

Regular Meeting
Wednesday, October 14, 2020 5:30 PM

Graham Learning Center
701 Tennessee St
Graham, Texas 76450

Agenda

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Executive Session: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072 and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076.	3

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I. Announcement of Quorum & appropriate Posting of Agenda for Time & Place of Meeting

II. Opening Exercises

1. Pledge of Allegiance, Pledge to Texas Flag, and Invocation

III. Board Business

1. Oath of Office for Newly Appointed Board Member
2. Election of a Board Secretary

IV. Open Forum per Policy BED (LOCAL) 4

V. Superintendents Report

1. COVID Related Items
2. 2020-2021 Title I, 1003- School Improvement Grant
3. School Breakfast/Lunch Program
4. Board Member Professional Development Hours

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3. Consider Approval of the GISD Food Service Procurement Plan	59
4. Consider Approval of TASB to conduct a Staffing Review	73
X. Executive Session: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072 and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076.	
1. Employment Recommendations for Teachers and Other Professional Personnel.	
2. COVID-19 Related Personnel Issues	
XI. Reconvene in Open Session to take any necessary action on items discussed in Executive Session.	
XII. Action Items Following Executive Session	
XIII. Adjourn	



GRAHAM INDEPENDENT SCHOOL DISTRICT

PUBLIC COMMENT GUIDELINES

In accordance with board policy BED (LOCAL), audience participation is limited to the public comment portion of the meeting designated for that purpose.

The Board shall allow a total of 30 minutes to hear persons who desire to make comments to the Board. Each participant shall be limited to 5 minutes to make comments to the Board.

The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.

Under the Texas Open Meeting Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the District's complaint policies.

Please remember the Board's actions at this evening's meeting are limited to those items on the printed agenda that is posted according to law. As such, the Board shall not deliberate or make decisions regarding any subject that is not included on the agenda posted with notice of this meeting.

Finally, please be aware that the rules of decorum will be enforced during the public comment period. Personal attacks, name-calling and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Minutes of Regular Meeting

The Board of Trustees Graham ISD

A Regular Meeting of the Board of Trustees of Graham ISD was held Wednesday, September 9, 2020, beginning at 5:30 P.M. in the GRAHAM LEARNING CENTER, 701 TENNESSEE, GRAHAM, TX 76450. Vice President, Andrea Lowery called the meeting to order, announced the meeting had been duly called and posted in the time and manner as required by law, and announced a quorum of Board Members.

Board members present: Andrea Lowery, Brandon Bates, Daniel De La Cruz, Steve Jones and Pat Martin

Board members absent: Meredith Lucas and Stan Peavy, III

Administrators present: Superintendent Sonny Cruse, Assistant Superintendent Don Davis, Assistant Superintendent Robert Loomis, Director of Curriculum and Instruction Gary Browning, and Director of Special Education Natalie Husen.

Visitors: Thomas Wallner and Cindy Elsberry

OPEN FORUM

No one requested to speak during the open forum

SUPERINTENDENT'S REPORT

- **Highlights from the First Eight Days of School**
 - Enrollment Data
 - 2278 Enrolled
 - 2029 In-Person Instruction (89.1%)
 - 249 Remote Instruction (10.9%)
 - Excellent start to school
 - Staff/Student Safety Procedures
 - Parent Support
 - Staff Preparation
- **TASA/TASB Convention- Virtual Event**
 - September 30 - October 2
 - Up to 10 hours can be earned. Need to register by September 25th.
- **Home Varsity Football Game Ticketing Process**
 - First Home Game- 7:00 pm on Friday, September 18 vs Decatur

- Student/Parent Ticket Memo will be sent home this Thursday/Friday
- The parent of each participant will have the opportunity to purchase up to 5 tickets from noon on Sunday to midnight on Tuesday by using their passcode.
- At 9:00 am on September 16 tickets will go on sale to the general public.
- The visiting team will be provided a code for presale tickets from Sunday to Tuesday.
- All remaining tickets go on sale to the general public at 9:00 am on September 16.

CONSENT AGENDA

Minutes
 District Financial Summary Report
 Tax Collection Report
 Investment Report
 Interest Report
 Enrollment Report
 Budget Amendments

A motion made by Pat Martin, seconded by Steve Jones, carried 5 to 0 to approve the consent agenda.

REPORTS

DISCUSSION ITEMS

ACTION ITEMS

1. Consider Approval of Extracurricular Status Resolution for the Young County 4-H Organization.

A motion by Daniel De La Cruz, seconded by Pat Martin, carried 5 to 0 to approve the Extracurricular Status Resolution for the Young County 4-H.

2. Consider Approval of TASB Policy Update 115

A motion by Brandon Bates, seconded by Steve Jones, carried 5 to 0 to approve TASB Policy Update 115.

EXECUTIVE SESSION: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076, and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074.

Executive Session

1. Consider Approval of Employment Recommendations for Teachers and Other Professional Personnel.
2. District Employees and Officers
 - A. Appointment of a Trustee to Fill a Vacancy

The Board adjourned to Executive Session at 5:47 pm under Texas Government Codes 555.072, 551.076, and 551.074. The Board returned from Executive Session at 6:27 pm with no action taken.

The Board Moved into Open Session with the following actions taken:

- 1. Consider Approval of Employment Recommendations for Teachers and Other Professional Personnel.**

A motion by Pat Martin, seconded by Steve Jones, carried 5 to 0 to hire Elizabeth Adams on a Probationary Contract, subject to assignment.

- 2. District Employees and Officers**
 - A. Appointment of a Trustee to Fill a Vacancy**

A motion by Brandon Bates, seconded by Pat Martin, carried 5 to 0 to appoint Mr. Chris Blanton, to complete the unexpired term of Stan Peavy, III, Place 4.

ADJOURN

A motion by Steve Jones, seconded by Brandon Bates, carried 5 to 0 to adjourn the meeting.

APPROVED

Meredith Lucas, President
Board of Trustees
Graham Independent School District

Secretary, Board of Trustees
Graham Independent School District

Graham ISD
Board Report by Fund
SEPTEMBER 2020

Fund	Fund	Account Type	2020-2021 Original Budget	2020-2021 Revised Budget	2020-2021 FY Activity
181	Athletic Fund	Revenue	\$ 70,680.00	\$ 70,680.00	\$ 23,945.94
181	Athletic Fund	Expense	\$ 383,789.00	\$ 383,789.00	\$ 57,402.97
181	Athletic Fund	Total	\$ (313,109.00)	\$ (313,109.00)	\$ (33,457.03)
199	General Fund	Revenue	\$ 21,052,179.00	\$ 21,052,179.00	\$ 2,738,687.60
199	General Fund	Expense	\$ 20,739,070.00	\$ 20,739,070.00	\$ 928,080.90
199	General Fund	Total	\$ 313,109.00	\$ 313,109.00	\$ 1,810,606.70
240	Food Service	Revenue	\$ 1,009,249.00	\$ 1,009,249.00	\$ 17,749.48
240	Food Service	Expense	\$ 1,009,249.00	\$ 1,009,249.00	\$ 41,505.90
240	Food Service	Total	\$ -	\$ -	\$ (23,756.42)
599	Debt Service	Revenue	\$ 2,519,790.00	\$ 2,519,790.00	\$ 2,850.44
599	Debt Service	Expense	\$ 2,519,790.00	\$ 2,519,790.00	\$ -
599	Debt Service	Total	\$ -	\$ -	\$ 2,850.44
		Grand Revenue	\$ 24,651,898.00	\$ 24,651,898.00	\$ 2,783,233.46
		Grand Expense	\$ 24,651,898.00	\$ 24,651,898.00	\$ 1,026,989.77
		Grand Total	\$ -	\$ -	\$ 1,756,243.69

Report Criteria

Entity:

ALL

Year:

ALL

Date Range: 09/01/2020 to 09/30/2020

BaruchWest

All

Entity
Graham ISD

Graham ISD

Current Year	M&O	I&S	Delinquent Years	M&O	I&S	All Years	M&O	I&S
Taxes	8,360.89	2,646.19	Taxes	4,503.04	1,329.23	Taxes	12,863.93	3,975.42
Discounts	0.00	0.00	Discounts	0.00	0.00	Discounts	0.00	0.00
Penalty	799.69	253.14	Penalty	327.30	96.60	Penalty	1,126.99	349.74
Interest	522.89	165.51	Interest	810.53	239.26	Interest	1,333.42	404.77
Total Collected	9,683.47	3,064.84	Total Collected	5,640.87	1,665.09	Total Collected	15,324.34	4,729.93
Total Collected	12,748.31		Total Collected	7,305.96		Total Collected	20,054.27	
Refunds Paid			Refunds Paid			Refunds Paid		
Taxes	2,403.61	760.73	Taxes	4,276.38	1,262.35	Taxes	6,679.99	2,023.08
Penalty	0.00	0.00	Penalty	26.19	7.73	Penalty	26.19	7.73
Interest	0.00	0.00	Interest	15.10	4.45	Interest	15.10	4.45
Total Refunded:	2,403.61	760.73	Total Refunded:	4,317.67	1,274.53	Total Refunded:	6,721.28	2,035.26
Total Refunded:	3,164.34		Total Refunded:	5,592.20		Total Refunded:	8,756.54	
Taxes	5,957.28	1,885.46	Taxes	226.66	66.88	Taxes	6,183.94	1,952.34
Penalty	799.69	253.14	Penalty	301.11	88.87	Penalty	1,100.80	342.01
Interest	522.89	165.51	Interest	795.43	234.81	Interest	1,318.32	400.32
Total Disbursed:	7,279.86	2,304.11	Total Disbursed:	1,323.20	390.56	Total Disbursed:	8,603.06	2,694.67
Total Disbursed:	9,583.97		Total Disbursed:	1,713.76		Total Disbursed:	11,297.73	
Total Collected	12,748.31		Total Collected	7,305.96		Total Collected	20,054.27	
Attorney Fees	2,103.01		Attorney Fees	1,001.15		Attorney Fees	3,104.16	
Other Fees	0.00		Other Fees	0.00		Other Fees	0.00	
Overpayments	2.15		Overpayments	2.81		Overpayments	4.96	
Total Paid	14,853.47		Total Paid	8,309.92		Total Paid	23,163.39	
Underpayments	0.94		Underpayments	0.00		Underpayments	0.94	
Total Paid	14,853.47		Total Paid	8,309.92		Total Paid	23,163.39	
Attorney Fees	2,103.01		Attorney Fees	1,001.15		Attorney Fees	3,104.16	
Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	67.24		Refunds Paid - Attorney Fees	67.24	
Attorney Fee Disbursement Amount	2,103.01		Attorney Fee Disbursement Amount	933.91		Attorney Fee Disbursement Amount	3,036.92	

Entity: ALL
Year: ALL
Date Range: 09/01/2020 to 09/30/2020
Batch(es): ALL

BUSINESS PERS PENALTY GRAHAM ISD

Entity	Current Year	M&O	I&S	Delinquent Years	M&O	I&S	All Years	M&O	I&S
	Taxes	25.90	0.00	Taxes	54.73	0.00	Taxes	80.63	0.00
	Discounts	0.00	0.00	Discounts	0.00	0.00	Discounts	0.00	0.00
	Penalty	3.12	0.00	Penalty	6.58	0.00	Penalty	9.70	0.00
	Interest	2.03	0.00	Interest	19.12	0.00	Interest	21.15	0.00
	Total Collected	31.05	0.00	Total Collected	80.43	0.00	Total Collected	111.48	0.00
	Total Collected	31.05		Total Collected	80.43		Total Collected	111.48	
	Refunds Paid			Refunds Paid			Refunds Paid		
	Taxes	0.00	0.00	Taxes	0.00	0.00	Taxes	0.00	0.00
	Penalty	0.00	0.00	Penalty	0.00	0.00	Penalty	0.00	0.00
	Interest	0.00	0.00	Interest	0.00	0.00	Interest	0.00	0.00
	Total Refunded:	0.00	0.00	Total Refunded:	0.00	0.00	Total Refunded:	0.00	0.00
	Total Refunded:	0.00		Total Refunded:	0.00		Total Refunded:	0.00	
	Taxes	25.90	0.00	Taxes	54.73	0.00	Taxes	80.63	0.00
	Penalty	3.12	0.00	Penalty	6.58	0.00	Penalty	9.70	0.00
	Interest	2.03	0.00	Interest	19.12	0.00	Interest	21.15	0.00
	Total Disbursed:	31.05	0.00	Total Disbursed:	80.43	0.00	Total Disbursed:	111.48	0.00
	Total Disbursed:	31.05		Total Disbursed:	80.43		Total Disbursed:	111.48	
	Total Collected	31.05		Total Collected	80.43		Total Collected	111.48	
	Attorney Fees	6.21		Attorney Fees	16.08		Attorney Fees	22.29	
	Other Fees	0.00		Other Fees	0.00		Other Fees	0.00	
	Overpayments	0.00		Overpayments	0.00		Overpayments	0.00	
	Total Paid	37.26		Total Paid	96.51		Total Paid	133.77	
	Underpayments	0.05		Underpayments	0.00		Underpayments	0.05	
	Total Paid	37.26		Total Paid	96.51		Total Paid	133.77	
	Attorney Fees	6.21		Attorney Fees	16.08		Attorney Fees	22.29	
	Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00	
	Attorney Fee Disbursement Amount	6.21		Attorney Fee Disbursement Amount	16.08		Attorney Fee Disbursement Amount	22.29	

