

Graham Learning Center
Campus 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.

Graham Learning Center is committed to providing students an exceptional education so that No Child is Left Behind

Planning and Decision Making Committee

Site Based Campus Meeting
Graham Learning Center
May 7, 2015

Sign In Sheet

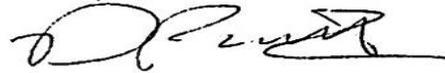
Thomas Iles, Principal



Kristine Darrow, Community Member



David Proctor, Business Contact



Chip Tompkins, Business Contact



Don Sewell, Lead Teacher



Patti Hornsey, Teacher



Blenda Renicks, Peims Secretary



2015-2016 GLC Campus Improvement Team

Administration

Gary Browning—GISD Curriculum Coordinator
Amanda Townley—Principal

Teaching Professionals

Don Sewell—Math/Science
Patti Hornsey—ELAR/History

Support Staff

Blenda Renicks

Community Member

Nancy Bramlet

Parent Member

Brandon Cornelius

2015-2016 CIT Regular Meeting Schedule

Month	Activity
September 2015	Meeting rescheduled for November
November 2015	Review the additions to the proposed campus plan from May 2015
February 2016	Budget/Needs Process Staff/Personnel Needs Discussion Items-- Concerns
May 2016	Campus Plan Update Discussion Items

End of Year Exams

Assessment	Students Tested	Spring 2015	Students tested	Summer 2015
English I	4	25%	---	----
English II	2	50%	2	0%
Biology	1	100%	---	---
US History	25	64%	1	0%

Tests to be taken December 2015

Regular EOC

Eng 1 - 10

Eng 2 - 10

Alg 1 - 10

Biology - 10

US History - 20

STAAR A EOC

Eng 1 - 2

Eng 2 - 2

Alg 1 - 2

Biology - 2

US History – 2

Comprehensive Needs Assessment

An initial Comprehensive Needs Assessment was conducted with the Committee in **Fall 2014**. Subsequent meetings were held throughout the year to continually review data and information.

Participants in Attendance	Data Sources Examined
<i>Thomas Iles, Principal GLC</i>	<p>2014-15 CIP Personal Graduation Plans TEA Alternative School Requirements Odysseyware Curriculum evaluation State Accountability Data including Systems Safeguards District PEIMS 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 Referral percentages for students in Special Education Campus parent participation records Campus mentor participation records Truancy data Other</p>
<i>Don Sewell, Lead Teacher GLC</i>	
<i>Patty Hornsey, Teacher GLC</i>	
<i>Blenda Renicks, Admin. Assistant, GLC</i>	
<i>Kristine Darrow, Parent rep.</i>	
<i>David Proctor, Community rep.</i>	
<i>Chip Tompkins, Business rep.</i>	

Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Dropout prevention</i>	<i>GLC graduates per enrollment</i>
<i>Mentoring students</i>	<i>Business and community resources</i>
<i>Post graduation opportunities</i>	<i>Providing job sources and information</i>
Areas of Concern	
<i>EOC success</i>	<i>State Accountability (TAPR), PBMAS</i>
<i>Increase daily attendance for students</i>	<i>Daily reports and incentive options</i>
<i>Servicing Special Education students</i>	<i>Diagnostician and Sped. Teacher</i>

Summary of Findings

The GLC Campus Improvement Team collaborated to determine the needs for 2015-16. Through the implementation of a more challenging and rigorous curriculum by way of the Odysseyware program, the students will build a stronger foundation, with better problem solving skills and communication abilities.

With dropout prevention as a major responsibility of GLC, we need to focus on maintaining good attendance numbers and providing incentives to these at risk students as a means of wanting to come to school.

The need for good community role models is another factor that we feel would benefit these students, with this we need to build on the mentoring program to help strengthen the development of the GLC students into productive citizens.

Summary of Evaluation of Previous Year's Plan

Summarize campus goals achieved from previous year's plan (2014-2015).

After evaluation of the goals to increase the rigor and challenge to the students with implementation of the Odysseyware curriculum, we feel it was successful in the process of creating the challenge that was intended for the students.

We did increase the opportunity for outside mentoring, but would like to build on the community leaders influence on the students.

We still need improvement in incentives for attendance and will be a major goal for us next year.

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 \$72,850 (Updated November 16, 2015)

*Goal 1, Obj. 8

Total FTEs funded through SCE at this District/Campus 3.125 (Updated November 16, 2015)

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	
	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%

	Drop Out Data		Completion Data	
	2011		2012	
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
Continued implementation of Odysseyware curriculum	CNA CI	Director of Curriculum GLC Principal Teachers	January 2016	Local Funds	Progress and completion of Odysseyware curriculum
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	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 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 LC FTE 1.87 \$141,781 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	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
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Increased focus on Activity-Based instruction and collaboration of teachers and students	RS SA	Assistant Superintendent Curriculum Director 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

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
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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

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 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	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	CNA	Superintendent Director of Curriculum GLC Principal Teachers	August 2015 December 2015 May 2016	Local Funds	Mentoring and assisatnce by Community and NCTC reps.
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

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