

Graham High School
Campus Improvement Plan
School Year: 2015-2016



Date of School Board Approval

Mission Statement

Our mission is to provide our students success in learning. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. We actively involve parents and the community in supporting student learning and development.

Approved by GHS Campus Improvement Team (CIT): Fall 2015

Planning and Decision Making Committee

Campus Improvement Team (CIT)

Parent:	Missy Crago	Ed. Support Staff:	Suzanne Rawlins
Parent:	Stephanie Davis	Apple Tech:	Shannon Bozeman
Community Member:	Kristine Darrow	Social Studies:	Michael Todd
Community Rep:	Open	Special Ed:	Tim Wankowicz
Business Rep:	Open	Science:	Tracy Pippins
Business Rep:	Kimberly Wolfe	ELA:	Anne Routon
Counselor:	Natalie Husen	Administration:	Joe Gordy
Fine Arts:	Kathy Lambden	CTE:	Cheryl Sides
Athletics:	Sarah Curd	Math:	Cindy Walton

District Improvement Team (DIT)

Audra Barrett	2015 – 2016
Tim Wankowicz	2015 - 2017

Blue Team

Social Studies:	Clay McChristian	CTE:	Alesha Rogers	PLTW:	Karen McBride
Spec. Ed:	Michelle McGee	Math:	Sarah Kidd	Couns:	Natalie Husen
Administration:	Thomas Iles	ELA:	Ryan Gordy	For. Lang:	Stephen Hunter

Red Team

ELA:	Anne Routon	Science:	Tracy Pippins
Social Studies:	Michael Todd	Math:	Cindy Walton
Electives:	Kathy Lambden	Administration:	Joe Gordy
Spec. Ed:	Tim Wankowicz	Counselor:	Nancy Dunlap
CTE:	Cheryl Sides		

Comprehensive Needs Assessment

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

Participants in Attendance	Data Sources Examined
<i>Robert Loomis, GHS Principal</i>	<div style="border: 1px solid black; padding: 5px;"> <p><i>State Accountability Data</i> <i>Sat / ACT five year scoring trends for GHS</i> <i>PSAT / ASPIRE results</i> <i>AP participation and 3 year scoring trends for GHS</i> <i>Dual Credit Participation</i> <i>Attendance Reports</i> <i>Enrollment</i> <i>Technology Survey</i> <i>Parent, student, and teacher survey</i> <i>Grade Reports</i> <i>Master Schedule</i> <i>Program Evaluations</i> <i>Discipline and Tardy Referrals</i> <i>Flex Period – Response to Intervention</i></p> </div>
<i>Mr. Shannon Bozeman, GHS Apple Technician</i>	
<i>Ms. Xan Holub, GHS Counselor</i>	
<i>Ms. Kathy Lambden, Fine Arts teacher</i>	
<i>Mr. Michael Todd, Social Studies teacher</i>	
<i>Mr. Tim Wankowicz, Special Education teacher</i>	
<i>Ms. Tracy Pippins, Science teacher</i>	
<i>Ms. Anne Routon, English teacher</i>	
<i>Mr. Trey Kramer, Athletics</i>	
<i>Ms. Cindy Walton, Math teacher</i>	
<i>Ms. Cheryl Sides, CTE teacher</i>	
<i>Business Rep: Ms. Kim Wolfe</i>	
<i>Parent Rep: Ms. Kristine Darrow, Ms. Lisa Lovell</i>	

Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Flex Period - Response to Intervention Program</i>	<i>Teacher and student feedback</i>
<i>Master Schedule is student driven</i>	<i>Master schedules</i>
<i>ICU and Flex period have been successful intervention programs</i>	<i>Attendance and results of students attending these intervention programs</i>
Areas of Concern	Data Source
<i>Math, reading, writing, and social studies results for all populations</i>	<i>State Accountability</i>
<i>Bilingual / ESL student results – Reading, Science, Writing</i>	<i>Parent, community, and student surveys</i>
<i>Special Education students results – Reading, Math, Writing, Social Studies</i>	<i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i>
<i>Daily attendance of students and teachers</i>	<i>PBMAS Report, State Accountability (TAPR)</i>
	<i>Budget, attendance reports, AESOP reports</i>