October 2020
Investment Report

LEDGER					September
DEMAND DEPOSITS	BANK	Account	BALANCE	Rate	Interest
General Operating	Ciera Bank	Tiered Checking	\$ 1,145,119.00	0.25%	\$ 194.00
Workers Comp	Ciera Bank	Tiered Checking	\$ 265,127.00	0.25%	\$ 31.00
Payroll	Ciera Bank	Tiered Checking	\$ 134,787.00	0.25%	\$ 18.00
General Operating	Texas Term	Texas Daily	\$ 222,199.00	2.50%	\$ 25.00
General Operating	Lone Star	Liquidity Corp.	\$ 9,279,634.00	1.78%	\$ 1,384.00
General Operating	Lone Star	Liquidity Fund	\$ 112,280.00	2.48%	\$ 19.00
Workers Comp	Lone Star	Liquidity Corp.	\$ 2,140,837.00	2.60%	\$ 379.00
Total General Operating			\$ 13,299,983.00	Interest is reflected in Balance	\$ 2,050.00
Debt Service Fund	Ciera Bank	Tiered Savings	\$ 8,499.00	0.40%	\$ 1.00
Debt Service Fund	Lone Star	Liquidity Corp.	\$ 807,435.00	2.60%	\$ 143.00
Debt Service Fund	Lone Star	Govt. Overnight	\$ 169,205.00	2.48%	\$ 12.00
Total Debt Service			\$ 985,139.00		\$ 156.00
Total Demand Deposits		Total	\$ 14,285,122.00		\$ 2,206.00

Assistant Superintendent	Don H. Davis	DATE	10/7/2020
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										2020-21 September 2020-21	
Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj
										Activity	Monthly Activity
199										GENERAL FUND	
199	R	00	5742	00	000	0	00	0	00	GENERAL FUND	INTREST ON TEMP. INV
										1,807.54	1,807.54
199	R	00	5742	01	000	0	00	0	00	GENERAL FUND	INTREST ON TEMP. INV
										194.35	194.35
199										GENERAL FUND	
										2,001.89	2,001.89
599										DEBT SERVICE	
599	R	00	5742	00	000	0	00	0	00	DEBT SERVICE	INTREST ON TEMP. INV
										154.81	154.81
599	R	00	5742	01	000	0	00	0	00	DEBT SERVICE	INTREST ON TEMP. INV
										0.96	0.96
599										DEBT SERVICE	
										155.77	155.77
Grand Revenue Totals										2,157.66	2,157.66

Number of Accounts: 4

***** End of report *****

Graham ISD
Attendance Report

Month	Sep-20 Ref. ADA	Sep-20 Enrollment	Oct-20 Ref. ADA	Oct-20 Enrollment
Date of Report	09/05/20	09/05/20	10/06/20	10/06/20
Early Child	3	6	4	12
Pre Kind	33.74	81	33.65	81
Kindergarten	149	157	150.42	158
TOTAL	185.74	244	188.07	251
1st Grade	145.07	155	148.85	156
2nd Grade	174.2	140	134.31	139
3rd Grade	160.6	160	154.38	160
TOTAL	479.87	455	437.54	455
4th Grade	157.63	163	156.77	163
5th Grade	161.13	165	156.54	164
TOTAL	318.76	328	313.31	327
6th Grade	208.38	212	204.46	212
7th Grade	163.13	167	159.23	166
8th Grade	188.13	190	181.31	188
TOTAL	559.64	569	545	566
9th Grade	168.38	174	166.46	181
10th Grade	162.88	167	157.96	166
11th Grade	165.63	170	161.96	171
12th Grade	143.75	154	141.23	148
TOTAL	640.64	665	627.61	666
LC 9				
LC 10				
LC 11		1	0.65	1
LC 12	5.13	8	6	8
TOTAL	5.13	9	6.65	9
Refined ADA	2189.78		2118.18	
Decrease / Increase	NA		-71.60	
% Attendance	97.64%		95.62%	
Enrollment		2270		2274
Decrease / Increase		NA		4
Last Year Comparison	-36	-75	-27	-72

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
SW3	199-DONATION-STREET-LEARNING CENTER	2020-2021	NOT POSTED	Batch Entry	Batch	10/07/2020	0.00	2,000.00
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		LEARNING CENTER DONATION	199 R 00 5744 16 000 0 00 0 00		Batch	10/07/2020	0.00	2,000.00
BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
SW2	199-53 BUDGET REVISION-ERATE PROJECTS	2020-2021	NOT POSTED	Batch Entry	Batch	10/06/2020	46,000.00	0.00
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		BUDGET REVISION-ERATE PROJECTS	199 E 53 6299 13 999 0 99 0 00		Batch	10/06/2020	46,000.00	0.00
BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
SW1	199-53 BUDGET REVISION-JR HIGH CHROMEBOOKS	2020-2021	NOT POSTED	Batch Entry	Batch	10/06/2020	12,160.00	0.00
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		BUDGET REVISION-JH CHROMEBOOKS	199 E 53 6395 14 999 0 99 0 00		Batch	10/06/2020	12,160.00	0.00
BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
SW	199-51 BUDGET REVISION-SIGNS FOR NEWTON FIELD	2020-2021	NOT POSTED	Batch Entry	Batch	10/05/2020	8,026.00	0.00
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	STATUS	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
4		SIGNS FOR NEWTON FIELD	199 E 51 6299 11 999 0 99 0 00		Batch	10/05/2020	8,026.00	0.00

***** End of report *****



Graham ISD...
Excellence in all we do!

Graham ISD
Curriculum Management Plan

Section I

District Information

Residents of Graham find our community to be a great place to raise a family. The school district is excellent, and has been ranked in the top ten of the Lone Star Cup competition. Graham's community facilities and community organizations rate as good or better than those found in cities much larger.

With approximately 2,300 students, Graham ISD is a fantastic school district with a tradition of academic and extra-curricular success. Known for its innovative and cutting edge educational practices, Graham ISD is blessed with tremendous community support for public education. The Graham Public Education Foundation, also known as GPEF, has a vision of excellence for the Graham Independent School District. Since 2011, GPEF has funded innovative, imaginative, and cutting edge projects and programs that have enriched and enhanced the education of GISD Students. Graham ISD's commitment to innovation and education is evidenced by progressive programs such as 1:1 Laptop Initiative for all High School Students and the providing of IPADs, and Smart Boards. Graham ISD faculty is comprised of 189 professional, certified staff including teachers, counselors, and librarians, as well as 130 caring and committed paraprofessionals including classroom aides, secretaries, custodians, maintenance, food service and transportation employees. Together we are making a positive difference in the lives of children.

Letter from the Superintendent

About the GISD Curriculum Management Plan

An integral component for continuous improvement is having quality assurance processes in place to evaluate and improve programs. A written curriculum management plan is a way of establishing and documenting quality assurance processes that evaluate and improve instructional programs.

The GISD Curriculum Management Plan (CMP) is the result of a year-long collaborative effort undertaken by the Curriculum Department after attending the ASCD Curriculum Leadership Institute. By creating a unifying document that directs and coordinates the work of the GISD staff, the CMP brings a cohesion, clearer definition, and alignment to the complex and interrelated systems of curriculum, assessment, and professional development.

The CMP aligns with GISD's Vision statement. It outlines in detail how curriculum will be developed, adopted, reviewed, customized, and managed so that our teachers will have a quality curriculum to deliver to our students. The plan also delineates the structures, processes, and procedures that will be used to access the curriculum, select and manage instructional resources, and provide quality staff development to teachers and administrators. This plan provides guidance without impeding creativity or flexibility, which curriculum teams, administrators, and teachers need in order to respond to student needs in real time.

The CMP provides a link to the importance of the governance function by referencing Board policies that establish the Board's expectations for development, assessment, and management of curriculum. The plan links curriculum management to the roles and responsibilities of all stakeholders. If roles and responsibilities are carried out in a systemic and systematic manner, an environment is created which allows all of our students to be successful and all of the attributes outlined in Graham ISD's Portrait of a Graduate are realized.

The CMP is ultimately a working and dynamic document that serves as the basis of our work, conversations, and commitment to you as members of the GISD family. The plan is designed to align and guide the work of current and future GISD staff in order to ensure consistent and sustainable excellence in the PK-12 curricula. It is the hope of the GISD Curriculum Department that this comprehensive curriculum management plan will strengthen the best practices already in place as well as shed light on the areas that need additional work, attention, and support.

Sincerely,
Sonny Cruse, Superintendent
Graham Independent School District

Rationale

The Graham ISD Curriculum Management Plan(CMP) will serve as the framework for instruction and student assessment. This plan will direct all curriculum components toward alignment with the Texas Essential Knowledge and Skills(TEKS) and/or other state and national standards. The curriculum management plan is designed around the components of written, taught, and tested curriculum to provide each and every student with a meaningful, challenging education.

Purpose

Graham ISD is committed to “Excellence in All We Do”. Continuous school wide improvement requires a Curriculum Management Plan that supports consistent, quality teaching practices with equitable access for all students. This plan ensures opportunities for students to learn in an environment of high-quality instruction, high expectations while meeting students’ individual needs. This Curriculum Management Plan is the structure by which curriculum and instructional processes are aligned and defined. This plan encompasses all pieces of curriculum and provides the framework for consistency, quality assurances, defined process procedures, shared communication, and secure relationships that support the continuous movement toward successfully meeting district goals. Without such a framework, a school may have dysfunctional areas caused by random variations. Alignment of prioritized standards, curriculum and instructional processes/resources, as well as assessment practices alleviates gaps in students’ knowledge when transitioning between grade levels and campuses. The CMP represents an articulation of what students should know and be able to do and supports teachers in knowing how to achieve these goals.

Introduction

The Curriculum Management Plan (CMP) will guide all district stakeholders in the design, planning, and delivery of instruction that provides a challenging, equitable, and innovative learning environment for all students. The CMP is the district guide for maintaining communication of procedures and expectations in curriculum and instruction. This plan provides a common vision for the written, taught, and tested curriculum. With this common mission, Graham ISD will *equip students for excellence in life to positively impact their communities*.

Vision Statement

Graham ISD... Excellence in All We Do!

