 TBD

*Goal 1, Obj. 8

Total FTEs funded through SCE at this District/Campus TBD

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 Grades 3-8, EOC

| STAAR | Math % Met Standard | | Reading/ELA % Met Standard | | Writing % Met Standard | | Science % Met Standard | | Social Studies % Met Standard | |
|-------------------------|------------------------|------|-------------------------------|------|---------------------------|------|---------------------------|------|----------------------------------|------|
| | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| Students At-Risk | 47% | 54% | 50% | 51% | 42% | 35% | 55% | 53% | 21% | 45% |
| All Students | 72% | 75% | 72% | 73% | 62% | 63% | 77% | 75% | 73% | 73% |

| | Drop Out Data | Completion Data |
|-----------------------------|---------------|-----------------|
| | 2012 | 2013 |
| Students At-Risk | <1% | 99% |
| Students Not At-Risk | <1% | 99% |

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.

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

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 | Superintendent Director of Curriculum Principals Teachers Curriculum Lead Teachers | January 2016 | Local Funds | Walkthroughs Unit Assessments Campus Support Visits |
| Use CBAs/unit assessments to monitor student progress | CNA RS TPA SA CI | Director of Curriculum Principals Unit Assessment Coordinators Curriculum Lead Teachers | January 2016 | Local Funds | Unit Assessments Eduphoria |
| Each campus will designate intervention strategies for struggling learners. | 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 | Special Ed. Dir. Diagnosticians Principals Counselors Teachers | Every six weeks | Special Education Funds Compensatory Funds | ARD SST Meetings Progress and Grade Reports Unit Assessment Data |

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|--|--|---|--|---|
| Conduct advisory meetings of various academically oriented groups to ensure constant attention to academic success for all students | CNA RS PI TPA | Superintendent Special Ed. Dir. Director of Curriculum Principals Committee Members | Meeting dates of the listed committees in the Fall of 2015 and Spring of 2016 | District and Campus Resources | DIT & CIT, SST, Title I & G/T, Bilingual/ESL, Special Ed., SHAC, TRS Lead Teachers, and Counselors Meetings |
| 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 SIOPI 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: TBD/Budget PN \$107,344 FTE 4.98 CV \$259,302 FTE 10.48 WD \$171,051 FTE 5.89 JH \$101,597 FTE 1.875 HS \$167,533 FTE 3.125 LC \$72,850 FTE 5.76 GISD \$879,697 FTE 32.11 | Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results |
| Effective integration of technology into the curriculum through project based activities | CNA RS PD CI | Superintendent Director of Curriculum Technology Dir. Principals | August 2015 December 2015 May 2016 | GPEF Grant Funds Local Funds | Teacher Training Lesson Plans Walkthroughs Campus Support Visits |
| Increase student involvement in academic UIL participation including expansion into elementary grades | RS | Superintendent UIL Coordinator Principals | December 2015 May 2016 | Local Funds | Orientation meetings Number of students Participating |
| Increased focus on Activity-Based instruction and collaboration of teachers and students | RS SA | Director of Curriculum Principals | January 2016 May 2016 | Local Funds | PDAS 360 Walkthrough Reports |
| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |

CNA – Comprehensive Needs Assessment RS = School Reform Strategies IHQ = Instruction by Highly Qualified Professional Staff PD = High-Quality and Ongoing Professional Development AHQ = Strategies to Attract Highly Qualified Staff PI = Strategies to Increase Parent Involvement PTS = Preschool Transition Strategies TPA = Teacher Participation in Making Assessment Decisions SA = Timely and Additional Assistance to Students having Difficulty Mastering the Standards CI = Coordination and Integration of

| | | | | | |
|--|-----------------------------|---|----------------------------|-----------------------------------|---|
| Enrich vocational classes | CI | Assistant Superintendent GHS Principal GHS Career Tech Counselor | May 2016 | Local Funds Carl Perkins Funds | Course offerings Perkins Program Evaluation |
| Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment | RS SA | Director of Curriculum Campus Principals Teachers | Ongoing through the year | Local Funds | Unit Assessment Data Accountability Reports |
| Pre-Kindergarten coalition established with community providers – professional development offered to all | PTS PD RS CI SA | Director of Curriculum PK Teachers | Spring 2016 | Local Funds Federal Funds | C-PALLS EOY Data Reports TPRI EOY Data Reports |
| Restructuring of Gifted and Talented program and Advanced Placement program at the secondary level | RS TPA | Director of Curriculum GT and AP teachers | August 2015 Spring 2016 | Local Funds | PEIMS Records GT EOY Evaluation Results AP Exam Results |

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:

To be added Spring 2016

| 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 Asst. Supt. 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 Asst. Supt. 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 Asst. Supt. 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 | 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 | 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 | Director of Curriculum GLC Principal | January 2016 | Local Funds | HQT Report |
| Provide smaller class sizes in primary grades | IHQ SA CI | Director 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%.

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

| 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 |
| Provide staff development on what constitutes dating violence | 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 |
| Continued facilitation of the GISD Health Advisory Committee | PI CI | Superintendent Xan Holub / Donna Gatlin | Monthly | Local Funds | Monthly Meeting Agendas |
| 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 |
| Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local) | CAN CI | Campus Principals Counselors | May 2016 | Local Funds | Bullying Reporting Forms |

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:**To be added Spring 2016**

| 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:**To be added Spring 2016**

| 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 |

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:

To be added Spring 2016

| Activity/Strategy | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Evidence of Implementation |
|---|---------------------------------------|--|---------------------------|-------------|-------------------------------------|
| Monitor state funding and student enrollment | CNA CI | Asst. Supt. 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 Asst. Supt. 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 |