Summary of Findings

- ELA will continue to address increased academic achievement for all students through the use of Eduphoria data, teacher and department evaluations, and research-based instruction by highly qualified teachers.
- Science will continue to focus on increasing hands on lab time. We will also continue to expose students to proper strategy that deals with analysis/conclusion type of questioning that is prevalent on the STAAR Biology assessment.
- The Social Studies Department will continue to expose our students to the various disciplines of the social sciences in an interesting and rigorous manner that inspires our students to become engaged in the democratic process. With this goal in mind, the department will begin to emphasize more cohesive curriculum planning across each discipline and focus on improving writing skills by increasing the number of writing assignments in the 2014-2015 school year.
- Math will continue to address academic achievement for all students through the use of research-based instruction with a focus on inquiry and higher order thinking instruction by highly qualified teachers. Students will be expected to demonstrate knowledge of important principles and concepts and relate mathematical information to everyday situations.
- CTE will develop course syllabi to increase the rigor in all CTE courses and increase the use of hands-on experiences to improve practical applications, with a major focus being in the areas of math, science, and writing TEKS.
- We have set a base standard (STAAR 2015) for GHS - Subpopulations' assessment scores, with an emphasis on Economically Disadvantaged students will need to increase and will be specifically addressed through best research-based interventions.
- College-readiness standards reflect state and national trends, with students' ACT/SAT scores remaining constant; data will be analyzed and interventions will be implemented to improve test-taking strategies
- Each core subjects will incorporate more short answer essay writing into their daily curriculum and exams. Each core subject quiz/exam will contain a minimum of 50% (25% Math) essay type answers.
- ICU has been a successful program. It has lowered the failure rate for 9-10 and has increased the responsibility of students taking ownership of their education.

Summary of Evaluation of Previous Year's Plan

In order to achieve our campus goals, we will need to emphasize to teachers the need for opportunities to write in every class. We can do this by eliminating “scantron” type testing and allowing for short open-ended response answers to check for understanding.

Our intervention time called “Flex Period” will need to begin sooner and have a schedule created that will allow for more time.

State Compensatory Education

This District has written policies and procedures to identify the following:

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

Total SCE funds allotted to this Campus **\$167,553**

*Goal 1, Obj. 8

Total FTEs funded through SCE at this District/Campus 3.125

The process we use to identify students at risk is:

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

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

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

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-8, EOC**

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

	Drop Out Data		Completion Data	
	2011		2012	
Students At-Risk	<1%		99%	
Students Not At-Risk	<1%		99%	

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

State Compensatory Education

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

A student under 21 years of age and who:

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

Federal, State and Local Funding Sources

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

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

Goal 1:

All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1:

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

Summative Evaluation:

To be added Spring 2016

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

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Conduct advisory meetings of various academically oriented groups to ensure constant attention to academic success for all students	CNA RS PI TPA	Superintendent Special Ed. Dir. Director of Curriculum Principals Committee Members	Meeting dates of the listed committees in the Fall of 2015 and Spring of 2016	District and Campus Resources	DIT & CIT, SST, Title I & G/T, Bilingual/ESL, Special Ed., SHAC, TRS Lead Teachers, and Counselors Meetings
Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia	CNA RS IHQ PD SA CI	Superintendent Director of Curriculum Principals Bilingual Teachers SPED Teachers GT Teachers ESL Teachers	September 2015 November 2015 Spring 2016	Title III Funds Local Funds	ESL Training Bilingual Teacher Recruitment LPAC Training SIOF Institute AP Trainings
GRAHAM HIGH SCHOOL State Compensatory Education Funds will be utilized to upgrade the entire instructional program	CNA RS SA CI	Principals	End of each six weeks	\$167,553.00 FTE: 3.125 Does not include federal fund amounts.	Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results
Effective integration of technology into the curriculum through project based activities	CNA RS PD CI	Superintendent Director of Curriculum Technology Dir. Principals	August 2015 December 2015 May 2016	GPEF Grant Funds Local Funds	Teacher Training Lesson Plans Walkthroughs Campus Support Visits
Increase student involvement in academic UIL participation including expansion into elementary grades	RS	Superintendent UIL Coordinator Principals	December 2015 May 2016	Local Funds	Orientation meetings Number of students Participating
Increased focus on Activity-Based instruction and collaboration of teachers and students	RS SA	Assistant Superintendent Curriculum Coordinator Principals	January 2016 May 2016	Local Funds	PDAS 360 Walkthrough Reports
Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation