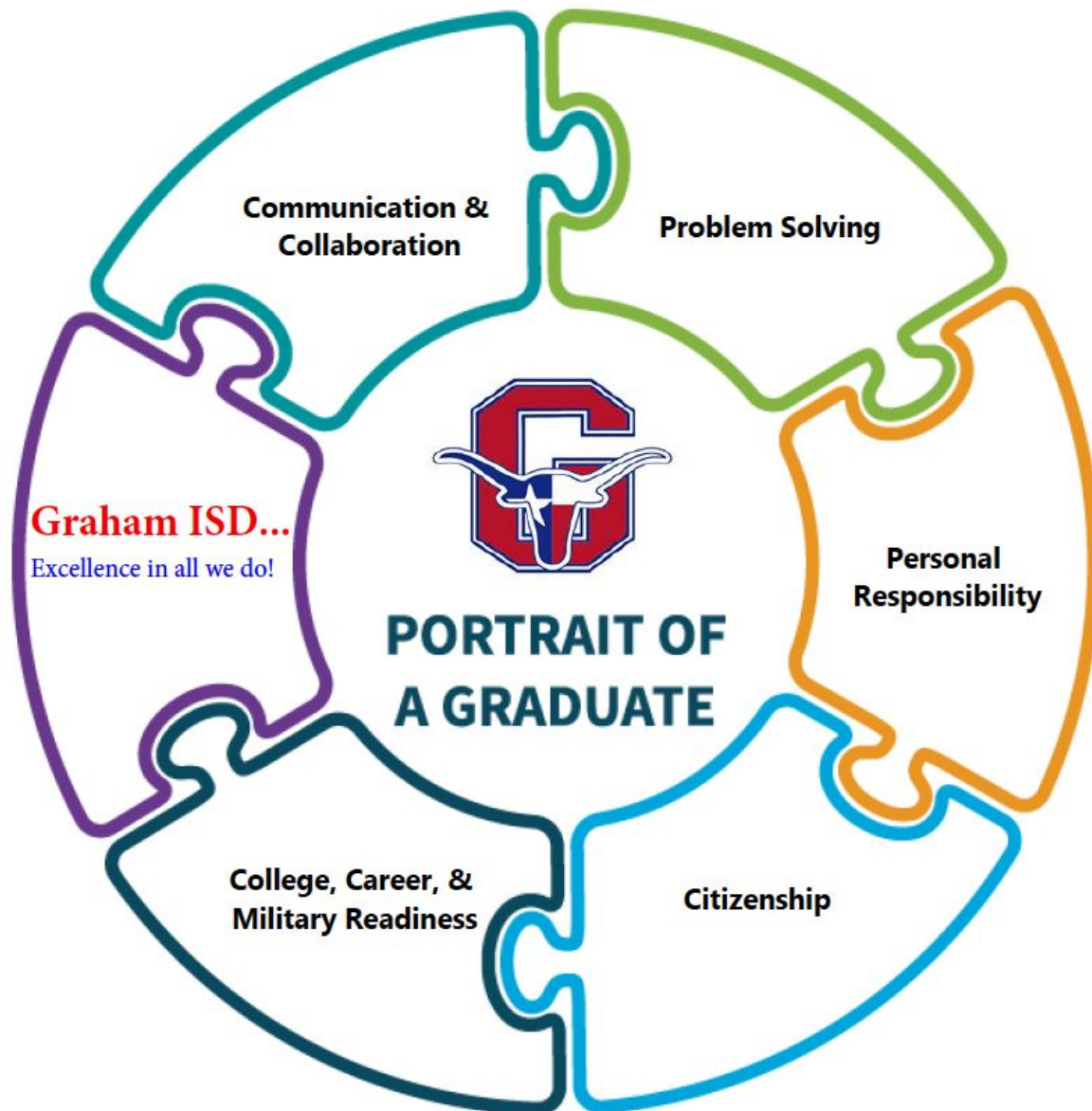
Mission Statement

The Mission of Graham ISD is to educate and equip students for excellence in life to positively impact their communities

Belief Statements

- 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 non-negotiable.

GRAHAM ISD PORTRAIT OF A GRADUATE



Roles and Responsibilities

Curriculum customization, development, revision, evaluation, and implementation result when all stakeholders know and understand their particular roles and responsibilities. In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Key Points:

- The Board of Trustees through its policy-making responsibility establishes policies to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies, which includes the development and implementation of curriculum.
- The curriculum staff is responsible for the identification, implementation, and assessment of district curriculum.
- The campus principal must monitor, observe, and manage the delivery of the district curriculum.
- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Students are responsible for actively participating in the teaching/learning process.
- Parents are active partners with teachers so that each of their children meets the Graham ISD Graduate Portrait profile (See Portrait of a Graham ISD Graduate)
- Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming and will develop a process of tracking spending within instructional programs.

The Board of Trustees will:

- Adopt policies to direct and support ongoing curriculum development and evaluation
- Approve the curricular course offerings and state approved instructional resources for teacher use
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum

- Provide funding for adequate instructional resources to implement the curriculum based on system data
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work
- Communicate to constituents the Board's curricular and student expectations

The Superintendent will:

- Implement the policies of the Board
- Recommend that central staff is hired to identify, implement, assess, and manage curriculum
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions
- Recommend to the Board of Trustees a budget to support curriculum design and delivery
- Require that administrative regulations and management plans are developed and followed
- Report annually to the Board concerning implementation of the curriculum management plan
- Be responsible for system coherency and capacity

The Curriculum Staff will:

- Develop a comprehensive long-range plan for curriculum management, customization, revision, and evaluation
- Prepare a recommended budget
- Monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement

- Establish curriculum regulations, guidelines and priorities
- Organize and facilitate committees to identify, customize, review, and evaluate curriculum
- Serve as facilitator for vertical and horizontal alignment of campus instruction based on district curriculum
- Conduct program reviews and communicate results
- Provide technical and content assistance as well as training and resources needed to implement the curriculum
- Participate in the selection of instructional materials adoptions
- Oversee training and implementation of instructional materials
- Provide support to principals in their role of implementing and managing the curriculum on their campuses
- Conduct classroom walkthroughs to ensure alignment and collect system data for evaluating the effectiveness of professional learning and to help improve decision making regarding future professional learning and campus support

The Campus Administration will:

- Serve as the primary manager of district curriculum delivery
- Communicate the importance of curriculum delivery and instructional best practices on a regular basis
- Develop a working knowledge of the curriculum for all subjects/courses represented at the assigned campus
- Observe teaching and learning in each classroom to ensure alignment.
- Conduct T-TESS observations and teacher conferences

- Observe PLC team meetings and Leadership Team initiatives on his/her campus
- Monitor lesson design and assessment through review and feedback of lesson plans
- Interview and conference with individual teachers and/or teams
- Meet with campus/district curriculum and instructional staff
- Provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives
- Use, as a minimum, the district's approved walk-through template to monitor the delivery of curriculum
- Participate in professional learning offerings to effectively carry out the monitoring of district curriculum and instructional programs
- Help parents understand their role in supporting learning for their children
- Demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum vision

The Instructional Materials Coordinator will:

- Outline the process for instructional materials adoptions based on the state instructional materials adoption schedule
- Create a timeline for review and adoption of new instructional materials
- Organize a committee comprised of relevant stakeholders to serve on the adoption committee
- Provide sample instructional materials to the committee for review

- Make a recommendation in writing for instructional materials adoptions to the Superintendent and Curriculum Director for Board approval based on committee feedback
- Coordinate with publishers for quotes regarding identified instructional materials
- Order selected instructional materials from publishers and secure funds from IMET
- Disperse instructional materials upon arrival

The Teachers will:

- Be responsible for effectively teaching the district's identified curriculum
- Plan classroom instruction by creating lesson plans in Forethought using the district-provided template
- Determine student mastery by using a variety of assessments including formative and summative assessments, district curriculum-based assessments/checkpoints, state and national assessments
- Collaborate through professional learning communities for the purpose of improving student learning
- Involve students in the learning process through the use of a variety of pedagogical strategies
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives
- Participate in professional learning designed to improve classroom instruction
- Demonstrate an understanding and commitment to the curriculum alignment process which includes aligning instruction contextually and cognitively

- Participate in curriculum development, customization, revision and evaluation activities as appropriate
- Participate in the identification and implementation of instructional materials

The Students will:

- Recognize the impact their behavior has on their own learning and the learning of others
- Recognize the importance of their active participation in the learning and assessment process
- Understand and articulate their learning strengths and needs
- Come to class with all the necessary learning tools
- Actively participate in the learning process
- Use data results to establish learning goals
- Meet or exceed learning requirements based on the district curriculum
- Set goals for their own learning and aspire to meet the criteria of the Portrait of a Graduate

The Parents will:

- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Partner with teachers and administrators
- Establish high expectations for learning and nurture the desire to be a life-long learner
- Be actively involved in their child's education by:
 - Knowing their child's teacher(s)
 - Attending meetings that provide parents with information about the school
 - Attending parent/teacher conferences

- Keeping up with their child's progress, report cards, and test data
- Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools
- Help their child develop good study habits
- Support school policies including the discipline management plan
- Make every effort to address the physical, emotional, and health care needs of their child

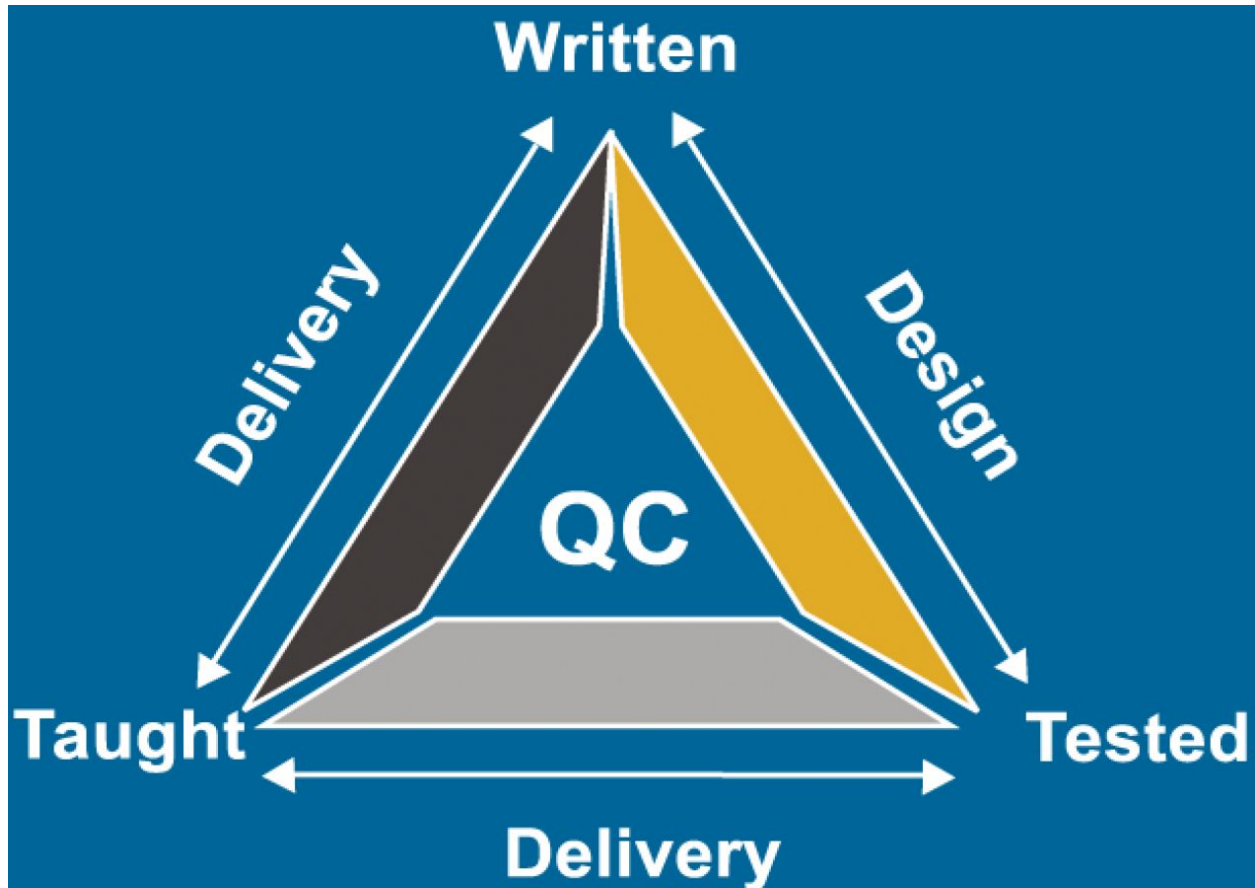
The Financial Officer will:

- Ensure that the District's budget reflects the organization's goals and priorities
- Use a program-based curriculum budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding is withheld or reduced
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process
- Be able to track cost and benefit analysis to programs and services
- Provide adequate funding for district curriculum programs identified in the District plan that are intended to improve student performance

Curriculum Definition

Curriculum is a standards-based, non-negotiable, challenging, and relevant sequence of planned learner outcomes that guide decisions in teaching and learning. Curriculum is the central guide for all educators as to what is essential for teaching and learning so that every student has access to rigorous academic experiences. The organization, structure, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

Curriculum Alignment Model



English, F. W., (2000). *Deciding What to Teach and Test*. Thousands Oaks, CA: Corwin Press.

The Graham ISD Curriculum Management Plan revolves around the alignment model above developed by Fenwick English. This model considers three components, the written, tested and taught curriculum. The triangle shows that these three components are connected through the design and delivery of the curriculum and at the center is the quality control provided by well-designed curriculum documents, training and practices that eliminate random variation.

Glossary

Backward design – The process of developing curriculum and instruction that begins with pre-defined learning goals as the focus.

Best-practice strategies and structures – Those strategies and structures that are proven by research to yield positive learning outcomes. Teachers select strategies and structures that will cause students to engage in the precise thinking required of the standards.

Checkpoint Assessments – a district-administered assessment given on a predetermined schedule (i.e., grading periods, twice a year) which meets the requirements for content, context and cognitive alignment.

Cognitive rigor – Complex thought processes the brain must use to manage information; and, the amount of effort a student must use to accomplish a task or learning objective.

Content – The academic knowledge and skills that students should attain; guides instruction.

Content alignment – refers to the congruency between the written, taught, and tested curriculum throughout the grade levels and content areas.

Curricular quality control – refers to internal capability of a school system to improve its performance over time by developing goals and objectives, employing people to reach the goals, periodically assessing the differences between desired and actual performance, and then using the discrepancy data to adjust and improve day-to-day operations.

Curriculum – refers to the lessons and academic content taught in a school or in a specific course or program.

Curriculum alignment – The horizontal and vertical alignment between the written, taught, and tested curriculum PK-12.

Curriculum-based assessments (CBAs) – assessments written to curricular objectives for the purpose of determining student mastery of the curriculum. Test items are aligned to the content standards and the performance standards in terms of context and rigor

Curriculum delivery – refers to the teaching, monitoring, supervision, and reconnecting of the content.

Curriculum design or development – refers to the act of creating curriculum according to established state and local guidelines.

Curriculum evaluation – assessing whether or not children have learned that which the curriculum indicated should be taught.

Curriculum management – administrative processes and procedures involved in maintaining accurate, up-to-date curriculum.

Data disaggregation – the analysis of data from multiple sources used to identify student strengths and weaknesses. This practice is often focused on student demographics and/or specific learning standards.

Data-driven instruction – the use of student achievement data and other learning data to guide and focus instruction, set goals, monitor programs and the curriculum.

Formative assessments – assessments designed and used at the classroom level to determine the extent to which students are learning curricular standards/objectives over relatively short intervals so that appropriate adjustments can be made during the teaching learning process.

Formative feedback – frequent and ongoing interaction between teacher and student either through formal or informal means providing the opportunity to assess student understanding of the content.

Instruction – Delivery of the content within state standards through high-yield, research-based instructional practices.

Learning objective – What students are expected to know, understand, and be able to do following instruction.

Learning goals – Students' personal learning goals, developed collaboratively with the teacher, so that the student can see his/her learning progress over time.

Learning targets – the goals set by teachers and/or students (with teacher support) for achieving mastery of the required course objectives.

Portrait of a Graduate – Standards all students in Graham ISD should attain prior to graduation. These standards guide the development of the whole student throughout all grade levels.

Resources – materials that support instruction and that are aligned with the curriculum.

Rubric – a guide that outlines the expectations for an assignment or product created as part of the learning process. The rubric is also used to assign proficiency scores within the categories of the assignment.

Scope and sequence – often referred to as the year-at-a-glance (YAG), the scope and sequence is a blueprint that outlines the standards to be taught within a specified timeline.

Stakeholders – refers to all constituents involved in a particular process or decision.

Standards –the content, skills, or competencies that students are expected to know and master. These standards are based upon the Texas Essential Knowledge and Skills (TEKS) and are often referred to as objectives.

Strategies – techniques or tools that students and teachers use to assist with the processing of information.

Student-centered – The focus is on what students do, not what the teacher is doing. Students are involved in authentic tasks that are challenging and provide experiences that lead to holistic learning.

Summative assessments – tests to inform teachers and students whether the intended learning (i.e., mastery) has occurred at the end of a unit or course of study. Examples of summative assessments include unit assessments, checkpoint assessments, semester exams, and STAAR/EOC assessments. This is not an exhaustive list.

Summative feedback – Feedback given at the end of the learning process or unit of study to assess how well a student accomplishes a task or achieves mastery of the standards, usually for the purpose of grading.

“Tightening” the curriculum – refers to actions that bring the written, taught, and tested curricula into alignment or congruence with one another and consistency in learning opportunities is increased.



Pioneer Elementary Standard-based Reporting FAQ

What is a standards-based report card?

A standards-based report card provides parents with detailed information on student progress for the most important skills/concepts a student should learn in each subject at a particular grade level.

What is a standard?

Standards describe what students should know and be able to do. Teachers base their planning, instruction and assessment on state standards that have been approved and adopted by the State Board of Education (SBOE). The standards in Texas are the Texas Essential Knowledge and Skills (TEKS) and can be accessed at (<http://tea.texas.gov/index2.aspx?id=6148>).

Why use a standards-based report card?

A standards-based report card gives specific information concerning a student's level of proficiency on a given standard. This allows the parent, student and teacher to know a student's exact academic strengths and weaknesses.

What will a standards-based report card tell you about your child?

Standards-based report cards are effective in informing parents about specific skill achievement as measured against state and grade level standards. For example, instead of a student earning an "86" in reading, he or she will be evaluated separately in areas such as comprehension and decoding based on what the student has learned.

How does a standards-based report card improve teaching and learning?

Knowing where the students are in their progress toward meeting standards-based learning objectives is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of each student. Standards-based assessment gives teachers more information about each student's progress toward meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand and master the learning standards. The standards-based approach allows students and parents to more easily understand the learning targets, set learning goals, and see their progress toward those goals.

How does the standards-based approach affect student motivation?

Motivation increases when students are able to identify the learning goals of the instruction, and be able to identify what they know and what they still need to learn. When students are able to see the level and amount of work they contribute to a learning activity is directly related to the outcome, they feel empowered and are encouraged to work hard.

How are standards-based report cards different from traditional report cards?

Standards-based report cards differ from traditional reports in that there are no averages calculated for an overall subject area. Instead, specific skills are evaluated within each subject to better inform parents, students, and teachers about any areas requiring additional work.

The table below further defines the differences between traditional report cards and standards-based report cards.

Traditional Report Cards	Standards-Based Report Cards
Subjects are listed by name.	Subjects are defined by curriculum or content standards.
Grades reflect an averaging of scores to determine a percentage grade.	Marks reflect the level of proficiency on standards for each subject area and indicate mastery of the grade level standards.

Will performance be reported as an average of what is observed during the grading period?

No. The achievement mark reflects the learning after the student has had time to process and practice the standard. If a student struggles on a standard at the beginning of a reporting period but is able to show mastery by the end of the reporting period, then the student will receive a rating that reflects their most current understanding.

How are the standards assessed?

Students are assessed on the standards in a variety of ways. Through careful observation, teachers record progress during conferencing with students and while students work in small groups. Additional formal assessments, such as quizzes, daily work, or journal prompts are also used to assess performance.

What happens when my child masters a concept?

Once a student shows mastery on a concept teachers will continue to challenge students either with learning that extends an existing concept or teaching that raises the level of expectation beyond grade level.

How often will report cards be distributed?

The standards-based report cards will be distributed following each six weeks grading period.

Will student learning behaviors still be assessed?

Yes. Behavior and work habits that promote learning are important for students to acquire in order to be successful in school. These standards are often referred to as processing skills because they are skills which indicate how the student behaves as they are learning. Grades for behavior and work habits are considered separately from academic learning standards.

What happens if my child moves from Graham ISD?

Due to the specificity with the standards-based report card, the receiving school district and teacher will know exactly what standards have been taught and mastered, as well as any areas that need improvement. Schools within the state will be instructing and assessing according to comparable standards, since the standards on the report card have been derived from the Texas Essential Knowledge and Skills. Students moving outside of Texas will present their new district with a detailed report card.

How does the standards-based report card impact my child with special needs?

The No Child Left Behind (NCLB) and Individual with Disabilities Education Act (IDEA) federal legislation require each state, school district, and school to hold all students to grade-level standards. IDEA also dictates that students with disabilities must be taught the grade-level curriculum.

Students receiving special education services will continue to work toward their goals set forth in their Individualized Educational Plan (IEP). They will receive a standards based report card that reflects their progress toward meeting each of the standards for the grade level. In compliance with the law, documentation of progress specific to IEP goals and objectives will be reported on IEP progress reports.

Student Name:

Homeroom Teacher: KATHY RIGGINS

School Year: 2020-21

Grade: KG

Pioneer Elementary School

1425 1st Street

Graham, TX 76450

Principal: Donna Gatlin



Standards/Proficiency Grade Key

- * - Not Taught - Standard not taught in current six weeks
- M - Mastery - Demonstrates a mastery of standard
- A - Approaching Mastery- Understands most of grade level standard
- B - Beginning Progress towards standard - Understands pieces
- C - Area of Concern - Needs assistance in completing work

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Reading Language Arts							
K.1 I develop oral language skills through listening, speaking, and discussion.	B						
K.2B.i I can match letters with their common sounds.	C						
K.2D.v I can identify uppercase and lowercase letters.	B						
K.2A.i I can identify and produce rhyming pairs.	B						
K.2A.iii I can identify words in a sentence.	*						
K.2A.iv I can identify syllables in spoken words.	*						
K.2A.v I can blend sounds and syllables in spoken words.	*						
K.2Bii I can use letter-sound relationships to decode words (VC, CVC, and CCVC).	*						
K.2B.iv I can recognize and call at least 25 high frequency words.	*						
K.2C I can use sounds, patterns, and high frequency words to spell words in my writing.	*						
K.4A I can read appropriate grade level texts independently.	B						
K.2B.iii I can make and read new words by changing, adding, or deleting letters.	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Response Skills							
K.6B I can respond to and retell literary texts verbally, pictorially, or in writing.	B						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Writing							
K.2E I can write my first name correctly.	B						
K.2E I can write my last name correctly.	*						
K.2E I can write all uppercase and lowercase letters correctly.	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Science							
K.1A I can follow safe practices during investigations.							
K.2B I can conduct simple descriptive investigations.							
K.2D/E I can record observations and communicate thinking.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Matter and Energy							
K.5 I can describe properties of objects and changes in materials.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Force, Motion, and Energy							
K.6 I can identify light, thermal, and sound energy and describe the location and motion of objects.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Earth and Space							
K.7 I can identify properties of earth materials and describe characteristics of the natural world.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Organisms and Environments							
K.9 I can identify characteristics of plants and animals as well as their dependence on living and nonliving things.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Mathematics							
K.2A I can count forward and backward to at least 20 with and without objects.	B						
K.2C I can count a set of objects up to at least 20 regardless of arrangement or order.	B						

K.2B I can read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	B						
K.2D I can instantly recognize the quantity of a small group of objects in organized and random arrangements.	B						
K.2I I can compose and decompose numbers up to 10 with objects and pictures.	*						
K.2G I can compare sets of objects up to at least 20 using comparative language.	B						
K.2H I can use comparative language to describe two numbers up to 20.	*						
K.2F I can generate a number that is one more than or one less than another number and equal to a given number up to 20.	*						
K.5A I can recite numbers up to at least 100 by ones beginning with any given number.	B						
K.5A I can recite numbers up to at least 100 by tens beginning with any given number.	*						
K.2E I can generate a set using concrete and pictorial models that represent a number that is more than, less than, and equal to a given number up to 20.	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Computations and Algebraic Relationships							
K.3A I can model the action of joining to represent addition and the action of separating to represent subtraction.	*						
K.3B I can solve word problems using objects and drawings to find sums and differences within 10.	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Geometry and Measurement							
K.6A I can identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	*						
K.6B I can identify three-dimensional solids in the real world including cylinders, cones, spheres, and cubes.	*						
K.7B I can compare two objects with a common measurable attribute and describe the difference. (Ex: Side, vertices).	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Data Analysis and Personal Financial Literacy							
K.4A I can identify US coins by name including pennies, nickels, dimes, and quarters.	*						
K.8B I can use data to create real objects and picture graphs.	*						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Social Studies							
K.1, K.2, K.3 I can identify important aspects of a community, responsibility of citizens, culture of people, and chronological order.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Geography and Culture							
K.4, K.5 I can identify important aspects of geography such as place, location, vocabulary, tools, and resources in relationships to culture.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Economics, Science, Technology & Society							
K.6, K.7, K.8, K.9 I can identify important aspects of the role of the citizen including wants and needs, how to meet basic needs, and the role of technology in society.							

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Behavior Learning Targets							
I demonstrate respect for others.	N						
I demonstrate responsibility.	N						
I demonstrate self-control.	N						
I demonstrate a readiness to learn.	S						

	1ST	2ND	3RD	4TH	5TH	6TH	AVG
Physical Education							
PE	S						

Attendance Record						
	1ST	2ND	3RD	4TH	5TH	6TH
Absent	0	0	0	0	0	0
Tardy	0	0	0	0	0	0

AGENDA

ITEM

SUBJECT: Consider Approval of Purchasing Teacher Laptops and Amending the Budget Accordingly

RATIONALE:

As you are aware from our budget planning discussions, the Board has designated reserve funds for the purpose of “refreshing” technology devices. The plan this Fall is to replace the laptops currently used by our staff members.

We are planning to purchase 250 Apple MacBook Airs, 250 laptop bags, and 250 USB-Adapters for the total cost of \$221,250.00.