Enrich vocational classes	CI	Assistant Superintendent GHS Principal GHS Career Tech Counselor	May 2016	Local Funds Carl Perkins Funds	Course offerings Perkins Program Evaluation
Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment	RS SA	Assistant Superintendent Curriculum Coordinator Campus Principals Teachers	Ongoing through the year	Local Funds	Unit Assessment Data Accountability Reports
Restructuring of Gifted and Talented program and Advanced Placement program at the secondary level	RS TPA	Assistant Superintendent Curriculum Coordinator GT and AP teachers	August 2015 Spring 2016	Local Funds	PEIMS Records GT EOY Evaluation Results AP Exam Results

Goal 2:

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

Objective 1:

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

Summative Evaluation:

To be added Spring 2016

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols	CNA IHQ	Superintendent Principals	July 2016	Local Funds	GISD Personnel Manual Update
Maintain effective and efficient GISD personnel policies	RS IHQ AHQ	Superintendent Principals	July 2016	Local Funds	Review TASB Personnel Policy

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

Goal 3:**All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.****Objective 1:**

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

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

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide School Resource Officer to maintain a safe and effective learning environment free	CNA CI	Superintendent	August 2015	Local Funds DARE Grant	425 Records
Provide staff development on what constitutes dating violence	PD	Principals	August 2015	Local Funds	Faculty Meeting Agendas
Provide quality district Disciplinary Alternative Education Program	IHQ SA	Superintendent GJHS Principal Graham Learning Center Principal	August 2015 January 2016 May 2016	Local Funds SCE Funds	Number of repeat offenders Student progress academically
Build capacity of students and staff to accept a more diverse culture of students into clubs, organizations, and activities through district character education programs	RS	Counselors	May 2016	Local Funds	Staff Training Faculty Meeting Agendas
Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)	CAN CI	Campus Principals Counselors	May 2016	Local Funds	Bullying Reporting Forms
Provide D.A.R.E. education classes for all students in 9 th grade	CNA CI	School Resource Officer Principals	August 2015	Local Funds DARE Grant	Attendance records

Goal 4:**All students in Graham ISD will graduate from high school.****Objective 1:**

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

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

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

Goal 5:

Parents and Community will be partners in the education of students in Graham ISD.

Objective 1:

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

Summative Evaluation:

To be added Spring 2016

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents	PI	Superintendent	Fall 2015	Local Funds	Student Handbook Receipts Compacts Receipts
Foster strong community partnerships	CNA PI	Superintendent	May 2016	Local Funds	Lions Club Rotary Club Chamber of Commerce
Implement Grateful Dads Program	PI CAN	Principal	September 2015	Activity Funds	Grateful Dads membership Weekly Sign in
Host special program parent information meetings -ESL/Bilingual -GT	PI TPA	Director of Curriculum Curriculum Coordinator Counselors Campus Principals	October 2015 November 2015	Local Funds	Meeting agendas and sign-in sheets Parent input
Implementation of on-line registration process	PI	Superintendent Director of Technology	August 2015	Local Funds	Records updated in data management system effectively

Goal 6:

GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.

Objective 1:

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

Summative Evaluation:

To be added Spring 2016

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Monitor state funding and student enrollment	CNA CI	Director of Business	Monthly	Local funds	Monthly RADA spreadsheets
Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds	CI	Superintendent Director of Business Auditor	Monthly February Audit	Local Funds	Board Policy Review Annual Audit
Develop long-range facilities master plan	CNA	Superintendent Assistant Superintendent of Business	Fall 2015	Local Funds	Development of Long Range Plan