The devices currently being used by the staff will be repurposed to replace devices that are obsolete or at end of life.

RECOMMENDATION:

I recommend the approval purchasing Apple MacBook Airs, laptop bags and USB-Adapters for \$221,250.00 and amending the budget accordingly.

CONTACT PERSON(S):

Sonny Cruse

AGENDA

ITEM

SUBJECT: Consider Approval of the Targeted Improvement Plan for Graham Junior High School.

RATIONALE:

Resulting from performance on the STAAR in 2019, Graham Junior High School received the Comprehensive Identified label and Graham Elementary received the Targeted Support label. As you are aware, due to the COVID-19 pandemic the STAAR tests were not given this past spring. As such, the campuses retain the ratings and labels previously assigned.

With this label certain mandates are required for the junior high campus including study/implementation of the Effective School Framework and creation/submission of a Targeted Improvement Plan (TIP) to the Texas Education Agency. The TIP must also be approved by the Board.

The decision was made to have Graham Elementary complete the same steps as the junior high campus minus the submittal to the Texas Education Agency. The principals have updated the TIP for Graham Elementary.

Enclosed is a copy of the Targeted improvement Plan for GJHS and the Graham Elementary campuses.

RECOMMENDATION:

I recommend the approval of the GJHS and Graham Elementary Targeted Improvement Plans.

CONTACT PERSON(S):

Sonny Cruse

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Graham Junior High School

Mr. Sonny Cruse

Campus Number:	Superintendent Name:
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252901041

Mr. Sonny Cruse

Date:

Wednesday, September 23, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Graham ISD	Campus Name	Graham Junior High School	Superintendent	Mr. Sonny Cruse	Principal	Mrs. Ginger Robbins
District Number	252901	Campus Number	252901041	District Coordinator of School Improvement (DCSI)	Mr. Sonny Cruse	ESC Number	9
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Tracy Patrick
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI- Sonny Cruse, Superintendent		I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Mr. Sonny Cruse, 09-23-2020	
Principal Supervisor- Robert Loomis, Assistant Superintendent- Completes TPESS Process <i>*Only necessary if the DCSI is NOT the Principal supervisor.</i>		I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Mr. Robert Loomis, 9-23-2020	
Principal- Ginger Robbins		I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				Mrs. Ginger Robbins, 9-24-2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptswr1.tea.texas.gov/perfreport/tap/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 2020 school year, our campus would like to increase our Domain 1 scaled score from 75% to 81%. We will accomplish this by increasing the percent of students performing at approaches to 80%, meets to 50%, and masters to 20%. This will increase our letter grade from a C to an B. Rationale: In the 19-20 school year GJHS laid a foundation of Data-Driven Instructional(DDI) practices in RLA and math. In the 20-21 school year, we will expand that practice to science and social studies and continue to grow and refine DDI practices in RLA and math. Domain 2B: Our goal is to reach a component score of 46 (scaled 80.) Our number of eco-disadvantaged students is 57.6%. Rationale: Our data driven practices implemented across the campus will help us ensure that our economically disadvantaged students will perform at similar levels as other students in similar schools. Domain 3: We will increase our Domain 3 score of 2 (scaled score of 36) to a score of 65 (scaled score of 79) in the 20-21 school year. Rationale: In 19-20, the campus increased refined the supports provided for EL student resulting in a ?? increase of TELPAS scores. Additionally, the DDI processes implemented in 19-20 and refined for the 20-21 school year will enable the campus to achieve this domain score.			
	What changes in student group and subject performance are included in these goals?			Domain 1: This year the campus focus will be 6th grade Reading and Math. In addition, the campus will prioritize moving more students to Masters Grade Level across all grade levels and content areas. Domain 2B: The campus focus is on eco-disadvantaged performance across the board for Domain 2. Domain 3: The campus will focus on the following populations: Hispanic, White, EL, and Special Education student groups for Domain 3.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			NA			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.							
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.							
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.							
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.							
5.1 Objective-driven daily lesson plans with formative assessments.				2 - Planning for Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1		5.3				

Rationale	We have worked collaboratively with the teachers to create and implement a standardized lesson plan template and feedback form. We will continue the lesson planning process for teachers to include formative assessments with exemplars in order to identify student errors and misconceptions and provide reteach immediately. District/Campus instructional leaders received TIL Lesson Planning Formative Assessment training to build capacity for monitoring and providing feedback to teachers to improve the quality of lesson plans.	Our campus engaged in year 1 of DDI training to learn how to develop aligned interim checkpoints and effectively analyze data in order to create action plans for reteach. In the 2020-21 school year, we want to refine our practices and add the disciplines of Science and Social Studies. District and campus instructional leaders were trained in leading data meetings in 19-20. Instructional leader will receive additional job-embedded support throughout the 20-21 school year to hone their practice.	
How will the campus build capacity in this area? Who will you partner with?	We are partnering with Region 9 ESC to provide TIL Lesson Planning & Formative Assessment Training with job embedded follow-up support for district/campus instructional leaders.	Campus and district ILT will participate in TIL DDI provided by Region 9 ESC. Instructional leaders will facilitate weekly PLCs. Teachers will use the data analysis process to further drive lesson planning on a weekly basis.	
Barriers to Address throughout this year	The impact of COVID is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the lesson planning process. Time is also a barrier. Moving PLC to after school may be resisted by some.	The impact of Covid is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the DDI process. Time will be a factor. Protecting the ILT calendar will be a priority.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will clearly define roles and responsibilities and utilize weekly calendars. Constructive and meaningful feedback will create buy-in as well as providing follow-up support. The District has provided lesson plan formative assessment professional development prior to the beginning of the year. Additionally, the District has developed a DDI Google Site to provide guidance for administrator and teacher work.	The instructional leaders will facilitate the PLCs and lead data meetings. The procedures and protocols will be taught and followed.	
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.	
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then teachers will be able to develop aligned lesson plans that include daily objectives and formative assessment to check for student understanding, and instructional leaders will be able to monitor lesson plans and provide feedback to teachers on lesson plan effectiveness.	If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for current teachers, and continues to implement DDI systems and practices that support a data-driven culture that leads to improved student learning, then campus instructional leaders will be able to meet collaboratively with teachers and lead effective data meetings where teachers analyze formative assessment results and plan effective reteach that meets the needs of all learners and improves student learning outcomes.	if...then,

Core Metrics	Sub-Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2023 Accountability Goal	
							2019 Results	2022 Snapshot Data (Expanded) BOY TEA Assessment	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Adequate, Needs and Exceeds	40	A1	Reading	Aggregates	27489	75%	52%	Student Results	60%		Student Results	75%		Student Results	85%		
		40	A1	Reading	Meets	27489	80%	58.50%	Student Results	80%		Student Results	85%		Student Results	90%		
		40	A1	Reading	Meets	27489	85%	61.50%	Student Results	100%		Student Results	95%		Student Results	95%		
		40	A1	Mathematics	Aggregates	27489	79%	52.50%	Student Results	70%		Student Results	79%		Student Results	80%		
		40	A1	Mathematics	Meets	27489	85%	58.50%	Student Results	85%		Student Results	85%		Student Results	90%		
		40	A1	Mathematics	Meets	27489	90%	61.50%	Student Results	100%		Student Results	100%		Student Results	100%		
		40	A1	Science	Aggregates	27489	76%	70%	Student Results	60%		Student Results	75%		Student Results	80%		
		40	A1	Science	Meets	27489	85%	80%	Student Results	100%		Student Results	85%		Student Results	100%		
		40	A1	Science	Meets	27489	100%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
		40	A1	Social Studies	Aggregates	27489	88%	100%	Student Results	80%		Student Results	100%		Student Results	90%		
		40	A1	Social Studies	Meets	27489	95%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
		40	A1	Social Studies	Meets	27489	100%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
		40	A1	Writing	Aggregates	27489	82%	72%	Student Results	60%		Student Results	85%		Student Results	90%		
		40	A1	Writing	Meets	27489	95%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
		40	A1	Writing	Meets	27489	100%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
		2. Domain 2 Phase 1	Phase 1 Component (Officer has targets in the Academic Achievement & Student Success indicators)	40	Geo-History/Geog	Reading	Meets	27489	20%	17%	Student Results	20%		Student Results	60%		Student Results	60%
40	Meets			Reading	Meets	27489	95%	100.00%	Student Results	80%		Student Results	85%		Student Results	90%		
3. Domain 2 Phase 2	Phase 2 Component (Officer has targets in the Academic Achievement & Student Success indicators)	40	Geo-History/Geog	Mathematics	Meets	27489	95%	90.00%	Student Results	100%		Student Results	95%		Student Results	95%		
		40	Meets	Mathematics	Meets	27489	95%	100%	Student Results	100%		Student Results	100%		Student Results	100%		
4. Domain 2 Phase 3	ASP Component	40	English Language Lear	TELPAS	All	36,000	85%		Student Results	100%		Student Results	80%		Student Results	85%		

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	9
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.	
Desired 90-day Outcome	Teachers are becoming proficient in unpacking standards to identify daily objectives and create exit tickets that are aligned to the daily objectives. ILT are monitoring lesson plans and providing feedback on daily objectives and exit tickets with the expectation that teachers will modify lesson plans based upon this feedback.	Teachers will design unit assessments and check points that are aligned to the course standards. The ILT will be leading at least one data meeting per subject/grade level per month. Teachers and leaders are completing pre-work to support an effective data meeting and to analyze/identify student gaps.	
Barriers to Address During this Cycle	The impact of COVID quarantined staff members is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the lesson planning process. Time is also a barrier. Moving PLC to after school may be resisted by some.	The impact of Covid is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers learning curve with the DDI process. Time will be a factor. Protecting the ILT calendar will be a priority.	
District Actions for this Cycle	The District has provided professional development regarding the lesson planning process including unpacking standards, daily objectives, and aligned formative assessments (exit tickets). The District has provided professional development for teachers regarding the skills/tools necessary to provide in-person/remote teachers. The District upgraded the digital learning platform for all teachers. The district purchased additional technology devices to facilitate remote teaching/learning. The district partnered with ESC 9 for TIL Lesson Planning professional development to increase the ILT capacity.	The district has prioritized developing the ILT by maintaining the professional development calendar amidst the challenges presented by COVID-19. The district has continued the active partnership with ESC 9 to provide remote, onsite, and job-embedded professional development for the teachers.	
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then teachers will be able to develop aligned lesson plans that include daily objectives and formative assessment to check for student understanding, and instructional leaders will be able to monitor lesson plans and provide feedback to teachers on lesson plan effectiveness.	If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for current teachers, and continues to implement DDI systems and practices that support a data-driven culture that leads to improved student learning, then campus instructional leaders will be able to meet collaboratively with teachers and lead effective data meetings where teachers analyze formative assessment results and plan effective reteach that meets the needs of all learners and improves student learning outcomes.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
TIL F2F Leadership Lesson Plan Formative Assessment Training	5.1/5.3	9/8/20	ESC 9 Contract	Gary Browning	Sign In Sheet	9/8/20	Met	
ESC 9 Leadership Lesson Plan Formative Assessment Support and Coaching for ILT	5.1/5.3	9/8/20	ESC 9 Contract	Gary Browning	Sign In Sheet	11/30/20	Some Progress	
District ILT Weekly TIP WIG Meetings	5.1/5.3	9-14-20	Collaborative Agenda	Sonny Cruse	Meeting Notes	Weekly	Met	
TIL DDI For Administrators With Follow Up Implementation Support and Coaching	5.1/5.3	9/29/20	ESC 9 Contract	Gary Browning	Sign In Sheet	11/30/20	No Progress	
District Developed DDI Reference Site	5.1/5.3	9/21/20	Google Sites and DDI PD Information	Gary Browning	Quality of Lesson Planning	Weekly	Significant Progress	
Campus Provided Dedicated Teacher Period to Work with Remote Learners	5.1/5.3	9/31/20	Master Schedule	Ginger Robbins	Master Schedule	9/17/20	Met	
The campus principal and ILT will review and provide feedback on lesson plans	5.1/5.3	9/8/20	Roles and Responsibilities documentation	Ginger Robbins	Lesson Plans	9/21/20	Significant Progress	
The lesson plan review form has been updated, and teachers receive an email with specific feedback.	5.1/5.3	9/8/20	Google Form	Gary Browning	Google Form responses and teacher emails	9/8/20	Met	
Campus principals, DCSI and ILT will develop an observation schedule, and revise it as necessary	5.1/5.3	11/1/20	Google Calendar, Master Schedule	Ginger Robbins	Google Calendar	11/30/20	No Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.	
Desired 90-day Outcome	Teachers are unpacking standards during common planning times and submitting lesson plans that include daily objectives and exit tickets that are aligned to the daily objectives. ILT are monitoring lesson plans and providing feedback on daily objectives and exit tickets with the expectation that teachers will modify lesson plans based upon this feedback. Instructional leaders are coaching teachers still struggling with lesson plans.	ILT members lead two data meetings per subject/grade level per month. Teachers and leaders are completing pre-work to support an effective data meeting and to analyze/identify student gaps. Teachers analyze unit assessments and check points to inform instruction and reteach.	
Barriers to Address During this Cycle	The impact of COVID quarantined staff members is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers may struggle with components of the lesson planning process. Time is also a barrier. Moving PLC to after school may be resisted.	The impact of COVID quarantined staff members is a concern. Time is also a barrier. Moving PLC to after school may be resisted by some.	
District Actions for this Cycle	DCSI provides the principal flexibility to adjust the master schedule as needed. DCSI will verify lesson plan feedback documentation and will provide support to the ILT as needed.	DCSI will observe data meetings and provide feedback and support as needed. The district will ensure the teachers have the resources needed to build valid and reliable assessments.	
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then teachers will be able to develop aligned lesson plans that include daily objectives and formative assessment to check for student understanding, and instructional leaders will be able to monitor lesson plans and provide feedback to teachers on lesson plan effectiveness.	If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for current teachers, and continues to implement DDI systems and practices that support a data-driven culture that leads to improved student learning, then campus instructional leaders will be able to meet collaboratively with teachers and lead effective data meetings where teachers analyze formative assessment results and plan effective reteach that meets the needs of all learners and improves student learning outcomes.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ESC 9 Provides 1:1 Coaching for ILT and Teachers in DDI and Lesson Plan Formative Assessment	5.1/5.3	12/1/20	ESC Contract	Gary Browning	Sign in Sheet	2/1/21		
ILT will meet to calibrate lesson plan feedback	5.1	12/1/20	Sample lesson plan and feedback form	Sonny Cruse, Ginger Robbins, Gary Browning	Meeting Agenda	2/26/21		
ILT will identify teachers needing support with lesson planning and will provide 1:1 coaching	5.1/5.3	12/1/20	Lesson Plan Feedback Form	Sonny Cruse, Ginger Robbins, Gary Browning	Meeting Agenda	1/4/21		
ILT conducts walkthroughs to verify alignment between lesson plans and actual instruction.	5.1/5.3	12/1/20	Lesson Plans and Walkthrough Data	Sonny Cruse, Ginger Robbins, Gary Browning	Feedback Form	2/26/21		
ILT walkthroughs and PLC observations will verify frequent use of formative assessment and the use of the resulting data to inform instruction.	5.1/5.3	12/1/20	Formative Assessment and Formative Assessment Data	Sonny Cruse, Ginger Robbins, Gary Browning	Walkthrough Documentation	2/26/21		
The DCSI will meet with the campus principal to review lesson plan and DDI documentation to provide the campus principal the support needed.	5.1/5.3	12/1/20	Lesson Plans and DDI Documentation	Sonny Cruse, Ginger Robbins	Meeting Agenda	2/26/21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps					New Action Steps		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.	0
Desired 90-day Outcome	Teachers are using data to determine which standards require reteach and reinforcement. Teachers will include reteach and reinforcement as part of their lesson plans as well as formative assessment to measure the effectiveness of the reteach.	ILT and teachers are analyzing data to determine students procedural and conceptual learning gaps and developing reteach plans that target whole class intervention, small group intervention, and individual intervention. ILT is monitoring and providing feedback on reteach plans.	
Barriers to Address During this Cycle	COVID interruption affecting data collection. Time to assess and reteach.	COVID interruption affecting data collection. Time to assess and reteach.	
District Actions for this Cycle	District leaders will analyze data at a high level to provide campus resources needed for campus action.	District leaders will analyze data at a high level to provide campus resources needed for campus action.	
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then teachers will be able to develop aligned lesson plans that include daily objectives and formative assessment to check for student understanding, and instructional leaders will be able to monitor lesson plans and provide feedback to teachers on lesson plan effectiveness.	If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for current teachers, and continues to implement DDI systems and practices that support a data-driven culture that leads to improved student learning, then campus instructional leaders will be able to meet collaboratively with teachers and lead effective data meetings where teachers analyze formative assessment results and plan effective reteach that meets the needs of all learners and improves student learning outcomes.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT will use data to determine focused RTI groups.	5.3	3/5/21	Unit Assessment Data, Benchmark Data, Eduphoria	Gary Browning, Ginger Robbins	RTI group rosters, Master Schedule	3/5/21		
Aggressive Monitoring Professional Development Provided by ESC 9	5.1	5/15/21	ESC Contract	Gary Browning	Sign in Sheet	5/15/21		
Campus principal and ILT analyze data to identify trends in student learning and provide resource needed to address identified targeted gaps.	5.3	3/5/21	Unit Assessment Data, Benchmark Data, Eduphoria	Gary Browning, Ginger Robbins	Meeting Agenda	3/5/21		
Campus principal will adjust the master schedule to allow time for intervention during the school day.	5.3	3/5/21	Data reports	Ginger Robbins	Master Schedule	3/5/21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		
END OF YEAR REFLECTION								
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action								
Desired Annual Outcome								
Did the campus achieve the desired outcome? Why or why not?								

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

Graham Elemementary

District Coordinator of School Improvement (DCSI) Name, Role:

Robert Loomis, Asst. Superintendent

Campus Number:

Superintendent Name:

Sonny Cruse

Date:

Thursday, October 8, 2020



CAMPSUS FOCUS AREAS						
Using your accountability data from 2020-21 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2R and 3). Include what special student groups you will be monitoring for progress; include CCMR goals, if applicable.						
What action goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.						
What changes in student group and subject performance are included in these goals?						
If applicable, what goals has your campus set for CCMR and Graduation Rate?						
Domain 1: Increase Domain 1 scale score to 75. Our goal will be to have 80% of our students perform at the approaches level, 50% of the students will perform at the meets grade-level, and 20% of our students will perform at the masters grade-level. Rationale: Region DSG process in 2019/2020 school year have continued to expand the process to science with a focus on lesson plans, formative assessments, leading data meetings. Domain 2R: Our goal is reach a component scale value of 50. Our number of eco-disadvantaged students is 60% Rationale: Our data driven practices implemented across the campus will help us ensure that our economically disadvantaged students will perform at similar levels as other students in similar schools. Domain 3: For Domain 3, our goal would be to increase our overall scale score from 48 to 45. Rationale: Domain 1: 4th grade writing performance, reading performance, and math performance at the meets performance Domain 2R: Economically disadvantaged Domain 3: Special Education, Economically disadvantaged, English language learners, and white student groups.						
Complete each section below (please refer to your RPA): Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year. Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year. Capacity Building: For each prioritized focus area selected, list any Internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://hexaword.org/vetted-programs/ Barriers: For each prioritized focus area selected, list the barriers to implementing the campus may face throughout the year. Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic. District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://hexaword.org/framework/						
Prioritized Focus Area #1						
Prioritized Focus Area #2						
Prioritized Focus Area #3						
Essential Action						
S.1						
S.3						
Rationale						
We have worked collaboratively with the teachers to create and implement a standardized lesson plan template and feedback form. We will continue the lesson planning process for teachers to include formative assessments with exemplars in order to identify student errors and misconceptions and provide feedback immediately. District/Campus instructional leaders received TILS Planning Formative Assessment training to build capacity for monitoring and providing feedback to improve the quality of lesson plans.						
Our campus engaged in year 1 of DCD Training to learn how to develop aligned rubrics checkpoints and effectively analyze data in order to create action plans for next steps. In the 2020-21 school year, we want to refine our practices and add the disciplines of Science, District and campus instructional leaders were focused in leading data meetings in 19-20. Instructional leader will receive additional job-embedded support throughout the 20-21 school year to help their practice.						
How will the campus build capacity in this area? Who will you partner with?						
We are partnering with Region 9 ESC to provide TILS Lesson Planning & Formative Assessment Training with job embedded follow-up support for district/campus instructional leaders.						
Campus and district ILT will participate in TILS provided by Region 9 ESC. Instructional leaders will facilitate weekly PLCs. Teachers will use the data analysis process to further drive lesson planning on a weekly basis.						
Barriers to Address throughout this year						
The impact of COVID is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the DCD process. Time is also a barrier.						
The impact of Covid is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the DCD process. Time is also a factor. Protecting the EL teacher will be a priority.						
How will you communicate these priorities to your stakeholders? How will Desired Annual Outcomes						
We will clearly define roles and responsibilities and utilize weekly calendars. Through the utilization of the horizontal teams model in developing objectives. The instructional leaders will facilitate the PLCs and lead data meetings. The Teachers will monitor student progress, give instructions, and include research in the lessons activities, content, and standards.						
District Commitment Theory of Action						
Action Plan						
Action Steps						
Prioritized Focus Area						
Timeline						
Resources Needed						
Person(s) Responsible						
Evidence Used to Determine Progress Toward Action Step (May be required by Specialist)						
Evidence Collection Date						
Reflection and Planning for Next 90-day Cycle						
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?						
Campus Action Steps						
New Action Steps						

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

-For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meet/Ma (for example: 60/20/20).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

-For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement indicators, 1-2 targets from the Student Success Indicators or a combination of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement: Track Meets ONLY

If tracking Student Success (BWM) track an average of Approaches, Meets and Masters (as one number)

High School or K-12 campuses should use one number that is in relation to COMB.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

-You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

High School campuses should also include the Meets/Masters/Ma in the Domain 1 Focus Areas.

Core Metrics	Sub-Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments										2021 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	70												
		All	All	Reading	Meets	STAAR	40												
		All	All	Reading	Masters	STAAR	10												
		All	All	Mathematics	Approaches	STAAR	60												
		All	All	Mathematics	Meets	STAAR	30												
		All	All	Mathematics	Masters	STAAR	10												
		All	All	Science	Approaches	STAAR	70												
		All	All	Science	Meets	STAAR	40												
		All	All	Science	Masters	STAAR	10												
		All	All	Social Studies	Approaches	STAAR	60												
		All	All	Social Studies	Meets	STAAR	30												
		All	All	Social Studies	Masters	STAAR	10												
		All	All	Writing	Approaches	STAAR	40												
		All	All	Writing	Meets	STAAR	20												
		All	All	Writing	Masters	STAAR	5												
2. Domain 1 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	White	Reading	Meets	STAAR	40%												
		All	Economically Disadvantaged	Reading	Meets	STAAR	30%												
3. Domain 1 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	White	Mathematics	Meets	STAAR	30%												
		All	Economically Disadvantaged	Mathematics	Meets	STAAR	20%												
4. Domain 1 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	100%												
		K-7a-SEA	All	Vocabulary	Support	EDY To-Rise	30												
		K-7a-SEA	All	Vocabulary	Monitor	EDY To-Rise	12												
		K-7a-SEA	All	Vocabulary	OnTrack	EDY To-Rise	68												
		K-7a-SEA	All	Spelling	Support	EDY To-Rise	30												
		K-7a-SEA	All	Spelling	Monitor	EDY To-Rise	7												
		K-7a-SEA	All	Spelling	OnTrack	EDY To-Rise	63												
		K-7a-SEA	All	Listening Camp	Support	EDY To-Rise	10												
		K-7a-SEA	All	Listening Camp	Monitor	EDY To-Rise	5												
		K-7a-SEA	All	Listening Camp	OnTrack	EDY To-Rise	76												
		K-7a-SEA	All	Letter Sounds	Support	EDY To-Rise	10												
		K-7a-SEA	All	Letter Sounds	Monitor	EDY To-Rise	7												
		K-7a-SEA	All	Letter Sounds	OnTrack	EDY To-Rise	74												
		K-7a-SEA	All	Blending	Support	EDY To-Rise	65												
		K-7a-SEA	All	Blending	Monitor	EDY To-Rise	7												
		K-7a-SEA	All	Blending	OnTrack	EDY To-Rise	47												
		K-7a-SEA	All	Mathematics	Support	EDY To-Rise	49												
		K-7a-SEA	All	Mathematics	Monitor	EDY To-Rise	5												
		K-7a-SEA	All	Mathematics	OnTrack	EDY To-Rise	46												

CYCLE 1 90-DAY OUTCOMES (September - November)								
Essential Action: Pre-populates from the 'Foundations' tab.								
Desired Annual Outcome: Pre-populates from the 'Foundations' tab.								
For each Prioritized Focus Area, please complete the following sections:								
Desired 90-day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.								
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.								
District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.								
District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.								
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action	S.1		S.3					
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.		Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.					
Desired 90-day Outcome	Teachers are becoming proficient in unpacking standards to identify daily objectives and using formative assessments that are aligned to the daily objectives. ILT are monitoring lesson plans and providing feedback on daily objectives and formative assessments with the expectation that teachers will modify lesson plans based upon this feedback in 3rd through 5th grade.		Teachers will design unit assessments and 3rd through 5th check points that are aligned to the course standards. The ILT will be leading at least one data meeting per subject/grade level per month. Teachers and leaders are completing pre-work to support an effective data meeting and to analyze/identify student gaps.					
Barriers to Address During this Cycle	The impact of COVID quarantined staff members is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers will need to go through the lesson planning process. Time is also a barrier.		The impact of Covid is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers learning curve with the DDI process. Time will be a factor. Protecting the ILT calendar will be a priority.					
District Actions for this Cycle	The District has provided professional development regarding the lesson planning process including unpacking standards, daily objectives, and aligned formative assessments (exit tickets). The District has provided professional development for teachers regarding the skills/tools necessary to provide in-person/remote teachers. The District upgraded the digital learning platform for all teachers. The district purchased additional technology devices to facilitate remote teaching/learning. The district partnered with ESC 9 for TIL Lesson Planning professional development to increase the ILT capacity.		The district has prioritized developing the ILT by maintaining the professional development calendar amidst the challenges presented by COVID-19. The district has continued the active partnership with ESC 9 to provide remote, onsite, and job-embedded professional development for the teachers.					
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then teachers will be able to develop aligned lesson plans that include daily objectives and formative assessment to check for student understanding, and instructional leaders will be able to monitor lesson plans and provide feedback to teachers on lesson plan effectiveness.		If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for current teachers, and continues to implement DDI systems and practices that support a data-driven culture that leads to improved student learning, then campus instructional leaders will be able to meet collaboratively with teachers and lead effective data meetings where teachers analyze formative assessment results and plan effective reteach that meets the needs of all learners and improves student learning outcomes.					
ACTION PLAN								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
TIL F2F Leadership Lesson Plan Formative Assessment Training	S.1/S.3	9/8/20	ESC 9 Contract	Gary Browning	Sign In Sheet	9/8/20		
ESC 9 Leadership Lesson Plan Formative Assessment Support and Coaching for ILT	S.1/S.3	9/8/20	ESC 9 Contract	Gary Browning	Sign In Sheet	11/30/20		
PLC time used to develop lesson plans that include daily objectives and formative assessments. Common planning time is used to develop lesson plans that include daily objectives and formative assessments.	S.1/S.3	Ongoing		Audra Barrett, Donna Gattlin, Amanda Towmley	PLC Minutes	11/30/2020		
Campus Provided Dedicated Teacher Period to Work with Remote Learners	S.1/S.3	9/31/20	Master Schedule	Audra Barrett, Donna Gattlin, Amanda Towmley	Master Schedule	9/17/20		
The campus principal and ILT will review and provide feedback on lesson plans	S.1/S.3	9/8/20	Responsibilities Documentation	Audra Barrett, Donna Gattlin, Amanda Towmley	Lesson Plans	9/21/20		
Due to COVID restrictions, leadership rearranged master schedule to allow for intervention	S.3	9/8/2020	Master Schedule	Audra Barrett, Donna Gattlin, Amanda Towmley	Master Schedule	9/17/2020		
Campus principals, DCS and ILT will develop an observation schedule, and revise it as necessary	S.1/S.3	11/1/20	Google Calendar, Master Schedule	Audra Barrett, Donna Gattlin, Amanda Towmley	Google Calendar	11/30/20		
ILT will develop a schedule and protocols to lead data meetings with Region 9 support	S.1/S.3		Google Calendar, Master Schedule	Audra Barrett, Donna Gattlin, Amanda Towmley, Lauren Holland, Gary Browning	Google Calendar			
Research and contract with a K-5 Early Reading Program Evaluation	S.1	10/5/2020	Curriculum materials, S1 Grant Funding	Gary Browning	Reading Curriculum	11/30/2020		
Evaluate the structures and processes for RTI program	S.1		Curriculum Materials, Master Schedule	Audra Barrett, Donna Gattlin, Amanda Towmley	Master Schedule/School Staff			
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
			Carryover Action Steps			New Action Steps		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?								

CYCLE 2 90-DAY OUTCOMES (December-February)								
Essential Action: Pre-populates from the 'Foundations' tab.								
Desired Annual Outcome: Pre-populates from the 'Foundations' tab.								
For each Prioritized Focus Area, please complete the following sections:								
Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.								
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u> .								
District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.								
District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.								
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action	5.1		5.3					
Desired Annual Outcome	Through the utilization of the backward design model in developing objective-driven lesson plans that include a formative assessment and exemplars the teacher will become proficient in evaluating student learning and improving classroom instruction. Teachers collaboratively plan instruction and reteach during PLCs to ensure a guaranteed and viable curriculum across grade levels. Through campus and district leaders monitoring and providing lesson plan feedback, teachers will develop high quality lesson plans that lead to improved student outcomes.		Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT will lead PLC meetings. Following all unit tests and the four scheduled common assessment checkpoints, the DDI protocols will be followed with fidelity.					
Desired 90-day Outcome	Teachers are unpacking standards during common planning times and submitting lesson plans that include daily objectives and formative assessments that are aligned to the daily objectives. ILT are monitoring lesson plans and providing feedback on daily objectives and formative assessments with the expectation that teachers will modify lesson plans based upon this feedback. Instructional leaders are coaching teachers still struggling with lesson plans.		ILT members lead two data meetings per subject/grade level per month. Teachers and leaders are completing pre-work to support an effective data meeting and to analyze/identify student gaps. Teachers analyze unit assessments and check points to inform instruction and reteach.					
Barriers to Address During this Cycle	The impact of COVID quarantined staff members is a concern due to gaps in student learning, as well as what school will look like throughout the year. New and inexperienced teachers may struggle with components of the lesson planning process. Time is also a barrier.		The impact of COVID quarantined staff members is a concern. Time is also a barrier.					
District Actions for this Cycle	DCSI provides the principal flexibility to adjust the master schedule as needed. DCSI will verify lesson plan feedback documentation and will provide support to the ILT as needed.		DCSI will observe data meetings and provide feedback and support as needed. The district will ensure the teachers have the resources needed to build valid and reliable assessments.					
District Commitment Theory of Action	If the district provides funding and time for TIL Lesson Planning and Formative Assessment Training for teachers and leaders, then		If the district continues support for DDI by providing TIL DDI leadership training, DDI training for new teachers, continued DDI support for					
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate:								
- the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resource(s) needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle -								
For each action step: (1) select the progress review status from the drop-down menu, and (2) describe what next steps will be taken during the next cycle.								
For each action that has not been MET, please update column 7 with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be reusability Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT uses a lesson plan review tool and providing timely feedback	5.1/5.3		Lesson plan review tool and coaching on productive feedback.	Audra Barrett, Donna Gatlin, Amanda Towler	Lesson Plans			
ILT is engaging in classroom observations to ensure instruction aligns to lesson plans	5.1		District walkthrough template in Eduphoria. Prioritize observations by tiering teachers.	Audra Barrett, Donna Gatlin, Amanda Towler	Lesson plans and walkthrough data.			
Teachers are utilizing campus protocols for pre-work, ILT are reviewing pre-work and upgrade teacher pre-work in advance of data meeting.	5.1/5.3		DDI guiding resources Google Site	Audra Barrett, Donna Gatlin, Amanda Towler, classroom teachers, region 9 specialists, Lauren Holland, Anne Toulson, Gary Browning	Data meeting action plans			
ILT facilitates instructional data meeting conversation.	5.3		DDI data meeting agenda, pre-work, data	Audra Barrett, Donna Gatlin, Amanda Towler	Data meeting action plans			
Develop a plan and process for the initial observations of the Early Reading Program Evaluator	5.1		Outline of program evaluation goals and outcomes.	Gary Browning, program evaluator, Lauren Holland, Anne Toulson	Program evaluation outline			
Work with Region 9 to improve systems and process for RTI	5.1		Curriculum Materials, Master Schedule	Audra Barrett, Donna Gatlin, Amanda Towler	Master Schedule/School Staff			
ILT works with Region 9 to develop leadership coaching skills to support struggling teachers.								
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
			Carryover Action Steps			New Action Steps		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What New Action Steps do you need to add to the next cycle?								

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action that has not been MEI, please update column J with necessary adjustments or next steps for this action step.

[illegible]

AGENDA

ITEM

SUBJECT: Consider Approval of the GISD Food Service Procurement Plan

RATIONALE:

Although the district has procurement policy in place, the GISD Food Service department is required to have a separate procurement plan. A copy of the GISD Food Service Procurement Plan is attached. The plan aligns with district policy.

RECOMMENDATION:

I recommend the approval of the GISD Food Service Procurement Plan.

CONTACT PERSON(S):

Sonny Cruse

Procurement Plan

GRAHAM ISD

Name of Contracting Entity

PROCUREMENT PLAN CHILD NUTRITION PROGRAMS

This procurement plan contained on the following pages 1 through 13 will be implemented on _____ from that date forward until amended. All procurements must adhere to free and open competition. Source documentation must be available to determine open competition, the reasonableness, the allowability, and the allocation of costs.

Fiscally Responsibly Authority

Date

Procurement Plan Contents

Section I – General Requirements

Section II – Micro Purchasing

Section III – Equipment

Section IV – Small Procurement

Section V – Formal Procurement

Section VI – Noncompetitive Negotiation

Section VII – Emergency Purchasing

Attachment I: Informal Procurement Log

SECTION I - PROCUREMENT PLAN GENERAL REQUIREMENTS

The GRAHAM ISD plan for procuring items for use in the Child Nutrition Program is as follows:

1. The procurement plan provides for free and open competition, transparency in transactions, comparability, and documentation of all procurement activities.
2. The following conduct will be expected of all persons who are engaged in the awarding and administration of contracts supported by Child Nutrition funds. These written standards of conduct include:
 - i. No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
 1. The employee, officer, or agent;
 2. Any member of the immediate family;
 3. His or her partner;
 4. An organization which employs or is about to employ one of the above.
 - ii. Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.
3. Regardless of procurement method, the following factors will be determined regarding the allowability of costs:
 - a) Be necessary and reasonable for proper and efficient administration of the program(s)
 - b) Be allocable to federal awards applicable to the administration of the programs(s)
 - c) Be authorized and not prohibited under state and local laws
4. Purchasing will be conducted at the most restrictive procurement threshold:

	Federal Procurement Thresholds	Contracting Entity Procurement Thresholds (input)
Micro-purchasing	\$10,000 or less	same
Equipment	Over \$50,000	same
Small/Informal	\$50,000 or less	same
Formal	Greater than \$50,000	same

5. All staff conducting purchasing will be trained on the procurement procedures.
6. All purchasing records will be maintained no less than the current year plus 5 additional years.

SECTION II – MICRO PURCHASING

If the amount of purchases for items is less than \$10,000 and less than the Contracting Entities' small purchase threshold, the following procedure will be used.

1. Purchases will not be separated into 2 or more purchases to meet or be below the \$10,000 threshold.
2. The price quotes will not be required. Competition is not required.
3. When practicable, micro-purchases will be distributed equitably among qualified suppliers.
4. Documentation of purchases will be kept and maintained for 5 years plus the current year.
5. The Child Nutrition Director will be responsible for documentation of purchase.

Note: Federal threshold of \$2,000 is applicable in the case of acquisitions for construction subject to the Davis-Bacon Act

SECTION III –PURCHASING EQUIPMENT

If the amount of purchases for equipment is greater than \$50,000, the following procedure will be used.

1. Written specifications will be prepared and provided to vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
3. The price quotes will receive appropriate confidentiality before award.
4. If using USDA funding for the purchase, the Contracting Entity will seek prior approval from the Texas Department of Agriculture by completing the Capital Expenditure Request.
5. Quotes will be awarded by (Child Nutrition Director). Quotes awarded will be to the lowest price quote from a responsive and responsible bidder.
6. The (Child Nutrition Director) will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and *written specifications*.
7. The (Child Nutrition Director) will be responsible for documentation that the actual product specified is received.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. See also §§200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies.

SECTION IV – SMALL PROCUREMENT

If the amount of purchases for items is greater than \$10,000 and \$50,000 or less (*or the Contracting Entity's small purchase threshold*), Small Purchase Procedures must be followed. Quotes documented from an adequate number of qualified sources will be required.

Purchases over \$10,000 but \$50,000 or less

1. Written specifications will be prepared and provided to the vendor.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
3. The (Child Nutrition Director) will be responsible for contacting potential vendors when price quotes are needed.
4. The price quotes will receive appropriate confidentiality before award.
5. Quotes will be awarded by (Child Nutrition Director). Quotes awarded will be to the lowest price quote from a responsive and responsible bidder.
6. The (Child Nutrition Director) will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and *written specifications*.
7. The (Child Nutrition Director) will be responsible for documentation that the actual product specified is received.
8. Any time an accepted item is not available, the (Child Nutrition Director) will select the acceptable alternate. Full documentation will be made available as to the selection of the acceptable item. Substituted items will not be made at the vendor's discretion.

SECTION V – FORMAL PROCUREMENT

Food Service Management Contracts at any total cost (*does not include vended meal agreements*)

1. If the amount of purchases is over \$50,000(*or Contracting Entity approved threshold if less*), or for a Food Service Management Contract under NSLP, formal procurement procedures will be used as required by 2 CFR Part 200.318-326, formerly 7 CFR §3016.36.
2. Formal bid procedures will be applied on the basis of: **EXAMPLE BELOW**

Category	Procurement Method	Evaluation Used	Contract Award Type	Contract Duration/ Frequency
Frozen Foods (<i>Meats, Fruits, Vegetables</i>); Canned Foods(<i>same as above</i>)	Formal	Bottom line	Fixed price	Bi-annual (August 1- January 31; February 1-June 15)
Fresh Fruits and Vegetables	Formal	Bottom line	Cost reimbursable plus fixed-fee	Bi-annual, same as above
Dish Machine Chemicals	Formal	Bottom line	Fixed price with price adjustment	August 1-June 15
Fresh Bread	Formal	Bottom line	Fixed price with price adjustment	Annual by SY
Milk and Dairy Products	Formal	Bottom line	Fixed price with price adjustment	Annual by SY
Office Supplies	District contract	Bottom line	Cost reimbursable plus fixed-fee	Annual July 1-June 30

2. Formal bid procedures will be applied on *the basis of a*:
Centralized System
3. Because of the potential for purchasing more than\$50,000, it will be the responsibility of (Child Nutrition Director) to document the amounts to be purchased so the correct method of procurement will be followed.

When a formal procurement method is required, the following **COMPETITIVE SEALED BID or an Invitation for Bid (IFB) or COMPETITIVE PROPOSAL in the form of a Request for Proposal (RFP)** procedures will apply:

- An announcement of an **Invitation for Bid (IFB) or a Request for Proposal (RFP)** will be placed in the (Newspaper/media, IPS Website, other internet source) to publicize the intent to purchase needed items. The advertisement for bids/proposals or legal notice will be run for (Length of Time).
- An advertisement is required for all purchases over the Contracting Entity's small purchase threshold of (actual amount of the Contracting Entity's small purchase threshold.) The announcement will contain a:
 - general description of items to be purchased
 - deadline for submission of questions and the date written responses will be provided including addenda to bid specifications, terms and conditions as needed
 - date of pre-bid meeting, if provided, and if attendance is a requirement for bid award
 - deadline for submission of sealed bids or proposals, and address of location where complete specifications and bid forms may be obtained.
- In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
- The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
- The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - Contract period
 - Contracting Entity is responsible for all contracts awarded (statement)
 - Date, time, and location of bid opening
 - How vendor is to be informed of bid acceptance or rejection
 - Delivery schedule
 - Set forth requirements (terms and conditions) which bidder must fulfill in order for bid to be evaluated
 - Benefits to be entitled if the contractor cannot or will not perform as required
 - Statement assuring positive efforts will be made to involve historically underutilized businesses (HUB)
 - Statement regarding the return of purchase incentives, discounts, rebates, and credits to the non-profit Child Nutrition account
 - Contract provisions as required in Appendix II for 2 CFR Part 200, formerly 7 CFR Part 3016.36(i)
 - Contract provisions as required in 7 CFR Part 210.21(f) for all cost reimbursable contracts
 - Contract provisions as required in 7 CFR Part 210.16(a)(1-10) for Food Service Management Company contracts
 - Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding

- Price adjustment clause (escalation/de-escalation) based on appropriate standard or cost index (Consumer price index, or other as stated in terms and conditions for pricing and price adjustments)
- Method of evaluation and type of contract to be awarded
- Method of award announcement and effective date (if intent to award is required by State or local procurement requirements)
- Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received
- Provision requiring access by duly authorized representatives of the Contracting Entity, State Agency, United State Department of Agriculture, or Comptroller General to any books, documents, papers and records of the contractor which are directly pertinent to all negotiated contracts
- Method of shipment or delivery upon contract award
- Provision requiring contractor to maintain all required records for *three* years after final payment and all other pending matters (audits) are closed for all negotiated contracts
- Description of process for enabling vendors to receive or pick up orders upon contract award
- Provision requiring the contractor to recognize mandatory standards/policies related to energy efficiency contained in the State Energy Plan issued in compliance with the Energy Policy and Conservation Act (PL 94-165)
- Signed statement of non-collusion
- Signed Debarment/Suspension Certificate or statement included in contract or copy of Excluded Parties List System (EPLS).
- Provision requiring “Buy American” as outlined in 7 CFR Part 210.21(d); specific instructions for prior approval of all non-domestic product(s).
- Specifications and estimated quantities of products and services prepared by Contracting Entity and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
- If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, interpretation will be provided in writing to all potential bidders by (Child Nutrition Director) and date specified.
- The (Child Nutrition Director) will be responsible for securing all bids or proposals.
- The (Child Nutrition Director) will be responsible to ensure all Contracting Entity procurements are conducted in compliance with applicable Federal, State, and local procurement regulations.
- The following criteria will be used in awarding contracts as a result of bids/proposals.
 - Price
 - Quality, Delivery, and Service
 In awarding a competitive negotiation (RFP), a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, **but remains the primary consideration when awarding a contract.** Following evaluation and negotiations a firm fixed price or cost reimbursable contract is awarded.

- The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the Contracting Entity, price, and other factors considered. Any and all bids or proposals may be rejected in accordance with law.
- (Child Nutrition Director) is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections.
- (Child Nutrition Director) reviewing the procurement system to ensure compliance with applicable laws.
- (Child Nutrition Director) responsible for documentation the actual product specified is received.
- Any time an accepted item is not available, the (Child Nutrition Director) will select the acceptable alternate. The contractor must inform (Child Nutrition Director) when a product is not available. In the event a non-domestic agricultural product is to be provided to the Contracting Entity, the contractor must obtain, in advance, the written approval of the product. The (Child Nutrition Director) must comply with the Buy American Provision.
- Necessary steps will be taken to procure from small, minority firms, women's business enterprises, and labor surplus area firms whenever possible. Such steps will include:
Placing qualified small and minority businesses and women's business enterprises on solicitation lists. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources. Dividing specifications and/or technical requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce. Requiring the prime contractor, if subcontracts are allowed, to take the affirmative steps listed above.
- Full documentation as to the reason an accepted item was unavailable, and to the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for this documentation is (Child Nutrition Director).
- The (Child Nutrition Director) responsible for maintaining all procurement documentation.

SECTION VI - NON-COMPETITIVE NEGOTIATION

If items are available **only** from a single source *when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation*, **NON-COMPETITIVE NEGOTIATION** procedures will be used:

1. TDA will be notified of any Non-competitive negotiations prior to negotiations.
2. Non-competitive negotiations shall be used for one-time purchases of a new food item in order to determine food acceptance by students and for samples for testing purposes. A record of non-competitive negotiation purchase shall be maintained by the (Contracting Entity Official). The record of non-competitive purchases shall include, at a minimum, the following:
 - Item name
 - Dollar amount
 - Vendor, and
 - Reason for non-competitive procurement
3. Written Specifications will be prepared and provided to the vendor.
4. The (Child Nutrition Director) will be responsible for the documentation of records to fully explain the decision to use the noncompetitive negotiation. The records will be available for audit and review.
5. The (Child Nutrition Director) will be responsible for documentation that the actual product or service specified was received.
6. The (Child Nutrition Director) will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive negotiation are met.
7. Miscellaneous Provisions:
 - a. New product evaluation procedures will include all compliant requirements.
 - b. The Contracting Entity agrees that the reviewing official of each transaction will be the (Child Nutrition Director).
 - c. Payment will be made to the vendor when the contract has been met and verified and has met the procedures for payment. (if prompt payment is made, discounts, etc. are accepted.)
 - d. Specifications will be updated as needed.

SECTION VII – EMERGENCY PURCHASING

1). If it is necessary to make a one-time emergency procurement to continue service or obtain goods, the purchase shall be made, and a log of all such purchases shall be maintained by the GRAHAM ISD. The following emergency procedures shall be followed. All emergency procurements shall be approved by the Child Nutrition Director. At a minimum, the following emergency procurement procedures shall be documented:

- item name
- dollar amount
- vendor, and
- reason for emergency

2). If the emergency purchasing need requires a contract, prior approval will be obtained from TDA. All books, records and other documents relative to the award of the contract must be retained for five (5) years after final payment. Specifically the SFA/Sponsor shall maintain, at a minimum, the following documents:

- Written rationale for the method of procurement;
- A copy of the original solicitation;
- The selection of contract type;
- The bidding and negotiation history and working papers;
- The basis for contractor selection;
- Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
- The basis for award cost or price;
- The terms and conditions of the contract;
- Any changes to the contract and negotiation history;
- Billing and payment records;
- A history of any contractor claims; and
- A history of any contractor breaches.

Attachment I

INFORMAL PROCUREMENT LOG
TO BE USED FOR PURCHASES OF \$50,000 OR LESS

Check the box next to the supplier that you choose. Document contact with 2 or more vendors.

Items to be purchased and specifications:

--

	Date & Method of Contact	Bid Price	Negotiated Price	Notes
Supplier #1				
Supplier #2				
Supplier #3				

AGENDA

ITEM

SUBJECT: Consider Approval of Approving TASB HR Services to Conduct a Staffing Review and to Amend the Budget Accordingly.

RATIONALE:

As you are aware, over the past several years the district has experienced a decline in enrollment. As such it is important to objectively analyze our staffing practices by campus and department to identify options for cost reduction or improving instructional effectiveness.

TASB HR service will provide this service for the cost of \$7,000.00 plus travel expenses and will begin the process in February 2020.

RECOMMENDATION:

I recommend the approval TASB HR Services to conduct a Staffing Review and to amend the budget accordingly.

CONTACT PERSON(S):

Sonny Cruse

TEXAS ASSOCIATION OF SCHOOL BOARDS, INC.

HR Services • Service Agreement for Staffing Review

Graham ISD • October 5, 2020

1. Description of Services

TASB will conduct a review of district staffing practices by campus and department to identify options for cost reduction or improving instructional effectiveness. The scope of review will include staffing practices in the areas of instructional and administrative support staffing; elementary, middle school, and high school teachers; special education staffing; food service; maintenance and custodial staffing. Benchmarking metrics will be prepared for an appropriate comparison group of peer districts. Site interviews will be conducted with identified campus and central office administrators. Master schedules and class loads will be evaluated for each academic campus. The district will receive a preliminary draft of findings and recommendations with detailed data analysis and a final report. The scope of work is described in more detail in a separate document.

2. Cost

\$7,000 consulting fee plus reimbursement of travel expenses. TASB will invoice the district upon completion of services.

3. Schedule

April 2021 will be targeted for delivery of a draft report, after beginning in February 2021. To meet this delivery schedule, TASB must receive approval of this agreement before the expiration date below and must receive the data requested from the district within the timeframe specified in the data request.

4. Term of Agreement

This Agreement is effective upon the District's delivery (by mail or facsimile) of an executed counterpart of this Agreement to TASB and either party may rely upon a facsimile or photocopy of the Agreement for all purposes.

5. Limitation of Liability

TASB's liability under this Agreement is limited to the fees paid by the District to TASB under this Agreement. The parties agree that, in the event of a lawsuit between the parties relating to this Agreement, the prevailing party is entitled to recover reasonable and necessary attorney's fees.

6. Cancellation of Agreement

In the event either party terminates this Agreement before the completion of services, the District will reimburse TASB for all costs incurred up to the date of cancellation and will pay TASB's fee for consulting hours actually rendered at TASB's then current hourly rate.

This proposal will expire on November 6, 2020.



Amy Campbell
Director, HR Services

Signature of Authorized Official

Purchase Order Number

Date Approved

REVIEWED
By RandoKat at 3:50 pm, Oct 05, 2020



HR Services